

World Vision



Learning from experience: World Vision Australia Annual Evaluation Review 2014



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Summary

Each year World Vision Australia reviews the evaluation reports from projects it funded which were completed and evaluated in the previous financial year. The Annual Evaluation Review examines the results of the evaluated projects and the quality of those evaluations, providing an overview of the impact of our work and the reliability of the assessment of that impact.

In the 2013 financial year, 133 projects were eligible for evaluation and 78 reports were available to be reviewed. Several particularly successful projects were identified, along with key lessons for project design; monitoring, evaluation and reporting; sustainability and efficiency; partnering; participation; and support and systems.

In 29 percent of the evaluated projects, the highest level of changes were observed in social, economic, environmental and physical conditions in the target communities. This is a decrease of 14 percent from 2012. Indicators of evaluation quality were similar to, or slightly lower than, 2012. Twenty-four (31 percent) of the evaluations reported on one or more of the World Vision “standard” or “highly recommended” indicators of Child Well-being Outcomes. This is a slight fall on last year’s unexpectedly high result.

Given the focus within World Vision Australia on supporter-centricity and the accompanying demand to be able to communicate credibly about high quality and high impact programming, systems must be improved to ensure evaluations of programs we fund are of appropriate quality. This will provide a more reliable evidence base to ensure we meet our donor promise and that we can communicate accurately and credibly with our supporters about the impact of the work we are doing.

Introduction

The Annual Evaluation Review is an annual review of the evaluation reports from projects funded by World Vision Australia which were completed and evaluated in the previous financial year.

The Annual Evaluation Review aims to investigate the results of the evaluated projects and the quality of those evaluations, and to explore learning from the evaluations worth sharing across World Vision Australia and beyond.

Evaluations of World Vision projects require substantial time, skill and resources. They can result in valuable information which, if used, can play an important part in improving our programs. They can also produce information which is vital to ensuring we can engage credibly and compellingly with our supporters.

What we found in 2013

Included projects

In the 2013 financial year, 133 projects were eligible for evaluation and 78 had evaluation reports available to be reviewed and were included (see Figure 1). This is a substantially lower number of projects eligible for evaluation and a much higher proportion of reports available than in previous years.

These differences reflect the more intensive process taken to identify evaluation reports this year, which also provided much more information on projects that were ineligible for review (eg, short-term humanitarian aid projects, etc). Thirty-three of the included reports (42 percent) were from Area Development Programs.

Figure 1. Number of projects included in the Annual Evaluation Review

Financial year	Projects ending	Evaluation reports available to be reviewed	
		N	n
2013	133	78	59
2012	215	74	34
2011	300	95	32
2010	211	58	27
2009	222	46	21

The proportion of projects that had evaluation reports available to be reviewed is a substantial increase over previous years and this should be celebrated. However, the process required to identify the availability of these reporting highlights two areas of concern:

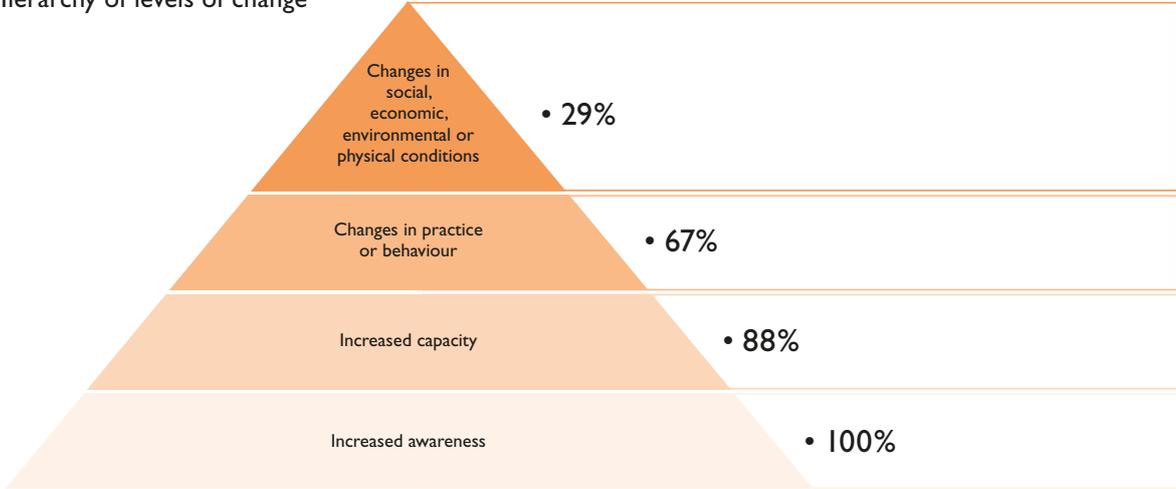
1. There are weaknesses in our information systems which make the process of identifying evaluation reports time-consuming and unreliable. This limits our ability to effectively improve our programming and report to our supporters.
2. There are still too many projects which are not evaluated. There will always be circumstances in which evaluations are not possible, or are excessively delayed due to conflict, disaster or other factors beyond our control. However, the current proportion of unevaluated projects (projects which are eligible for evaluation, but for which no evaluation report is available) is far too high.

Outcomes for children and communities

In 22 (29 percent) of the evaluated projects, changes were observed in social, economic, environmental and physical conditions in the target communities.

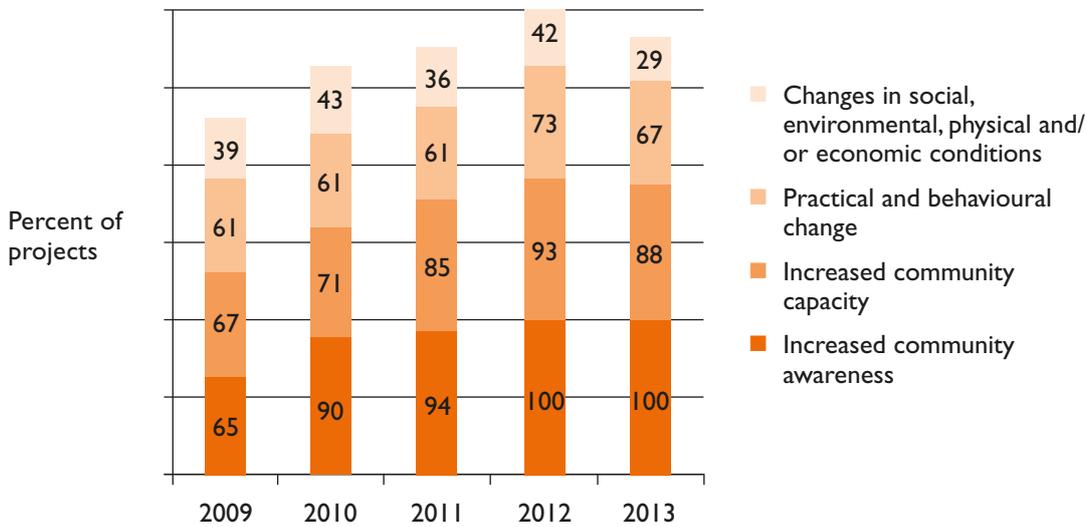
This level of systemic change requires substantial investment of time, effort and skill. It is only possible in the presence of changes in practice and behaviour (50 projects, 67 percent); which are in turn dependent on improved capacity (66 projects, 88 percent); and increased awareness (75 projects, 100 percent). [Percentages are of 75 projects as for three projects the schema was not applicable.] See Figure 2.

Figure 2. Hierarchy of levels of change



The proportion of projects contributing to this highest level of change is slightly lower than for projects ending in 2012 (42 percent), and falls short of our target (50 percent). See Figure 3.

Figure 3. Levels of change observed

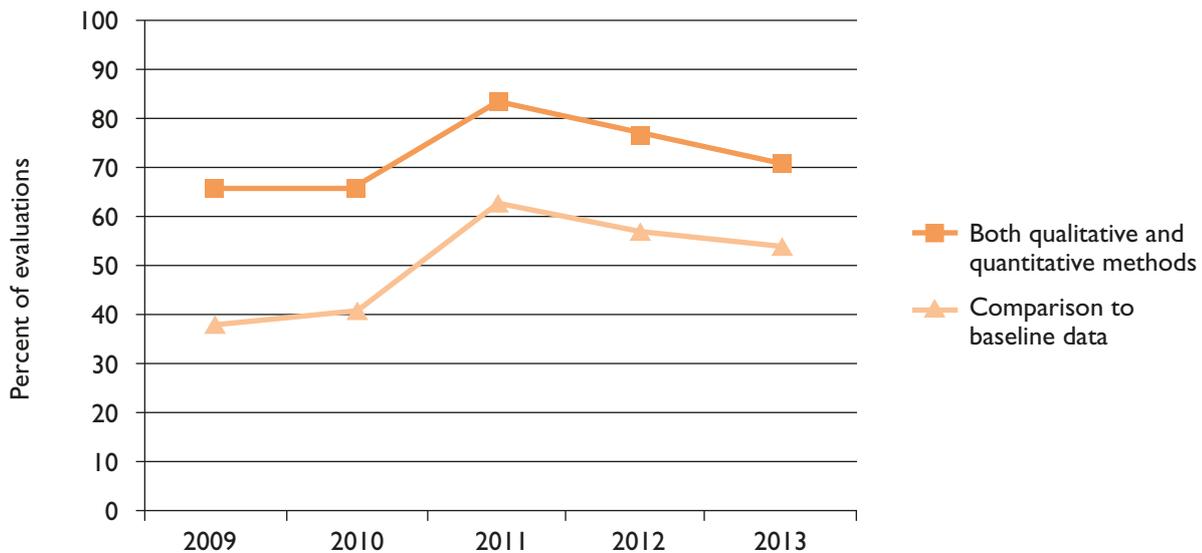


These percentages should be seen as indicative only, as they do not measure the quantity or quality of change, rather only that some changes at the specified level have taken place. Therefore they should not be seen as stand-alone indicators on the impact on child well-being or on the efficiency of our programming.

Indicators of evaluation quality

Indicators of evaluation quality are similar to, or slightly lower than, previous years. In 2013, 55 (71 percent) of the evaluations used both qualitative and quantitative methods, compared with 77 percent in 2012. Similarly, 42 evaluations (54 percent) incorporated comparison to baseline data (down from 57 percent in 2012). See Figure 4.

Figure 4. Evaluation reports meeting indicators of quality



¹The NGO Evidence Principles, <http://www.bond.org.uk/effectiveness/principles>

Evaluation reports that were undertaken with a reasonable degree of rigour were assessed using the BOND Evidence Principles Tool¹ which is becoming the industry standard for assessment of evaluation quality. This tool assesses five domains:

- Voice and Inclusion: the perspectives of people living in poverty, including the most marginalised, are included in the evidence, and a clear picture is provided of who is affected and how.
- Appropriateness: the evidence is generated through methods that are justifiable given the nature of the purpose of the assessment.
- Triangulation: the evidence has been generated using a mix of methods, data sources, and perspectives.
- Contribution: the evidence explores how change happens and the contribution of the intervention and factors outside the intervention in explaining change.
- Transparency: the evidence discloses the details of the data sources and methods used, the results achieved, and any limitations in the data or conclusions.

Each domain is rated at “weak”, “minimum”, “good” or “gold” standard of evidence.

Only 16 of the 78 evaluation reports (21 percent) were identified as being undertaken with the minimum amount of rigour for them to be considered for this assessment. Paralleling last year’s findings, these more rigorous evaluation reports usually addressed the Appropriateness, Triangulation and Transparency domains to a “minimum” or “good” quality standard; and Voice and Inclusion was sometimes addressed to a “minimum” or “good” standard. The Contribution domain was the most poorly addressed. Only four of the 16 evaluation reports addressed all five domains at a “minimum” or higher standard.

Child wellbeing outcomes

Twenty-four (31 percent) of the evaluations reviewed reported on one or more of the World Vision “standard” or “highly recommended” indicators of Child Well-being Outcomes.

Fifteen (19.2 percent) of the evaluations reported an improvement in at least one of the Child Well-Being Outcomes. This is up from 12 evaluations in 2013.

The Child Well-being Outcomes assess World Vision’s contributions to the well-being of children in the communities where we work. The Compendium of Indicators for Child Well-being, developed by World Vision International in 2012, provides a common set of indicators for measuring each of the Child Well-being Outcomes. It is expected that all National Offices report annually on progress towards agreed child well-being targets, so it is critical that evaluation reports include measurement of these indicators.

The most commonly used standard indicators in this review were “Prevalence of stunting in children under five years of age”, “Prevalence of wasting in children under five years of age”, “Prevalence of underweight children under five years of age” and “Coverage of essential vaccines among children” (15 projects, 12, 10 and nine projects respectively).

This is the second year that we have examined this data, and the result is a slight decrease on last year’s unexpectedly high result.

Examples of successful projects

Care, support and treatment for families with HIV – Uganda (UGA095)

This project worked with HIV-positive pregnant and breastfeeding mothers, their partners and children; aiming to improve their health through increased access to and use of health services for Prevention of Mother to Child Transmission (PMTCT) of HIV. The second phase of this project ran from 2010 to 2013 and was implemented in the service catchment of 16 health facilities in four districts of Uganda.

The evaluation sought to understand the overall impact of the project; the relevance and effectiveness of the strategies used by the project; the sustainability of the project interventions; and to identify lessons and best practices that could help future programming.

The results were remarkable, with significant improvements found in almost all the project outcomes. For example, at the end of the project:

- 89 percent of HIV-positive mothers were accompanied by their male partners to attend PMTCT counselling sessions (up from 25 percent)
- 72 percent of HIV-positive pregnant mothers attended four antenatal care visits (up from 44 percent)
- 81 percent of HIV-positive mothers delivered at the health facility (up from 61 percent)
- 89 percent of HIV-positive mothers received vitamin A after delivery (up from 69 percent)
- 96 percent of HIV-positive mothers were on anti-retroviral treatment (up from 74 percent)
- 97 percent of babies born to HIV-positive mothers had normal weight (up from 91 percent)
- 97 percent of HIV-exposed children aged 0-24 months had normal weight (up from 59 percent)

Most strikingly, at the end of the project more than 90 percent of babies born to HIV-positive mothers tested HIV-negative (up from 48 percent).

The evaluation notes that the impressive results were made possible by:

- approaches that both increased the demand for health services and also ensured that any increase in demand was matched with the availability of service;
- family support groups (Mama Clubs) that acted as a key source of motivation and support for mothers;
- emphasis on community mobilisation and participation and male involvement, including the use of drama;
- strategic collaboration building on the partners' unique strengths and resources to enhance project implementation, impact and sustainability; and
- bringing together different project stakeholders to discuss the quality of services using Citizen Voice and Action which both awakened duty bearers to their important roles in service delivery and demonstrated the importance of community empowerment.

Talensi Farmer-Managed Natural Regeneration (IGHA022)

The Talensi Farmer-Managed Natural Regeneration (FMNR) project aimed to rebuild household resilience in vulnerable communities in northern Ghana through a mix of land management and restoration techniques to address degradation of natural resources – such as reduced forest cover, lower indigenous biodiversity and soil quality.

This end-of-project evaluation drew on the experience and observations of community participants, technical partners and World Vision staff to assess whether the project goal was achieved; determine the relevance, effectiveness, efficiency and sustainability of the project; and identify lessons learned, best practices and areas for improvement.



World Vision Australia's Tony Rinaudo promotes FMNR around the world. Photo: Suzy Sainovski/World Vision



Through FMNR, farmers are experiencing improved soil fertility and food production. Photo: Amadou Baraze/World Vision

The evaluation found that at the end of the project:

- 180 lead farmers (90 women and 90 men) had been trained in and adopted FMNR and related techniques, and they had trained others in the community;
- 574 households (37 percent of all households) had adopted the FMNR approach;
- 157 households had adopted fuel-efficient stoves;
- 161 hectares of land were under new forest cover;
- 336 hectares of farmland were under FMNR;
- 19,024 additional indigenous FMNR trees were on farmland;
- 376,871 additional indigenous FMNR trees were in forest areas; and
- 94 percent of FMNR adopters reported an increase in soil fertility.

The project also contributed to a range of wider community benefits including:

- increased availability of wild fruits, other foods and firewood;
- protection of fields and homes from wind and fire;
- better shade, beauty and comfort in the community; and
- increased optimism about the future for farming and likelihood of community survival.

Elements that were key to the project's success included:

- involving the most influential and authoritative figures in the community as key planning partners and advocates;
- promoting techniques that are easily shared, require few external inputs, are easy to understand and copy, and yield results that are visible in the short term;
- promoting farmer-to-farmer networking to disseminate FMNR training;
- mediating whole-of-community agreements in relation to tree-cutting, field burning and fighting bushfires; and
- integrating the project with the work of the Ministry of Food and Agriculture.



In rural Vietnam, families are benefiting from a World Vision HIV and AIDS awareness project. Photo: Le Thiem Xuan/World Vision

Key lessons from evaluation reports

Several common themes associated with project outcomes emerged from the evaluations. These are summarised below.

“The technical support of WV-Aus to Bethlehem ADP across the programme lifecycle has been very generous. This may be seen in the light that money alone cannot make significant changes; it is money with pronounced technical support. Draw this as a valuable lesson learnt.” – Bethlehem Area Development Program Evaluation Report

	Projects were more likely to have strong positive outcomes when ...	Projects were less likely to have strong positive outcomes when ...
Design	<p>Clear theories of change were articulated that provided an integrated set of activities working together for a clear goal.</p> <p>Baseline processes were clear and of high quality and provided additional information to better define designs and provide a clear benchmark.</p> <p>Goals and appropriate actions were developed with a clear understanding of the cultural and social contexts of each community.</p> <p>A strong focus on collaboration and partnering was built in from the very beginning with partners co-creating from the outset.</p>	<p>Actions were disconnected and ad hoc (even with positive outcomes this limited a broader impact).</p> <p>Baselines were superficial or poorly undertaken which added no value to program design and provided unreliable benchmarks.</p> <p>Goals and appropriate actions were developed without enough understanding of the cultural and social contexts within which projects operate.</p> <p>A focus on collaboration and partnering was unable to be achieved or only partially achieved.</p>
Monitoring, evaluation and reporting	<p>Monitoring systems provided information for adaptive management and the responsive implementation of projects.</p> <p>Evaluations had clearly defined “learning pathways” into redesigns and ongoing project development.</p> <p>Reports were succinct, contained clear analysis, were well translated and had a clear audience and objective.</p>	<p>Monitoring systems were not present or poorly designed and managed and did not contribute to project improvement.</p> <p>Evaluations were a compliance exercise that did not clearly feed into design or learning processes.</p> <p>Reports were too long, contained insufficient analysis, were poorly translated and had an ill-defined audience and objective.</p>
Sustainability and efficiency	<p>Existing community networks and organisations were points of collaboration for project success.</p> <p>Projects were integrated well enabling a more holistic focus and more efficient implementation.</p> <p>Sustainability was a focus from the very outset of the project.</p>	<p>New networks and organisations were established by the project with challenges for sustainability.</p> <p>Projects were disconnected creating confusion and inefficient operational processes.</p> <p>Considerations of sustainability were addressed towards the end of the project.</p>

	Projects were more likely to have strong positive outcomes when ...	Projects were less likely to have strong positive outcomes when ...
Partnering	<p>Partners were engaged from the very outset in an open and genuinely collaborative fashion.</p> <p>Local government was a priority partner and clear relationships and lines of communication were established.</p> <p>Communities and local organisations were engaged in appropriate and relevant ways via processes that were informed by a clear understanding of the communities' context and culture.</p> <p>World Vision "added value" to existing systems, capacities and structures.</p>	<p>Partners were not engaged or engaged in ways that did not foster a collaborative environment.</p> <p>Local government did not play a major role and/or relationships were not clearly defined or well developed.</p> <p>Attempts were made to engage communities and local organisations without a clear understanding of their contexts, cultures and perspectives.</p> <p>World Vision worked in parallel to existing systems and structures.</p>
Participation	<p>Community members were involved from the outset at different levels of the project and its management.</p> <p>There was a strong focus on communication, information sharing and capacity building.</p>	<p>Community members were only partially involved and not in key areas of decision making.</p> <p>Communication with community was not as strong as it could have been, affecting information flows and capacity building.</p>
Support	<p>Technical support from the World Vision Support Offices and National Offices was generous, constant and well-focused.</p> <p>Staff were provided with capacity building opportunities both on the job and through formal training.</p> <p>Community training, awareness raising and capacity building were well-focused, responsive and appropriate.</p>	<p>Technical support was ad hoc, not adequately funded or not requested.</p> <p>Staff capacity was not a focus and when done, was poorly targeted and implemented.</p> <p>Community training, awareness raising and capacity building were ad hoc and not tailored to community needs and contexts.</p>
Systems	<p>Staffing was stable and constant which enabled trusting relationships to be developed between staff and communities.</p> <p>Broader organisational structural changes were responded to in a coordinated fashion with strong support from leadership.</p> <p>Staff were supported to prioritise field-facing activities and manage administrative work.</p>	<p>Staff changes and rotation of personnel meant that communities were unsure and unclear of our role.</p> <p>Organisational change and shifting frameworks and processes confused and frustrated staff.</p> <p>Administrative workloads took staff away from field work with the community.</p>

Implications for our evaluation process

This year's review highlighted a number of very good evaluations, but also identified that there are systemic problems that limit the usefulness of many evaluations, both for project or sector learning and improvement, and also for use as the basis of communicating with our supporters.

We need to ensure that:

1. Greater effort is directed to identifying the aspects of the changes that we have contributed to.

Our ability to demonstrate the impact of our work on the basis of current evaluations is very limited. More attention is needed to analyse the connections between project activities and outcomes measured to increase our confidence in the assessment of the impact of our work on child, family and community well-being.

2. Evaluations focus on learning other than compliance.

This will lead to both better quality evaluation processes and more reliable and useful results for both learning and accountability.

To achieve this:

- **Evaluations need to allow the time required for participatory planning processes.** Adequate time needs to be allocated to ensure a high quality evaluation plan is developed with all stakeholders. This will result in more efficient implementation and stronger community ownership.
- **Greater flexibility needs to be adopted in evaluation processes.** This would enable evaluations to respond to changing circumstances, data quality and collection, and challenges during the fieldwork stage. For example, some evaluations did not assess impact because the project lacked a baseline. While a quality baseline is important, its absence should not rule out other ways of assessing change and impact. Other evaluations achieved excellent outcomes due to a strong focus on learning, reflection and analysis even when some data was limited.
- **Evaluation processes and reports should be simplified.** Many evaluations are over-complicated and the data collected is under-used, leading to an over-supply of information and an under-supply of clear analysis and understanding. Too much data is being collected with insufficient time or attention allocated to analyse it; the result is often simply a presentation of data with inadequate assessments of impact. Evaluations should be targeted to address specific questions, collecting only the data required to answer those questions and the results presented in a way that is useful for decision making about redesigns or new designs.
- **Evaluation reports should be shorter and clearer.** Evaluation reports would be more usable and useful if they closely followed World Vision reporting guidelines for length and logical flow and used more accessible language.
- **Evaluations need to be conducted in a timely fashion.** They should be clearly integrated into the project cycle to link into genuine learning and planning processes for subsequent project phases and/or other projects. Informing project and organisational improvements should be a priority when evaluations are being designed and planned.
- **Appropriate funds should be made available for evaluation.** As a percentage of their overall funding, many projects, and especially Area Development Programs, are often poorly funded for evaluation. It would be useful to have an expectation for all programming about what proportion of budget should be allocated to good quality evaluation processes.

Conclusion

The evaluation reports we reviewed indicated that projects achieved positive impacts in communities where they had clearly defined goals, strong partnerships with sector and government stakeholders, trusting relationships between staff and communities, good levels of genuine participation of community members, and well-focused and flexible implementation plans.

However, our ability to more clearly understand the effectiveness of our programming and the impacts on vulnerable children, families and communities is limited by our evaluation systems.

This year's Annual Evaluation Review has found limited, if any, progress on indicators of the quality of our evaluations and on the impact of our programs. Few evaluations meet minimum standards and even fewer provide reliable information and transparent, thoughtful analysis to clearly document our impact and inform genuine improvements. This has changed little, or perhaps declined, from the previous year.

It is critical to understand the risks this presents for the organisation. Our work relies on our ability to communicate authentically and effectively with our supporters about quality programming that achieves sustainable, transformative impact on the lives of the most vulnerable. Our current evaluation system does not reliably collect evidence on the impact of programs, nor enable us to conclusively determine to what extent our programs are having the desired impact.

Immediate steps must be taken to improve our evaluations and the systems that underpin them. There are World Vision partnership-wide processes currently underway to update evaluation systems. World Vision Australia must ensure these processes receive the urgent, sustained, in-depth attention they require so that we can communicate accurately and credibly with our supporters about the impact of the work we are undertaking around the world.

This is critical for the fulfilment of World Vision Australia's strategy, particularly as we focus on supporters who have more sophisticated needs for evidence of impact, and for achieving our targets for impacting the lives of the world's most vulnerable children.



Children from a World Vision Area Development Program in Sri Lanka. Photo: Gary Dowd/World Vision

Appendix I—What we did

Methods for this Annual Evaluation Review were similar to those employed in previous years.

Process in brief

- A list of projects funded by World Vision Australia ending in the 2013 financial year was sourced from our project management database; and a report from our document storage system was used to identify projects for which evaluation reports had been added during or since the 2013 financial year.
- Evaluation reports for these projects were sought from our information systems and from Field Partnerships staff.
- A team comprising staff from Technical Business Partners, Field Relations and Australia Programs reviewed evaluation reports according to 13 standard questions and entered data into a Microsoft Access database. Specifically we sought to identify:
 - how many projects ended, were evaluated and had reports available to be reviewed
 - how many projects
 - created awareness of an issue
 - built capacity
 - achieved practice and behavioural change
 - resulted in changes in social, economic, environmental and physical conditions
 - how many projects undertook evaluations which included
 - qualitative methods
 - quantitative methods
 - both qualitative and quantitative methods
 - comparison of baseline and follow-up data
 - one or more “highly recommended” Child Well-being Outcome indicators
 - how many evaluations met Bond Evidence Principles minimum standards
 - outstanding examples of successful projects
 - outstanding examples of rigorous evaluations
 - highlighted messages that would be useful to share more widely
- A team comprising staff from Technical Business Partners, Field Relations, and Church, Corporate and Community reviewed evaluation reports identified as being rigorous using the Bond Evidence Principles assessment tool.
- Staff members from Technical Business Partners and Field Relations analysed the data, drafted the report and revised the report in light of feedback from the team.

Team

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Project Team:

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Project Sponsor:

Peter Baynard-Smith

Appendix 2: Evaluation reports reviewed

Country	Project #	Project name	Project type
Bangladesh	IBGD033	HIV AIDS Project Satkhira & Assasuni	Project
	IBGD045	Dhobaura Disability and Development Project	Project
Bosnia	IBOS015	Health Jump Start Initiative - BOS	Project
Brazil	02400	Sampa Sul	ADP
Burundi	03346	Gashoho	ADP
	IBDI013	Source of Health Integrated WASH & Health Project	ADP
	IBDI016	Integrated FARN and CMAM Project	ADP
	IBDI017	WVB Capacity Building Project	Project
Cambodia	ICAM091	Social Mobilisation Against Child Labour	Project
Cambodia	ICAM098	Improving Management and Care of Sexually Trafficked Children (IMPACTS)	Project
Chad	00731	Pende	ADP
East Africa Regional Office	IEAR004	Horn of Africa Pastoralist Livelihoods Initiative	Project
	IEAR014	Horn Of Africa Hunger Response	Project
Ecuador	IECU033	Cocoa Chain and Trade Development	Project
Ethiopia	IETH034	Trees of the Holy Land	Project
	IETH068	Increased Household income by Creating Market Linkage to Mango Production	Project
	IETH069	Promoting the Rights of Children in Combating Child Labor and Trafficking in Adama & Angolela ADPs	Project
Ghana	01961	Ga West	ADP
	01979	Talensi-Nabdam	ADP
	IGHA022	Talensi Natural Resource Management Project	Project
Guatemala	02256	Santa Barbara	ADP
	02277	San Idelfonso Ixtahuacan	ADP
Honduras	01420	Morazan	ADP
	IHND047	SHOCKS! (Strengthening Honduran Communities by Keeping them Safe)	Project
India	00784	Kanpur	ADP
	02865	Hardoi	ADP
Indonesia	IIDN070	Economic Empowerment @ Work in Surabaya 2	Project
	IIDN076	Economic Empowerment @ Work in Surabaya 1	Project
	IIDN110	SIMPOTOVE Sigi Mobilization Project	ADP

Country	Project #	Project name	Project type
Jerusalem / West Bank / Gaza	00678	Bethlehem	ADP
	02972	North Gaza	ADP
	IJWG058	Health Jump Start Initiative – JWG	Project
Kenya	01174	Ndadbibi	ADP
	IKEN151	Laisamis and Golbo HOAPLI Project	Project
Laos	ILAO045	Xaybuathong Food Security Project	Project
Lebanon	ILBN047	Ain El Remaneh UPI	ADP
	ILBN059	Health Jump Start Initiative – Akkar Al Sahl	Project
Malawi	IMWI019	Tigwirizane Posamalirana Comprehensive Care, Support and Treatment for People Living with HIV/AIDS	Project
Myanmar	02592	Thanlyin	ADP
	IMYA019	Hidden Lives, Hidden Voices: Vulnerable Children	Project
	IMYA056	Community-based Disaster Risk Management	Project
	IMYA079	Improving Livelihood Status through Capable Community-Based Organization (CBOs)	Project
Nepal	01090	Naulo Abhas (Kaski)	ADP
Nicaragua	INIC013	Progressive Reduction of Child Labour	Project
Papua New Guinea	IPNG072	Healthy Communities for a Brighter Future POM	Project
	IPNG082	ol Meri Igat Namba - Phase II & III (Women are a Priority)	Project
	IPNG091	Harmoni Musik and Arts Youth Outreach Project Phase II	Project
	IPNG094	Komuniti Tokaut Phase II (Community-based Advocacy)	Project
	IPNG105	SPSN Usino Bundi and Gama Water Sanitation and Hygiene Project	Project
Peru	01242	Salcca River	ADP
	02983	Manchay	ADP
	IPER059	Youth Community Surveillance Networks	Project
Philippines	00084	Cebu	ADP
	00411	Mapaglingap (Quezon)	ADP
Rwanda	02724	Kageyo	ADP
	IRWA032	Urban OVC Economic Development	Project
Senegal	00476	Nguer	ADP
Solomon Islands	ISOL034	Weathercoast Health Project	Project

Country	Project #	Project name	Project type
South Sudan	ISDN050	Western Equatoria (Tambura) Area Rehabilitation Program	Other
	ISDN051	Central Equatoria (Bahr el Jebel/Juba) Area Rehabilitation Program	Other
	ISDN057	Recovery and Reintegration of Children Affected by War in Southern Sudan	Project
Sri Lanka	ILKA053	East ARP Sri Lanka	Other
	ILKA084	Jaffna ARP Sri Lanka	Other
Tanzania	02947	Nakombo	ADP
	02952	Katerero	ADP
	02956	Mukulat	ADP
Thailand	01605	Sarngkhom	ADP
	01708	Lam Thap	ADP
Timor Leste	ITMP055	Aileu Food Security and Nutrition Project (Haburas Aileu)	Project
Uganda	03499	Acaba	ADP
	IUGA095	WVU HIV and AIDS Prevention, Care, Support and Treatment for Pregnant Mothers and their Families	Project
	IUGA105	Citizens' Voice for Mother and Child Survival	Project
Vietnam	IVNM100	Participatory WASH Models in Mountainous Communities in the North of Vietnam	Project
	01102	Tua Chua	ADP
	00609	Son Tay	ADP
Zambia	IZAM04	Bulawayo Water and Sewage Response	Project
Zimbabwe	IZIM120	AusAID Civil Society WASH Fund: Muzarabani WASH	Project

