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STATEMENT OF WORK

PERFORMANCE EVALUATION OF SCIENCE, TECHNOLOGY, RESEARCH, AND INNOVATION FOR DEVELOPMENT (STRIDE) ACTIVITY

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Purpose of the Evaluation

The United States Agency for International Development/Philippines (USAID/PH) will commission a third party, final evaluation of the Science, Technology, Research, and Innovation for Development (STRIDE) Activity. Through this evaluation, USAID/PH can gauge the extent by which STRIDE is meeting its objectives of strengthening capacity in science, technology and innovation of higher education institutions (HEIs) in the Philippines and contributing to USAID/PH's Development Objective of "Broad-based and Inclusive Growth Accelerated and Sustained" of the earlier CDCS as well as the Development Objective of the new CDCS (2020-2024) of "Inclusive, Market-Driven Growth Expanded."

The evaluation will focus on the three year extension period, which was granted to allow STRIDE to build on its initiatives during the five year base period, the lessons learned during implementation, and the strong partnerships between government, academe and industry. STRIDE works to support the Philippine government's Journey to Self-Reliance (J2SR), the Government of the Philippines (GOP) Filipinnovation and Entrepreneurship Roadmap included in its 2017-2022 Development Plan, and the new framework on higher education. Results of the evaluation will inform the design of the Mission's next generation, higher education activities.

The intended audiences of this evaluation are USAID/PH program officers as well as other USAID staff worldwide interested in higher education programs as well as those responsible for and interested in science, technology, innovation, and partnership (STIP) programs and activities. Philippine and U.S. stakeholders, including those in other U.S. government agencies and organizations, the GOP, higher education in the Philippines, United States, and worldwide, and other researchers and organizations with an interest in higher education and STIP also are a primary audience for this evaluation. Secondary audiences include the interested public in both the Philippines and United States with an interest in higher education and STIP.

Summary Information	
Activity Name	Science, Technology, Research, and Innovation for Development (STRIDE)
Implementing Partner	RTI International
Cooperative Agreement	AID-492-A-13-00011
Total Estimated Cost (TEC)	$36,364,838
Life of Activity	July 1, 2013 – July 16, 2021
Active Geographic Regions	National in scope (with focus on Cities Development Initiative sites)
Mission Development Objective (DO) CDCS 2016 - 2019	DO1: Broad-based and Inclusive Growth Accelerated and Sustained IR 1.2: Education Strengthened Sub-IR 1.2.2: Higher Education Institutions Strengthened
Mission Development Objective (DO) CDCS 2020 - 2024	DO 2: Inclusive, Market-Driven Growth Expanded IR 2.3 Human Capital Development Improved Sub-IR 2.3.3 Science, technology and innovation capacity strengthened
External or Internal Evaluation	External

Background

Description of the Problem and Context

The Science, Technology, Research and Innovation for Development (STRIDE) Project is an eight-year USAID-funded program aimed at enhancing the Philippine's capacity for innovation-led economic growth through building the capacity of the university sector for industry-relevant applied research. STRIDE worked closely with the Philippine government through the Department of Trade and Industry (DTI), Department of Science and Technology (DOST), Commission of Higher Education (CHED) and higher education institutions (HEIs) throughout the country, a network of Knowledge and Technology Transfer Offices and Career Centers in Philippine universities and other innovation stakeholders and network of innovation agents. Geographically, various components of the STRIDE project were also implemented throughout the country with a focus on sites included in USAID's Cities Development Initiative.

The Project was launched in response to the pressing multiple challenges faced by the country at the global and local levels which require Science, Technology, Innovation and Partnership (STIP) to promote innovation and upgrading in the Philippine industries. These challenges include:

- the intensifying competition from globalization and regional integration;
- natural disasters, environmental degradation, and climate change; and
- persistent poverty and increasing inequality.

Specifically, the Philippines faces the challenges of a lack of even the minimum number of scientists and technologists needed for innovation-driven development and insufficient investment in resources in science and technology (S&T) human resource development, research and development and physical infrastructure. The result of the low levels of innovation-driven development and insufficient investment in science and technology is low industrial and agricultural productivity, overall inefficiency, and meager output of knowledge products such as scientific publications, patents, and innovations. Moreover, the S&T sector in particular, and Philippine society in general, are burdened by long-standing legal, financial, and administrative rules and practices which stifle R&D, innovation and productivity, and have thus prevented STIP from fulfilling its goals of poverty reduction and sustainable development.

One of the main disconnects is between HEIs as producers of research, and the private sector, which should be the consumer of this research. A 2012 World Bank report states that HEIs in the region "contribute very little to technology adaptation and upgrading in firms," and that "firms often engage in research and development alone or with other groups, but they have very limited collaboration with universities and very few formal university-industry links".[1]

[1] "Putting higher education to work: skills and research for growth in East Asia" accessible at: http://documents1.worldbank.org/curated/en/402031468261552849/pdf/649520REPLACEM01547B0097808213849 09.pdf

STRIDE provides a response to these challenges with a primary goal of strengthening the science, technology, research, and innovation capacity of the Philippines to attain inclusive growth.

As highlighted in the 2017 study of National Academies of Science, Engineering and Medicine, "the focus by USAID on science, technology, and innovation is critical to improve development outcomes. At the core of this progress is the engagement of science institutions and other innovative enterprises and their commitment to work in partnership with USAID to research, test, and scale solutions." [2] STRIDE is designed to do just that by strengthening science, technology, innovations research and innovation capacity in the Philippines.

From 2013 to 2017, the STRIDE program helped form partnerships between universities and industry to enhance the nation's capacity for innovation-led economic growth. It has worked with partners in academe and industry to improve the research capacity and output, as well as the qualifications, of faculty and staff from select programs and universities in the Philippines. It has also strengthened linkages between industry and academe in high-growth economic sectors such as manufacturing and information technology. The project sought, through working with universities and industries, to create a network of researchers, entrepreneurs, and investors who innovate and turn ideas into products and companies. Industries were encouraged to become active stakeholders in university research, assist universities to become market driven providers, and build institutional structures to support and sustain this system. The program helps universities develop applied research capabilities and technical curricula and build a professional workforce with world-class technology.

By 2017, the Philippines had placed innovation as a key component of national development plans, recognizing its importance in driving self-sustaining economic growth. In consonance with a shared vision with the Philippine Development Plan 2017–2022, which aims at advancing the Philippines towards inclusive and sustainable economic growth and development through science, technology and innovations (STI), in 2018, STRIDE was extended for three additional years. With this extension, STRIDE's goal and expected results were revised somewhat to refocused intermediate results (IRs), new tasks, and greater Philippine Government support.

The extension was expected to allow STRIDE to build on its initiatives during the previous five years. With the Philippine's inclusion in the "Innovation Achievers" in the 2019 Global Innovation Index, [3] STRIDE will continue to support and focus on the Philippine Government's continuing strong commitment to innovation and towards innovation-driven inclusive growth.

With STRIDE now in its last year of a 3-year extension period, an evaluation of its experiences and lessons learned is needed to understand the extent by which STRIDE met its objective of strengthening STI of higher education institutions (HEIs); and contributing to "Broad-based and Inclusive Growth

[2] National Academies of Sciences, Engineering, and Medicine 2017. The Role of Science, Technology, Innovation, and Partnerships in the Future of USAID. Washington, DC: The National Academies Press. https://doi.org/10.17226/24617.

[3] Global Innovation Index 2019 accessible at: https://www.wipo.int/edocs/pubdocs/en/wipo_pub_gii_2019.pdf.

Accelerated and Sustained" and "Inclusive, Market-Driven Growth Expanded." The evaluation also would provide evidence-based recommendations for USAID's future next-generation initiatives on science, technology and innovations.

Description of the Intervention to be Evaluated and Theory of Change

STRIDE's design addresses the challenges confronting higher education in the Philippines, specifically in the fields of science, technology, research and innovation. Its overall objective is to strengthen STI capacity in Philippine higher education with a focus on disciplines that contribute to high-growth economic sectors (such as electronics, chemical industries, alternative energy, translational medicine, agri-business and ICT) as a means of stimulating and accelerating broad-based economic growth.

STRIDE's overall objective will be achieved through the following Intermediate Results (IR):

IR 1: Improved qualifications of faculty and research staff in higher education institutions engaged in the selected disciplines through supporting graduate and post-graduate scholarships utilizing traditional and non-traditional, cost-effective approaches such as twinning or "sandwich" programs, enrichment programs, and faculty exchange programs between U.S. and local universities.

IR 2: Improved research capacity in science, technology and innovation fields that contribute to high growth sectors such as manufacturing and information technology, through improved research systems, increased research collaboration between U.S. and local universities and professors, and increased incentives for research and publications.

IR 3: Strengthened partnerships between academe and industry in the identified sectors to support increased collaboration for applied research, increased technological adaptation or upgrading in firms and improving the quality of graduates of STI-related disciplines.

IR 4: Strengthened policy and management capacity of higher education institutions towards improving the STI ecosystem, through capacity building and executive development.

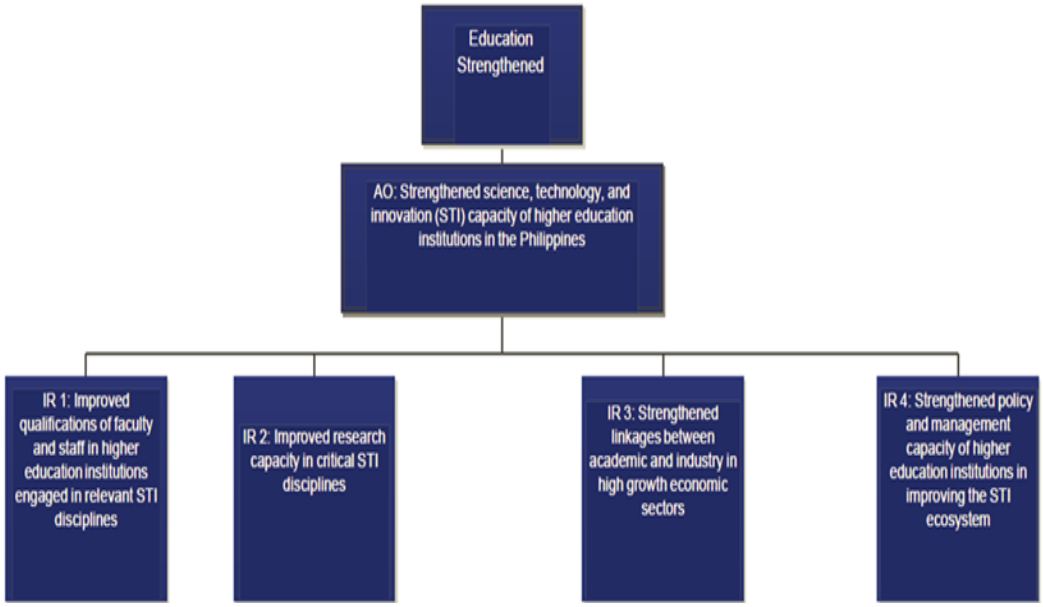

Figure 1: Science, Technology, Research, and Innovation (STRIDE) for Development Logical Framework

The STRIDE activity reformulated the original IR's into three "missions":

Mission 1 - Industry/Private Sector Engagement. The engagement mission puts emerging/high-growth/high-potential industry in the forefront of aligning research activities with real industry needs and setting up greater long-term industry participation in and support for the Philippine STI system. This mission primarily addresses IR 3.

Mission 2 – STI Capacity Development. The capacity development mission aims to drastically enhance the research and innovation capacity of Philippine universities in line with industry needs. This mission encompasses IRs 1 and 2, which are most effectively accomplished as a set of interdependent, sector-focused research capacity development programs that increase in depth, complexity, and industry (financial) support over the life of the program.

Mission 3 – Policy and Management. This mission focuses on assisting institutions in developing a supportive administrative, financial and managerial climate for research—through improved policies, procedures and institutional capabilities—resulting in a stable and well-understood platform for sustaining the efforts of STRIDE post-program. This mission primarily addresses IR 4.

STRIDE supports the broad goals of improving the STI ecosystem to make the economy more innovative and competitive and take advantage of this convergence of priorities and thrusts of both USAID and the Philippine government. In the medium to long-term, USAID's strategic investments in higher education will: strengthen research systems, institutions and human capacity to boost the regional competitiveness of the STI ecosystem; establish robust international linkages to facilitate transfer of technology and expertise, especially with leading U.S. universities; and, most importantly, build and sustain vibrant collaboration with the private sector. Institutionalizing such collaboration will ensure the relevance and quality of university research, training and teaching; enable the joint pursuit of valuable applied research; and establish a set of self-sustaining, university-business working relationships that foster innovation and growth.

The 3-year extension, until 16 July 2021, maintained the overall goal of STRIDE of "Strengthened Science, Technology, and Innovation Capacity for Inclusive Growth in the Philippines".

To deliver this goal, STRIDE will seek to achieve improvements in three IRs re-defined during the planning process for the 3-year extension. The revised IRs are as follows:

- IR1: Improved higher education capacity for innovation
- IR2: Improved regulatory environment for innovation
- IR3: Improved government capacity for innovation

In the 3-year extension, RTI International is addressing the IRs as described below, to ensure the STRIDE goal is attained.

IR 1— IMPROVED HIGHER EDUCATION CAPACITY FOR INNOVATION. This IR builds on and expands the STRIDE-supported Knowledge and Technology Transfer Offices (KTTOs), University Career Centers, and Professional Science Masters (PSM) programs. STRIDE is providing assistance to enhance the mentoring capacity of the original partner universities for these initiatives, with the end goal of transitioning these universities into powerful mentor-institutions to share their USAID-supported knowledge and expertise with other Philippine universities. STRIDE also will continue developing a science, technology, and innovation (STI) post-doctoral training center and assisting select universities to become active participants in the upcoming Regional Inclusive Innovation Centers (RIICs). The Philippine Association of State Universities and Colleges (PASUC) also will be supported in developing innovation diagnostics and programs for its member HEIs.

IR 2—IMPROVED REGULATORY ENVIRONMENT FOR INNOVATION. Under this IR, STRIDE is supporting STI research, policy analysis, and implementation toward an improved regulatory environment in government and in universities. STRIDE will continue its work in the policy areas of procurement, institutional incentives, and extension for S&T research, as well as support to DOST on capturing the impact of STI investments. Where necessary, STRIDE is providing training in both the formulation and the execution of policy.

IR 3— IMPROVED GOVERNMENT CAPACITY FOR INNOVATION. To accomplish this IR, STRIDE is strengthening innovation ecosystem development efforts of the Philippine Government by providing targeted technical assistance to agencies and institutions that are central to the innovation ecosystem. STRIDE also is providing assistance in selected regions and sectors as identified by government agencies in the Filipinnovation Roadmap. In addition, this IR ensures continued technical assistance and support in strengthening links between industry, academe, and government. Organization of targeted innovation workshops and forums is continuing, along with the capacity building and convergence meetings needed to sustain such tasks into the future.

STRIDE helps form partnerships between universities and industry to enhance the nation's capacity for innovation-led economic growth through the following strategies:

- Improvement in research qualifications of faculty and staff
- Boosting research capacity in key disciplines
- Strengthening university-industry links in high-growth economic sectors
- Bolstering policy and management capacity of higher education institutions in science, technology, and innovation

Specific strategies to achieve the objectives include the following:

- Establishment of a Knowledge and Technology Transfer Office (KTTO)

- Establishment of the Philippine Government- University-Industry Research Roundtable (PGUIRR)
- Establishment of International Journal of Philippine Science and Technology
- Set up research in collaboration with Philippine industry.

The STRIDE Monitoring, Evaluation and Learning (MEL) framework is grounded in their theory of change (TOC) which is stated below and with the assumptions, outlined in Table 1. [4]

> *If government and higher education capacity for innovation and the regulatory environment is improved, then the science, technology, research, and innovation sector capacity will be strengthened, leading to more inclusive growth in the Philippines.*

TABLE 1. THEORY OF CHANGE INDICATORS AND ASSUMPTIONS

NARRATIVE SUMMARY	INDICATOR	DATA SOURCE	ASSUMPTION
Goal	Strengthened science, technology, research, and innovation capacity for inclusive growth in the Philippines	Global Innovation Index, perceptions from Innovation Ecosystem Assessment	
IRs	Improved higher education and government capacity, and improved regulatory environment for innovation	Global Innovation Index, QS Asian Rankings, USAID Self-Reliance Indicator	Improved capacity for government and HEIs and a supportive regulatory environment for innovation leads to inclusive economic growth
Outcome Indicators	Number of individuals attending tertiary education institutions with curricula revised with private and/or public sector employers' input or on the basis of market research	Project records and relevant data from partner organizations	Government agencies and HEIs have enough funding and institutional support to operate and sustain the programs
	Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported programs		Industry actively engages in USG-supported activities, and is willing to partner with HEIs and government agencies
	Number of partnerships between universities and industry developed as a result of USG-supported programs		There is continuing demand from government, industry, and academe (GIA) stakeholders for USG-supported programs and activities
	Number of initiatives of national higher education innovation policy, strategies, or plans drafted, presented to stakeholders, approved or implemented attributable to the USG support		
	Average time to procure scientific research equipment and materials at HEI		
	Number of signatures needed for procurement		

[4] RTI. 2019. USAID STRIDE Monitoring, Evaluation and Learning (MEL) Plan.

	Percent change in new grant applications Number of innovations with demonstrated uptake by the public and/or private sector (EG.5.2-2): Number of private sector firms that have improved management practices or technologies as a result of USG assistance Amount of leveraged funds from Philippine Government on innovation-related activities as a result of USG-supported interventions		
Output Indicators	(ES.2-1) Number of HEIs and government agencies receiving capacity development support with USG assistance	Output Indicators	HEIs and partner government agencies are willing and able to attend training opportunities offered and apply the knowledge gained in support of the innovation ecosystem Industry engages in USG-supported activities and is willing to partner with HEIs and government. There is a demand from GIA stakeholders for USG-supported programs and activities

Results Framework

STRIDE's results framework in Figure 2 is the tool that it uses to monitor and manage progress. It sets out (1) development outcomes, (2) results, and (3) metrics that are used to measure effectiveness and efficiency. The results framework shows the hierarchy of results expected within STRIDE. The three main components of STRIDE represented by the IRs are improving higher education capacity for innovation, improving government capacity for innovation, and improving the regulatory environment for HEIs.

The goal of STRIDE is to strengthen science, technology, research, and innovation capacity for inclusive growth in the Philippines. In turn, this will support USAID efforts in achieving Development Objective #1, which seeks broad-based and inclusive growth, accelerated, and sustained.

The project, in its 6th year of implementation, achieved the following: (a) 44 Institutions trained under KTTO-IMPACT[5] partnership of STRIDE-DOST (33 HEIs[6] and 11 RDIs[7]); (b) nine (9) Career Centers developed with HEIs; (c) two (2) Professional Science Masters (PSM) Programs launched with industry partners; (d) 181 Students enrolled in PSM; (e) 40 MSMEs [8] participated in STRIDE-led ideation and project design workshops; and (f) six (6) proposals submitted to DOST[9] through industry-academe partnership.[10]

The program is being delivered by a Manila-based team, supported by the RTI International Home Office, RTI International Regional Office (Jakarta, Indonesia), and with support from subcontractor Florida State University.

[5] KTTO-IMPACT: Knowledge and Technology Transfer Office – Intellectual Property Management Program for Academic Institutions Commercializing Technologies
[6] HEIs – Higher Education Institutions
[7] RDIs – Research Development Institutions
[8] MSMEs - micro, small and medium enterprises
[9] DOST – Department of Science and Technology
[10] RTI. 2019. STRIDE Annual Report (1 July 2018 - 30 September 2019).

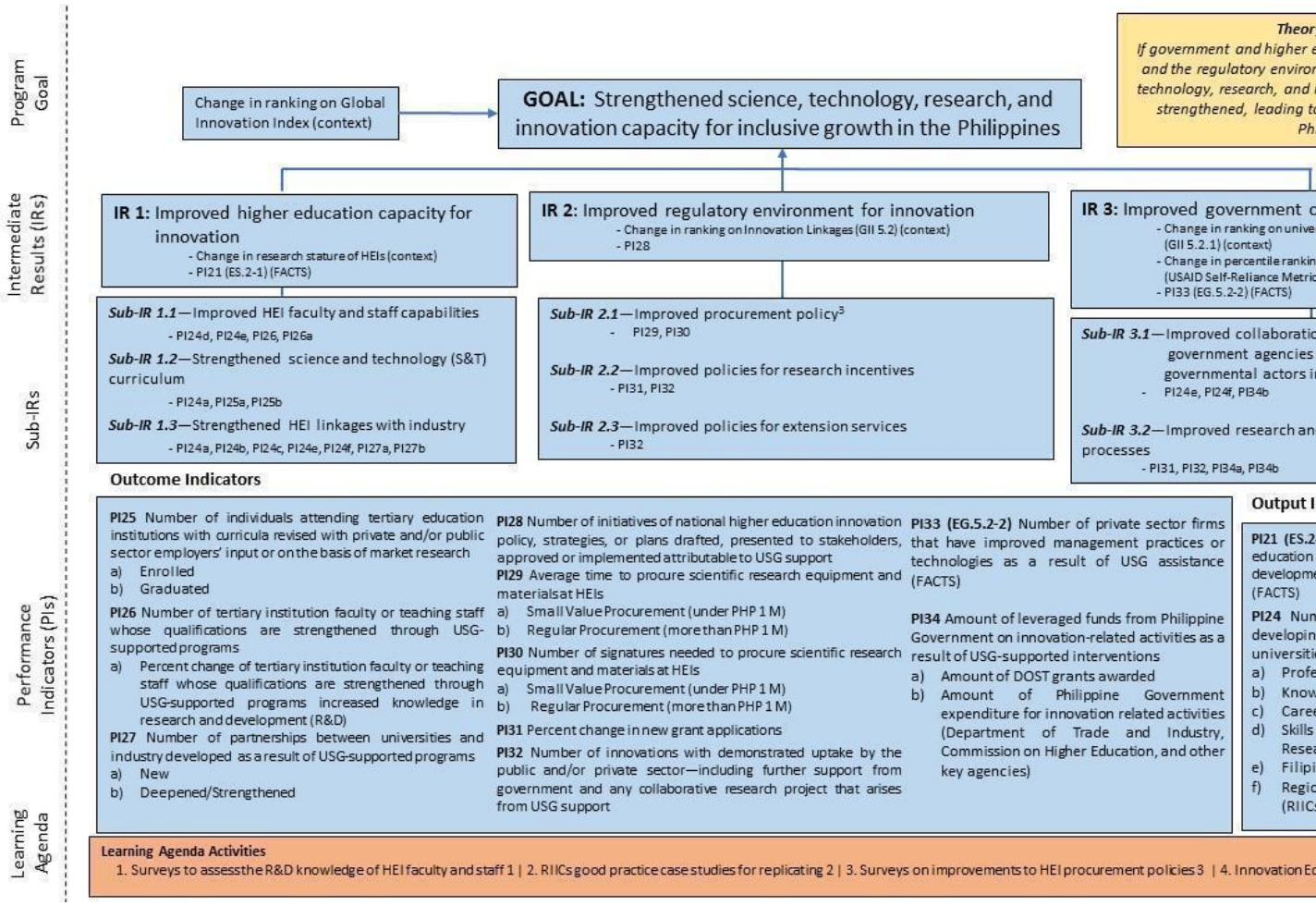

Figure 2: STRIDE Results Framework

SOURCE: RTI. 2019. USAID STRIDE MONITORING, EVALUATION AND LEARNING (MEL) PLAN. P. 8.

Activity Documentation

The evaluation team will have access to reports and other assessments which were part of STRIDE's monitoring, evaluation and learning (MEL) activities.

The USAID and STRIDE's Implementing Partner, RTI, will provide a list of relevant contacts and provide the evaluation team access to relevant activity documents. The timely provision and access to activity documents and assessments will be critical to ensure that members of the evaluation team have background documentation needed to conduct the evaluation. An initial list of references related to the implementation of STRIDE are listed below.

USAID's Country Development Cooperation Strategy (CDCS 2020-2024)
STRIDE Monitoring, Evaluation and Learning (MEL) Plan, including a log of revisions to the plan
STRIDE Annual Reports
STRIDE's most recent quarterly report
STRIDE: Philippines Innovation Ecosystem Assessment. 2014. USAID. RTI
Driving Innovation to Deliver Economic Value: A Needs Assessment of the Philippines' Technology Sector. 2017. USAID. RTI
STRIDE: Agribusiness Innovation Ecosystem Assessment. 2017. USAID. RTI.

Evaluation Questions

The evaluation will focus on STRIDE's performance in achieving its stated objectives, in relation to its three (3) intermediate results (IRs) as indicated. The questions focus on STRIDE's relevance, effectiveness, and sustainability and incorporate learning questions in STRIDE's AMELP.

1. **Relevance** (new context of the extension): To what extent has STRIDE contributed to addressing the development challenges as outlined in the Filipinnovation Roadmap of the Philippine Development Plan (PDP, 2017-2022), Journey to Self-Reliance (J2SR) and USAID/PH's new higher education program framework?
   1.1. How relevant were the activities conducted by STRIDE to the development priorities and needs of key stakeholders at the national, regional and local level?
   1.2. What are the challenges and opportunities for HEIs to foster a robust innovation ecosystem? *(IR#1 – learning question on Relevance in AMELP)*
2. **Effectiveness** (original context of STRIDE): To what extent did STRIDE achieve the three (3) intermediate results (IRs) on improved higher education institutions' capacity for innovation, improved regulatory and policy environment for innovation, and Improved government capacity for innovation?
   2.1. Which of the three (3) IRs contributed the most to the achievement of the development goal of inclusive growth through strengthened science, technology, research, and innovation capacity?
   2.2. Are HEIs addressing the underlying obstacles impeding and opportunities needed to achieve sustained improvements in the innovation sector? *(Effectiveness-IR#1 learning question in the AMELP)*

2.3. Are faculty and staff improving in their knowledge of R&D? *(Effectiveness- IR#1learning question in AMELP)*

2.4. Revisiting the Innovation Ecosystem Assessment, on which mechanisms (procurement, R&D funding, intellectual property policy, etc.) has STRIDE made the greatest impact? *(Effectiveness -IR#3 learning question in the AMELP)*

2.5. How have RIICs contributed to change in the innovation ecosystem? *(Effectiveness -IR#3 learning question in the AMELP)*

3. **Sustainability** (new context of the extension): What is the likelihood that initiatives and gains will continue after the completion of the project?

3.1. What gaps need to be addressed, within the Mission and externally by the host government?

3.2. Were sustainability mechanisms integrated in the design and implementation of STRIDE? What were the intended or unintended results?

3.3. Has STRIDE provided equal access to opportunities for research and innovation to both men and women in the academe?

3.4. What effect have the KTTO and Career Center activities had on university-industry collaboration? How can KTTOs be further developed and improved to meet industry needs and expectations? *(Sustainability – IR#1 learning question in the AMELP)*

3.5. What are the principal linkages for innovations and R&D outputs to be adopted/transferred to the community, government, and industry? *(Sustainability – IR#2 learning question in the AMELP)*

Evaluation Design and Methodology

The evaluation team is expected to use appropriate methods to obtain information necessary to meet the requirements of this SOW. The evaluation design and methodology would include quantitative and qualitative methods. The qualitative methods would include, among others, outcome harvesting, innovation ecosystem assessment and case studies, as well as analysis of small wins as precursor to innovations and partnerships.

The evaluation team will have the option of proposing approaches in assessing the achievement of outcomes towards achieving the development hypothesis in the Theory of Change (TOC) and the Results framework.

In terms of the unit of analysis, the evaluation Team is expected to consider the synergy and linkages of indicators in the results framework. As a basis in determining the scope and extent of work considering time and budget, the evaluation should focus on changes on the part of the key stakeholders, brought about by STRIDE's capacity building interventions. The evaluation team is also expected to evaluate the benefits gained by selected clients towards contributing to inclusive growth in the Philippines, with reference to outcome indicators in the results framework.

The evaluation team may consider the use of the framework employed by the National Resource Council (NRC) in the 2014 study of STI indicators to support policy decisions in the USA, as shown in Figure 3, in understanding the linkages and synergy of the outputs and outcomes of the three (3) IRs of STRIDE.

As the NRC report explained that "the panel's policy-driven framework provides a useful rubric for identifying the key policy issues and the indicators that can support analysis of these issues. These issues can range from highly aggregated (e.g., What is the contribution of STI to growth?) to highly granular (e.g., What is the supply of individuals with science, technology, engineering, and mathematics [STEM] skills by gender and ethnicity?)." [11]

Table 2: A Policy-Driven Framework for STI Indicators

Key Questions: Social Returns on Public and Private Expenditures of STI Impact on Economic Growth, Competitiveness, and Jobs			
STI Indicators: Drivers, Trends, Advances, Vulnerabilities, Culture/Climate, and Distribution			
Actors (1)	Activities (2)	Linkages (3)	Outcomes (4)
Individuals Collectives Teams Governments Education and research institutions Businesses Private nonprofit organizations	Research Inventions Development Engineering/ design Innovation Diffusion Education Training Capital Investment Job mobility Film dynamics Policy, regulation, and governance	Grants Contracts Collaboration Partnerships Co-development Co-publication Social networks	Knowledge Stocks Social capital Intangibles Products and services Productivity Product life cycles Trade in S&T products Trade in R&D services Job mobility Firm dynamics Socioeconomic impacts/ well being

NOTE: R&D = research and development; S&T = science and technology; STI = science, technology, and innovation
SOURCE: National Research Council (NRC) Panel's own work, page 18.

The areas of interventions, as studied by the NRC, were similar to those carried out by STRIDE at both the policy and granular levels towards improving innovation capacity in government, industry and the academe. The IP and the stakeholders were directly involved as actors (column 1) in pursuing the activities (column 2) towards the delivery of outputs by establishing linkages (column 3). As such, the unit of analysis at the organizational level could be applied in the continuum from columns 1 to 3. The analysis on benefits resulting from the use of outputs by both the key stakeholders and the clients would result in different indicators on outcomes (column 4).

The 2014 study of the National Research Council (NRC) emphasized that data users (policy makers, stakeholders, researchers) "are interested in the most fertile organizational structures or networks that

[11] National Research Council 2014. *Capturing Change in Science, Technology, and Innovation: Improving Indicators to Inform Policy*. Washington, DC: The National Academies Press. page 13. https://doi.org/10.17226/18606.

foster creativity and the transfer of technology from bench to market. They also are interested in the nature of cooperative relationships that foster collaboration while protecting intellectual property rights and downstream profits and mitigating risks."[12] As such, a policy driven framework will be helpful in understanding the dynamics and synergies of the key stakeholders and indirect stakeholders on the extent of achievement of the three (3) IRs towards strengthening science, technology, research and innovation for inclusive development in the Philippines.

Data collection method

In generating the information needed for the evaluation of STRIDE, the following data gathering methods, among others, would be carried out: (a) document review, particularly on delivery of outputs and use of resources; (b) Key Informant Interviews (KII); (c) focus group discussions (FGD); (d) simple surveys; and (e) case studies. The combination of these methods would ensure consistency and triangulation of information for validity.

The use of remote data gathering approaches may be needed if the on-going pandemic makes in-person data collection unfeasible. Electronic activity records, such as scanned documents, may be substituted for in-person visual review of activity records. Data gathering with remote data collection, may be pursued via online or smartphone surveys using Google forms, Microsoft form and similar computer and mobile-aided measures as well as using video conferences through Zoom, Google Meet, among others.

The data collection methods discussed here are only indicative, and other forms of data collection may be proposed by the evaluation team. Selection of key informant interviewees will be purposive.

Key informant interviews and focus group discussions should be with USAID personnel, officials of national and local government agencies, higher education institution presidents, administrators, faculty and staff, U.S university partners and collaborators, selected beneficiaries (grantees and scholars) and industry partners and collaborators.

The main stakeholders are composed of the national and regional offices of the following: (a) Department of Trade and Industry (DTI); (b) Department of Science and Technology (DOST); (c) Philippine Association of State Universities and Colleges (PASUC); and (d) Commission of Higher Education (CHED). The MSMEs are also involved in the implementation of STRIDE as indirect stakeholders.

The evaluation team is expected to propose a selection of sites for key informant interviews and a list of grantees and scholars for the case studies for USAID/PH's approval. USAID/PH will assist the team, as much as possible, to ensure that appropriate and necessary inputs are obtained. More information about the observations, feedback and results of the monitoring exercises can be found in STRIDE performance monitoring reports, university records, media coverage, milestone reports, quarterly progress reports and annual reports. All of these documents will be available for review by the evaluation team.

[12] NRC. 2014. P. 13.

Evaluation Design Matrix

The design matrix consists of the summary of evaluation design and methods, as shown in the table below. The evaluation team will be requested to propose a more complete version to be finalized along with the evaluation design in collaboration with CLAimDEV and USAID/PH.

Table 3: Evaluation Design Matrix

Questions	Suggested Data Sources	Suggested Data Collection Methods	Suggested Data Analysis Methods
Relevance: To what extent has STRIDE contributed in addressing the development challenges as outlined in the Filipinnovation Roadmap of the Philippine Development Plan (PDP, 2017-2022), Journey to Self-Reliance (J2SR) and new higher education program framework of USAID in the Philippines?	Project Documents and Reports IPs and Key stakeholders (DTI, DOST, PASUC, CHED)	Document review Key informant interviews (KII)	Qualitative Analysis
Effectiveness: To what extent has STRIDE achieved the three (3) intermediate results (IRs) on improved higher education institutions capacity for innovation, improved regulatory and policy environment for innovation, and Improved government capacity for innovation?	Project Documents and external reports IPs and Key stakeholders (DTI, DOST, PASUC, CHED) Indirect stakeholders & clients (Graduate students, Faculty, MSMEs)	Document review, including video and photos Key informant interviews (KII) Focused Group Discussion (FGD) Simple surveys With remote data collection approaches	Qualitative Analysis Quantitative (descriptive analysis)
Sustainability: What is the likelihood that initiatives and gains would continue towards achieving outcome after the completion of the project?	Project Documents and Reports IPs and Key stakeholders (DTI, DOST, PASUC, CHED) Indirect stakeholders & clients (Graduate students, Faculty, MSMEs)	Document review Key informant interviews (KII) Focused Group Discussion (FGD) Simple survey With remote data collection approaches	Qualitative Analysis Quantitative (summary and descriptive statistics) analysis; cross verification

LOCATION AND GEOGRAPHIC SCOPE

The evaluation will cover all 12 of the regions in which STRIDE is being implemented. Field consultations and data gathering activities will be conducted in three (3) clusters of regions. The selection of the regional clusters was based on existing partnerships of key stakeholders with government, industry and academe (GIA), anchored on a Knowledge and Technology and Transfer Office (KTTO). The three cluster regions are as follows:

1. Regional Cluster A consisting of Region 2, with 3 KTTOs, Region 3, with 1 KTTO, NCR with 13 KTTOs and Region 4-A;

2. Regional Cluster B with Region 7, with 4 KTTOs and 1 Professional Science Master Program (PSM); and
3. Regional Cluster C consisting of Region 10 with 1 KTTO and 1 PSM. Region 11 with 2 KTTOs and Region 12 with 3 KTTOs

DELIVERABLES AND REPORTING REQUIREMENTS

Inception Report with Evaluation Design and Work Plan

Within ten (10) business days after the start of deployment of the evaluation team, a draft evaluation design and work plan shall be completed by the Team. After five (5) business days, it will be presented to CLAimDev and STRIDE Agreement/Contracting Officer's Representatives (A/COR) for review and approval. The evaluation design will include: (1) a detailed evaluation design matrix (including the key questions, methods and data sources to be used to address each question and the data analysis plan for each question); (2) draft data collection instruments or their main features; (3) the list of potential informants/respondents and sites to be visited; and (4) known limitations to the evaluation design. In addition to the design, a work plan will be submitted that will detail: (1) the anticipated schedule and logistical arrangements; and (2) a list of key stakeholders at the national and regional level and the geographic areas that would be covered during the evaluation.

Briefings/Learning Events

First briefing: Upon finalization of the work plan, the evaluation team will have an in-briefing with USAID/PH. The meeting will consist of introductions and a discussion of the evaluators' understanding of the assignment, initial assumptions, evaluation questions, evaluation design and specific methodology and work plan. This shall be held no later than four (4) weeks after the deployment of the evaluation team.

Second (Mid-term) briefing and interim meetings: The evaluators must hold a mid-term briefing with USAID/PH after completing fieldwork. The briefing should provide a progress report on the status of the evaluation and field work, including potential challenges and emerging opportunities. This shall be held no later than ten (10) days after completion of primary data gathering and field work. The evaluation team will also provide the CLAimDev and STRIDE A/CORs with periodic feedback on the progress of the evaluation, as agreed upon during the first briefing. If desired or necessary, weekly briefings by phone or by other means will be arranged.

Third (Final) Briefing and Presentation: The evaluators must hold a final briefing, the schedule of such will be agreed during the first briefing. Prior to the final briefing, the evaluators, with CLAimDev, shall prepare a presentation on the evaluation methods and summary of preliminary findings/conclusions and recommendations, which will be submitted and presented to the Offices of Education and Program Resources Management. Any issues that the evaluators consider as having a bearing on the objectives of the evaluation will be discussed during the final briefing. The Program Office will convene a meeting with the Education and Front Offices for the final briefing.

Learning Event(s) for Evaluation Utilization: The evaluators shall organize, no later than 4 weeks before completion of the contract, at least two (2) learning events (with a maximum eight (8) hours duration for each event) for key stakeholders. The learning events will disseminate evaluation findings, explore good practices and lessons learned related to key STRIDE thematic foci, and highlight ways to enhance the sustainability of STRIDE's results.

Draft Evaluation Report

The draft evaluation report will be consistent with guidance provided in the section on the Final Report Format. The report will address each of the questions identified in the SOW, as well as any other issues that have a bearing on the objectives of the evaluation. The submission date for the draft evaluation report will be determined in the evaluation work plan, provided that the draft is submitted to the evaluation COR for review and approval on or about 4.5 months after the evaluation begins. Once the initial (first) draft evaluation report is submitted, the Offices of Program Resources Management and Education will have ten business days during which to review and consolidate comments on the initial draft, after which the CLAimDev COR will submit the consolidated comments to the evaluation team, no later than two days after the deadline of submission of comments. After receiving comments, the evaluation team will have ten business days to submit a revised, final (second) draft report. USAID/PH will have ten business days to review and reply with comments on the final (second) draft report.

Final Evaluation Report

The evaluation team will have no more than ten business days to respond/incorporate the final comments from USAID/PH. The evaluation team will then submit the final report to the evaluation COR. All evaluation data and records will be submitted in full and should be in electronic form in easily readable format, organized and documented for use by those not fully familiar with STRIDE or evaluation and will be owned by USAID.

EVALUATION TEAM COMPOSITION

STRIDE Evaluation Team (CLAimDev staff – 2 persons, STTA - 7 persons)

1. Principal Investigator (1 – CLAimDev)
2. Evaluation Specialist (1 - CLAimDev)
3. Evaluation Advisor (STTA) – Team Leader (1)
4. Science, Technology and Innovation (STI) Specialist (1)
5. Partnership and Collaboration Specialist (1)
6. Field Regional Evaluation Assistants (3)
7. Project Assistants (2, full-time office support)

The evaluation team may be a mix of experts with in-depth knowledge and understanding of higher education, in the fields of science, technology, innovation and partnership, and expertise in evaluation. Below is the suggested team composition:

The **Principal Investigator** shall be the CLAimDev Senior Monitoring, Evaluation and Learning Specialist. He will have primary responsibility for all aspects of the evaluation including the management and integrity of the design, conduct, and reporting of the evaluation, and for managing, monitoring, and ensuring the integrity of all collaborative relationships with USAID and its partners, stakeholders, and beneficiaries.

The **Evaluation Specialist** shall provide assistance to Principal Investigator/CLAimDev Senior Monitoring, Evaluation and Learning Specialist, as part of continuity measures and integrating CLA approaches into the CLAimDev work process.

The **Evaluation Advisor** will serve as the Team Leader and oversee all aspects of the evaluation, under the supervision of the Principal Investigator. The Team Leader will be the primary coordinator with the Principal Investigator. He/she will manage the evaluation team's activities and ensure that the work plan is implemented in a timely manner. The Team Leader will have primary responsibility for drafting and revising all evaluation deliverables for the Principal Investigator's review before submission to USAID/PH.

Technical Specialists will serve as co-evaluators and work closely with the Team Leader to implement the work plan and data analysis of all the components of the evaluation. They are expected to have subject matter expertise, industry knowledge, a wide industry and education network and experience relevant to each of the missions of STRIDE that will be evaluated. The consultants are to work together and complement each other in exploring the synergies of the three (3) IRs of STRIDE and its contribution to the goal of "Strengthened Science, Technology, and Innovation Capacity for Inclusive Growth in the Philippines."

Field Regional Evaluation Assistants will support data collection at the field level, in regions that will be covered by the Evaluation Team, considering the limitations on travel and face-to-face interactions, as brought about by the pandemic.

Two **Project Assistants** will assist the evaluation team with all logistical, travel, documentation and administrative needs. He/she will also provide support in the formatting of interview and survey questionnaires for remote data collection, maintaining organized evaluation files, and formatting and proofreading all evaluation deliverables.

At least one member of the evaluation team should have expertise in gender issues related to STI, higher education, or industry.

To reduce bias, members shall not have, in any way, been involved in the implementation of STRIDE. All team members will be required to provide a signed statement attesting to a lack of conflict of interest or describing an existing conflict of interest. The evaluation team shall demonstrate familiarity with USAID's Evaluation Policy (www.usaid.gov/evaluation/USAIDEvaluationPolicy.pdf).

Qualifications

Principal Investigator

- Master's degree in relevant fields such as international development, international affairs, social science, demography, research methods, statistics, monitoring and evaluation.
- At least five (5) years of experience in implementing evaluation and research
- At least three (3) major positions as principal investigator, team lead or author
- At least two (2) years of experience in conducting on-the-ground field monitoring in a developing country context
- Strong writing skills and demonstrated expertise in analysis and positioning the use of monitoring and evaluation and research data for strategic decision-making
- Excellent demonstrated ability to effectively interact with local professionals, international donors, host country government counterparts, and other implementing partners
- Deep knowledge of USAID M&E regulations and compliance
- Fluency in written and spoken English required: fluency in Tagalog preferred

Evaluation Specialist

- Master's degree in relevant fields such as international development, international affairs, social science, demography, research methods, statistics, monitoring and evaluation.
- At least five (5) years of experience in implementing evaluation and research
- At least two (2) years of experience in conducting on-the-ground field monitoring in a developing country context
- Strong writing skills and demonstrated expertise in analysis and positioning the use of monitoring and evaluation and research data for strategic decision-making
- Excellent demonstrated ability to effectively interact with local professionals, international donors, host country government counterparts, and other implementing partners
- Deep knowledge of USAID M&E regulations and compliance

Evaluation Advisor (Team Leader)

- Evaluation professional with at least ten (10) years of experience of conducting evaluation studies, having served as a Team Leader on at least three USAID program or activity evaluations and participated as a Team Member on at least five USAID program or activity evaluations.

- A Master's degree in the social sciences or related disciplines is required.
- Ability to write message driven evaluation reports.
- Proven ability to lead and manage project evaluation teams.
- Willingness and ability to work together as part of a team.
- Excellent English communication skills, both written and oral. Evaluation reports drafted by candidates may be requested.

Technical Specialists/ (Team Members) (Up to 2 members)

- Professionals with expertise in education activities, preferably in higher education and on science, technology, innovation with partnership (STI+P) and with expertise in:
    - industry-academe linkages,
    - institutional capacity development, or
    - policy development in higher education.
- Evaluation experience is strongly preferred.
- At least seven (7) years' experience in a relevant discipline is preferred.
- A Master's degree in social sciences or related disciplines is required.
- One of the technical consultants must have strong background and proven expertise in conducting evaluation of development assistance and programs/projects, including gender and inclusive development.
- Willingness and ability to work together as part of a team.
- Demonstrated knowledge of monitoring and evaluation systems.
- Excellent English communication skills, both written and oral. Sample studies or published work may be requested from candidates

Field Regional Assistants (Up to 3 members)

- Evaluation, higher education, or academe-industry partnership professional with at least five (5) years of experience.
- A Master's degree in the social sciences or related disciplines is required.
- Willingness and ability to work together as part of a team.

- Excellent English communication skills, both written and oral. Sample studies or published work may be requested from candidates

Project Assistant (local, up to two members, full time)

- Experience in providing support services, preferably in evaluation engagements, including formatting of interview guides and survey questionnaires using remote data collection tools.

- and support to data processing as well as logistic support in scheduling and arranging consultation meetings, travel arrangements and venues for learning events, among others.

EVALUATION SCHEDULE

The evaluation will cover the period 06 January 2021 –06 August 2021. The period of performance of about 7 months, is inclusive of the estimated time needed for USAID to complete its responsibilities and tasks, such as issuing a task order for the conduct of the evaluation, approving the evaluation work plan, review of the draft and final evaluation reports, review and approval of intermediate deliverables, and meeting participation as well as learning events on the findings and lessons learned.

The list of activities, estimated duration and indicative schedule are shown in the table below, divided into 3 phases

Task number	Task Name	Estimated Duration (Days)	Estimated Start	Estimated Finish
	Phase 1 – Recruitment and hiring of STTA			
1	Recruit evaluation team	15	11/12/2020	11/30/2020
*	On-demand task order issued	0	11/30/2020	11/30/2020
2	Issue STTA contracts to evaluation team	5	12/2/2020	12/2/2020
3	In-brief meeting with USAID	0	12/11/2020	12/11/2020
	Phase 2 – Conduct of Evaluation			
4	Evaluation team planning meeting	3	01/6/2021	01/8/2021
5	Document review	10	01/11/2021	1/22/2021
6	Initial consultations with IP and major stakeholders	5	01/25/2021	01/29/2021
7	Prepare inception report with evaluation design, methodology, tools, and schedule	10	02/01/2021	02/05/2021
8	Submit inception report to PI and COP for review	5	02/08/2021	02/12/2021
9	Submit inception report to USAID for approval	0	02/12/2021	02/12/2021
10	Revise inception report	5	02/22/2021	02/26/2021

11	Pilot tools and finalize	5	03/01/2021	03/05/2021
12	Schedule data collection interviews and arrange logistics	10	03/08/2021	03/19/2021
13	Submit revised inception report to USAID	0	03/19/2021	03/19/2021
14	Document review and analysis	10	03/22/2021	04/02/2021
15	Data collection	30	04/05/2021	05/14/2021
16	Data processing and analysis	10	05/17/2021	05/28/2021
17	USAID Out-brief	0	05/28/2021	05/28/2021
18	Findings, conclusions, and recommendations workshops with IP and major stakeholders (Learning Event #1, as part of learning utilization as instructed by Albert)	5	05/31/2021	06/04/2021
19	Preparation and Conduct on Dissemination of Preliminary Findings and Lessons Learned to Wider Audience (Government, Industry, Academe and Development Agencies (Learning Event #2, as part of learning utilization, as instructed by Albert)	5	06/07/2021	06/11/2021
20	Final report drafting	15	06/14/2021	07/02/2021
21	Submit final report for PI and COP review	5	07/05/2021	07/09/2021
22	Final report revisions	5	07/12/2021	07/16/2021
23	Submit final report for Home Office review	5	07/19/2021	07/23/2021
24	Submit final report draft to USAID	0	07/23/2021	07/23/2021
25	USAID Comments on final report		07/26/2021	7/30/2021
26	Final report revisions based on USAID comments	5	08/02/2021	08/06/2021
	Phase 3: Final Report Submission and Learning Events			
27	COP and Home Office report finalization	5	08/09/2021	08/13/2021
28	Final report submission	0	08/13/2021	08/13/2021
29	Final report approval	5	08/16/2021	08/20/2021
30	Final report submitted to the DEC, data uploaded to the DDL	0	08/20/2021	08/20/2021

ESTIMATE ON LEVEL OF EFFORT (LOE) OF EVALUATION TEAM (STTA) IN NUMBER OF PERSON-DAYS

The evaluation will be carried out by the 6-person team, with three (3) key specialists and supported by three (3) regional M&E assistants, with an estimated LOE of 642 days, with details as shown in the table below, excluding the LOE of 2 full-time project assistants.

The evaluation team will be supported by two (2) full-time project assistants for logistics, coordination and administrative support, including for the learning event during the 7-month evaluation study period. The estimated LOE for the two (2) full-time evaluation assistants will be about 14 months.

TASK NUMBER	TASK NAME	TEAM LEADER	STI SPECIALIST	PARTNERSHIP SPECIALIST	REGIONAL M&E ASSISTANTS (3 PERSONS)	TOTAL DAYS
3	Evaluation team planning meeting	3	3	3	3 days x 3 person = 9	18
4	In-brief meeting with USAID	1	1	1	1 x 3= 3	6
5	Document review	5	5	5	5 X 3=15	30
6	Initial Consultation with IP and Major Stakeholders	2	2	2	2 x 3 = 6	12
7	Preparation of Inception Report, with development of evaluation plan and tools	8	8	8	8 X 3 = 24	48
10	Revise inception report	2	2	2	2 X 3 = 6	12
11	Pilot tools and finalize	2	2	2	2 x 3 = 6	12
12	Schedule data collection interviews and arrange logistics	1	1	1	1 X 3 =3	6
14	Document review and analysis (of reports and studies from implementing partners and clients)	7	7	7	7 x 3 = 21	42
15	Data collection (KII, FGD, and simple survey for triangulation)	30	30	30	30 x 3 = 90	180
16	Data Processing and Analysis	15	15	15	15 x 3= 45	90
17	USAID Out-brief	1	1	1	1 X3 = 3	6
18	Findings, conclusions, and recommendations workshops with IP and major stakeholders (draft summary of highlights), with Learning Event #1	5	5	5	5 X 3 = 15	30
19	Preparation and dissemination of findings and lessons learned, as part of Learning Event #2	5	5	5	5 x 3 = 15	30
20	Final report drafting (1st draft report)	10	10	10	10 X 3 = 30	60
21	Final report revisions based on USAID comments (final report)	10	10	10	10 x 3 = 30	60
	TOTAL LOE (person-days)	**107**	**107**	**107**	**321**[13]	**642**

[13] The increase on the LOE of Field Regional Evaluation Assistants to 107 person-days, at the same level as the Team Leader and the two (2) Specialists, was discussed during the meeting with Albert and Badette.

ESTIMATE ON LEVEL OF EFFORT (LOE) OF CLAIMDEV TEAM IN NUMBER OF PERSON-DAYS

The evaluation will be guided and managed by the Senior M&E Specialist of ClaimDev and with support of one of the Technical personnel of the M&E unit of CLAimDev, under the overall supervision of the Chief of Party (COP), with an estimated LOE of 120 person-days, as shown in the table below.

TASK NUMBER	TASK NAME	CHIEF OF PARTY	PRINCIPAL INVESTIGATOR	EVALUATION SPECIALIST	TOTAL DAYS
1	Recruit evaluation team	1	1	5	7
3	Evaluation team planning meeting	1	2	3	6
4	In-brief meeting with USAID	1	1	1	3
5	Document review	0	2	4	6
6	Initial Consultation with IP and Major Stakeholders	0	3	4	7
7	Preparation of Inception Report, with development of evaluation plan and tools	2	2	4	8
8	Submit inception report to PI and COP for review	2	2	2	6
9	Submit inception report to USAID for approval	1	1	1	3
14	Document review and analysis (of reports and studies from implementing partners and clients)	0	3	5	8
15	Data collection (KII, FGD, and simple survey for triangulation)	5	12	14	31
16	Data Processing and Analysis	0	3	6	9
17	Findings, conclusions, and recommendations workshops with IP and major stakeholders (draft summary of highlights), as part of Learning Event #1	2	4	5	11
18	Participation in the dissemination of findings and lessons learned, as part of Learning Event #2	1	2	4	7
19	Submit final report for PI and COP review	2	2	2	6
20	COP and Home Office report finalization	2	0	0	2
	TOTAL LOE (PERSON-DAYS)	**20**	**40**	**60**	**120**

EVALUATION REPORT FORMAT

The evaluation findings, conclusions, and recommendations will be consolidated into a message-oriented final report. The evaluation final report should include an executive summary; background of the local context and the Activity being evaluated; the main evaluation questions; the methodology or methodologies; the limitations to the evaluation; findings, conclusions, and recommendations; and lessons learned as applicable. The report should be formatted according to USAID's evaluation report template, with estimated page counts, as listed below.

1. Abstract (1/2 page)
2. Executive Summary (3 - 5 pages)
3. Evaluation Purpose (1/2 page)
4. Background on the context and the strategies/projects/activities being evaluated (1 page)
5. Evaluation Questions (1/2 page)
6. Methodology (1 page)
7. Limitations to the Evaluation (1/2 page)
8. Findings, conclusions and (if applicable) recommendations (30 - 32 pages)
9. Annexes

The report should not exceed 40 pages, inclusive of the abstract and executive summary. The executive summary should be 3–5 pages in length and summarize the purpose, background of the Activity being evaluated, main evaluation questions, methods, findings, conclusions and recommendations and lessons learned (if applicable).

The evaluation methodology shall be explained in the report, with details included in an Annex. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (e.g., selection bias, recall bias, among others)

The annexes to the report shall include the following: (a) the Evaluation SOW; (b) the Evaluation design and work plan; (c) statements of difference, if any, regarding significant unresolved differences of opinion by funders, implementers, and/or members of the evaluation team; (d) all tools used in conducting the evaluation, such as questionnaires, checklists, and discussion guides; (e) sources of information, properly identified and listed; and (f) disclosure of conflict of interest forms for all evaluation team members, either attesting to a lack of conflicts of interest or describing existing conflicts of interest.

The Principal Investigator will ensure that the final evaluation report is publicly available through the USAID Development Experience Clearinghouse within 90 calendar days of the official completion date of the evaluation contract.

CRITERIA TO ENSURE THE QUALITY OF THE EVALUATION REPORT

Per USAID ADS 201.3.5.17, draft evaluation reports must undergo a peer review organized by the office managing the evaluation. The following criteria will serve as the basis against which the report is reviewed:

- Evaluation reports should represent a thoughtful, well-researched, and well-organized effort to objectively evaluate the strategy, project, or activity.
- Evaluation reports should be readily understood and should identify key points clearly, distinctly, and succinctly.
- The Executive Summary of an evaluation report should present a concise and accurate statement of the most critical elements of the report.
- Evaluation reports should adequately address all evaluation questions included in the SOW, or the evaluation questions subsequently revised and documented in consultation and agreement with USAID.
- Evaluation methodology should be explained in detail and sources of information properly identified.
- Limitations to the evaluation should be adequately disclosed in the report, with particular attention to the limitations associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.).
- Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay, or simply the compilation of people's opinions.
- Findings and conclusions should be specific, concise, and supported by strong quantitative or qualitative evidence.
- If evaluation findings assess person-level outcomes or impact, they should also be separately assessed for both males and females.
- If recommendations are included, they should be supported by a specific set of findings and should be action-oriented, practical, and specific. with particular focus on following criteria to ensure the quality of the evaluation report.

OTHER REQUIREMENTS

All quantitative data collected by the evaluation team must be provided in an electronic file in easily readable format agreed upon with the Contracting Officer's Representative (COR). The data should be organized and fully documented for use by those not fully familiar with the Activity or the evaluation. USAID will retain ownership of all datasets developed.

USAID contractors must submit any Dataset created or collected with USAID funding to the DDL in accordance with the terms and conditions of their awards. This is in keeping with Executive Order 13642 and the OMB Open Data Policy (M-13- 13) which states that an agency's "public data listing may also include, to the extent permitted by law and existing terms and conditions, datasets that were produced through agency-funded grants, contracts, and cooperative agreements."