

EVALUATION CAPACITY DEVELOPMENT

The Changing Landscape of Development Evaluation Training: A Rapid Review

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Dawn Roberts

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The Changing Landscape of Development Evaluation Training: A Rapid Review

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1818 H St., NW
Washington, DC 20433
<http://ieg.worldbankgroup.org>

IEG: Improving the World Bank Group's Development Results Through Excellence in Evaluation

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Contact: IEG Communication, Learning and Strategies
e-mail: ieg@worldbank.org
Telephone: 202-458-4497
Facsimile: 202-522-3125
<http://ieg.worldbankgroup.org>

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The paper was prepared under the team task management of Arianne Wessal, team leadership of Nidhi Khattri, Lead Evaluation Officer, and overall guidance of Monika Weber-Fahr, Chief Knowledge Officer and Senior Manager, IEGCS.

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Acronyms and Abbreviations

AEA	American Evaluation Association
CDI	Centre for Development Innovation (Wageningen University)
CGU	Claremont Graduate University
CLEAR	Centers for Learning on Evaluation and Results
EPDET	European Program for Development Evaluation Training
ICDC	International Center for Development Communication (Kasetsart University)
IDPMS	International Development and Programme Management Solutions
IEG	World Bank Independent Evaluation Group
INTRAC	International NGO Training and Research Centre
IOCE	International Organization for Cooperation in Evaluation
IPDET	International Program for Development Evaluation Training
IPEN	International Program Evaluation Network
J-PAL	The Abdul Latif Jameel Poverty Action Lab
M&E	Monitoring and Evaluation
MESI	Minnesota Evaluation Studies Institute
MSI	Management Systems International
MS-TCDC	MS Training Centre for Development Cooperation
NFP	Netherlands Fellowship Programme
NGO	Nongovernmental Organization
Nuffic	Netherlands organization for international cooperation in higher education
PIFED	Programme international de formation en évaluation du développement
SHIPDET	Shanghai International Program for Development Evaluation Training
TEI	The Evaluators' Institute
TESA	Teaching Evaluation in South Asia
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VOPE	Voluntary Organization for Professional Evaluators

Introduction

The World Bank Independent Evaluation Group (IEG) works to improve development results through excellence in evaluation. A key part of this mandate focuses on developing the Bank's client countries' capacities in monitoring and evaluation. To this end, IEG developed the International Program for Development Evaluation Training (IPDET) in 2001, and this executive training program has been implemented since then in partnership with Carleton University in Ottawa, Canada. IPDET is managed by Carleton University but has received substantial in-kind (through technical experts) and financial support over the years from IEG.

IPDET was conceived to offer a one-of-a-kind learning program for filling a gap in development evaluation training. However, there is broad recognition that the landscape is changing, with increasing numbers of organizations providing monitoring and evaluation (M&E) training in some form, an evolving mix of formal graduate degree and certificate programs preparing evaluators, innovations in learning supported by new technologies, and the growing engagement of local networks and evaluation associations in evaluation capacity development. In this context, IEG has commissioned a rapid review of the current landscape for M&E training to develop an understanding of the current context in which IPDET operates.

A process of identifying and reviewing current M&E learning opportunities available to practitioners in a developing country context was undertaken to understand the current landscape. Given the tight timeline of this study, a desk review of existing studies was coupled with a convenience sampling approach to explore the broad range of evaluation learning opportunities. M&E learning providers were identified via citations in relevant literature, word of mouth referrals, training announcements posted and/or archived by evaluation associations, and broad online searches. Communication with the learning providers via email, telephone, and Skype helped to deepen the understanding of each program's characteristics and history.

Given these sampling and data collection methods, the selection of providers and programs profiled in this summary report should be viewed as illustrative rather than exhaustive. It is also important to note that this method focused on examining the supply side of training and learning opportunities in particular and thus provides only indirect information about the characteristics of or changes in demand.

Finally, training programs focused specifically on development evaluation were of particular interest for this review. The distinction between "evaluation" and "development evaluation" is arguably an important one, with increasing attention focused on what kinds of peer groups and curriculum are needed to effectively build the M&E skills and knowledge relevant for a developing country context. For example, Ofir (2013) describes the imperative for adapting more traditional evaluation practices and concepts to promote "evaluation *for* development rather than the evaluation *of* development" (p.584). To this end, programs must go beyond "simplistic notions of 'measuring impact' and determining 'value for money' toward enabling...a smart engagement with managing for impact that ensures the capacities to achieve impacts in a sustained manner and is based on the many lessons that have emerged from results-based management and other similar efforts" (p. 585).

The following sections of this report provide an overview of the evaluation training landscape by exploring various types of learning programs including executive “in-service” training, formal graduate degree and certificate programs, and opportunities available through other forums and modalities. Together, information about the offerings in each of these categories is then used to reflect on emerging trends and the implications for developing local M&E capacity going forward.

Executive Training Programs

Face-to-face “in-service” programs are common across the training landscape, allowing practitioners to leave their work settings for short periods of time and interact with their peers in developing new knowledge, skills, and awareness. These in-person courses and workshops typically integrate a range of instructional methods such as lectures, small group exercises, case studies, and/or roundtable discussions and sometimes incorporate online interaction or exercises. To explore the characteristics of this type of training, this review covered a sample of 58 introductory monitoring and evaluation courses and explored offerings by 40 providers on more specialized topics for experienced evaluators.¹

Generic Introductory M&E Courses

Overall, executive training related to monitoring and evaluation most commonly focuses on building foundational M&E skills. These introductory courses last anywhere from three days to a month, allowing participants to focus intensively on learning M&E concepts with their counterparts without having to enroll in and commit to a formal academic degree program.

IPDET’s Core Course provides an example of an introductory course that provides a comprehensive overview of development monitoring and evaluation. The 2-week course consists of 15 instructional modules, which follow chapters in *The Road to Results: Designing and Conducting Effective Development Evaluations*. The generic content is relevant for the needs of practitioners in the full range of sectors, and the program therefore attracts both evaluators and the commissioners of evaluations from government, NGOs, bilateral and multilateral development agencies, and the private sector.

This type of longer generic training, lasting more than one week and offered for open enrollment at least once per year, is relatively less common than the shorter courses. Aside from IPDET and programs based on the IPDET curriculum, three other intensive executive training programs in monitoring and evaluation were identified that served more than 50 participants per year with a generic focus across sectors:

- MDF Training and Consultancy offers a 10-day Monitoring, Evaluation, and Learning course at its headquarters in the Netherlands once per year. The training model is replicated for delivery independently at MDF’s branch offices in all regions.

¹ Many providers of M&E trainings provide workshops on more than one specialized topic, so the number of workshops is much higher.

- The Centre for Development Innovation (CDI) at Wageningen University and Research Centre offers a 15-day course on participatory planning, monitoring, and evaluation in the Netherlands and in Burkina Faso.
- The MS Training Centre for Development Cooperation (MS-TCDC) in Tanzania offers a 15-day monitoring and evaluation course three times per year.

These examples are shown in Table 1.

Table 1. Examples of Large Generic Comprehensive Introductory M&E Programs with Open Enrollment

Program	Provider(s)	Duration, Frequency, Location(s)	Main Topics Covered	Participant Information	Cost Information* (2013)
International Program for Development Evaluation (IPDET)**	Carlton University (headquartered in Ottawa, Canada) and the World Bank IEG	10-day course, offered once per year in Ottawa, Canada since 2001	Understanding the evaluation context; building an M&E system; designing the evaluation; data collection; data analysis and management; presenting results; ethics and guiding principles	163 participants in core course—419 applicants were turned away in 2013 due to financial need <i>2012 data:</i> <ul style="list-style-type: none"> 75 countries represented; with most from Africa (23%), East Asia and the Pacific (19%) and North America. largest share from public sector (33%) followed by development agencies (31%) and NGOs (10%) ~50% women 	~US\$525 per day Tuition and materials: \$5,580 (CAD) Financial assistance provided to 51% of core course participants in 2013
Participatory Planning, Monitoring and Evaluation	Centre for Development Innovation at Wageningen University and Research Centre in Wageningen, Netherlands	15-day course, offered once per year since 2002 in the Netherlands and once per year in French in Burkina Faso since 2011	Principles and practices of M&E; situational analysis; logical frameworks and theories of change; developing the right M&E plan based on information needs, indicators, and intended uses; stakeholder engagement; managing for impact	89 participants in 2013—491 applicants were turned away in 2013 due to financial need <i>2013 estimates from course leader:</i> <ul style="list-style-type: none"> 26 countries represented: 70% from Africa; 14% from East Asia and the Pacific; 11% from South Asia All types of organizations represented (no breakdown provided) ~50% women 	~US\$328 per day Tuition and materials: €3,600 Most participants (70-80 per year) join the course with a full scholarship from the Netherlands Fellowship Programme by Nuffic (Netherlands organization for international cooperation in higher education)
Monitoring, Evaluation, and Learning (MEL)***	MDF Training and Consultancy (Head Office in Ede, Netherlands)	10-day course offered twice per year in Ede, the Netherlands (some version offered since 1999)	Intro to M&E; different approaches; design of the monitoring system; basic principles of participatory system; tracking qualitative and quantitative changes through such methods as Outcome Mapping and Most Significant Change	~70 participants enrolled yearly; program does not turn away qualified applicants <i>2013 estimates from registrar:</i> <ul style="list-style-type: none"> Worldwide representation: 40-50% of participants come from Nuffic-eligible countries All types of organizations represented (no breakdown provided) ~50% women 	~US\$489 per day Tuition and materials: €3,550 Since 2012, course is sponsored by Nuffic/NFP: participants in eligible countries receive full financial assistance
MS-TCDC Monitoring and Evaluation	MS Training Centre for Development Cooperation (MS-TCDC) in Arusha, Tanzania	15-day course offered three times per year near Arusha, Tanzania since 2003.	Developing logframes; designing M&E systems; developing tools for M&E data collection; conducting M&E exercises, doing qualitative and quantitative data analysis; managing information systems; and report writing	~70 participants enrolled yearly; program does not turn away qualified, paying applicants and tries to add sessions as needed No participant data available, but targeted participants include practitioners in civil society organizations, government, UN organizations, and the private sector.	~\$US139 per day—includes lodging Tuition and Lodging: US\$2085 MS-TCDC does not provide scholarships for the M&E course (some other courses are covered)

*Where available, costs reflect only tuition and fees to allow for comparisons across programs to some extent. Costs for travel, room, and board are not included.

**The IPDET training model is replicated in other similar recurring programs (e.g. SHIPDET, EPDET, and PIFED described in the text)

***The MDF training model is also replicated and delivered independently at some of the MDF Branch Offices (e.g., Tanzania, Ghana, Vietnam, Colombia, Bangladesh, and Bali)

Each of these face-to-face introductory M&E training programs has been offered regularly with steady enrollment for more than ten years. However, IPDET is set apart from the others by the sheer volume of participants it serves and the resulting class size: in 2013, the Core Course had 164 participants, nearly double the number of learners reached by any other in-person program on an annual basis.

Some other programs have been established over time based on the IPDET model. The IPDET co-Directors provide training in other parts of the World based on the IPDET materials. These programs, listed below, have no formal affiliation with IPDET:

- Shanghai International Program for Development Evaluation Training (SHIPDET). A 6-day course delivered in Shanghai, China (twice per year 2007-2012; once per year currently, serving approximately 60 participants per session).
- European Program for Development Evaluation Training (EPDET). A one-week program delivered annually in the Czech Republic since 2007 that served 56 participants in 2013.

Programme international de formation en évaluation du développement (PIFED) is also based on IPDET, but implemented independently of the IPDET co-directors. It is a two-week program that is delivered annually in French at the Quebec national school of public administration in Canada since 2010. The program had 81 participants in 2012 and expects to increase to 100 in future years.

Many other face-to-face training programs exist that focus on building foundational skills and knowledge for monitoring and evaluation.² Several of these have similar formats (2 to 4 weeks long with a generic focus) but serve a more limited number of participants. Some examples of these offerings are shown in Table 2. These smaller programs appear to belong in one of two categories. First, there are international consulting firms, often headquartered in North America or Europe, that offer multiple course sessions in different regional locations for small groups of learners. An example of this type is IMA International (based in the UK), which has offered generic M&E training for more than a decade but recently developed a new 10-day course which is offered in six locations worldwide. Although the new course served only 39 participants in 2013, the provider expects to scale up enrollment in 2014.

Second, there are small locally-based programs often situated at an academic institution that serve participants from mainly within that institution's region. An example of this type is the Asian Institute of Technology Extension in Pathum Thani, Thailand. A three-week project management, monitoring, and evaluation course has been offered two or three times per year since 2006 and nearly all of the participants are from South Asia—specifically Bangladesh, Pakistan, Nepal and Sri Lanka.

² As part of this exercise, a separate matrix will be provided to IEG with the details of all M&E training programs identified.

Table 2. Examples of Smaller Generic Comprehensive M&E Programs with Open Enrollment

Program	Provider(s)	Duration, Frequency, Location(s)	Main Topics Covered	Participant Information	Cost Information (2013)
Monitoring and Evaluation for Results	IMA International, headquartered in Hurstpierpoint, United Kingdom	New 10-day course, with 6 sessions planned for 2014 in Bangkok, New York, Brighton, Nairobi, Accra, and Kuala Lumpur—some version offered since 2002	Principles and practice of M&E; qualitative and quantitative approaches to monitoring; logic models and logical frameworks; developing indicators and SMART targets; designing and managing evaluations; using findings for learning	39 participants in 2013 (only participants turned away are those that do not meet selection criteria) <i>2013 data:</i> <ul style="list-style-type: none"> ▪ 66% from Africa ▪ Fairly even representation from government, NGOs, private sector, and UN agencies ▪ ~25% women 	~US\$475 per day Tuition and materials: £2,900 No financial assistance
Project Management, Monitoring, and Evaluation	Asian Institute of Technology Extension in Pathum Thani, Thailand	15-day course, offered two or three times per year in Pathum Thani, Thailand since ~2006	Overview of project planning and appraisal; project M&E; Identifying indicators and tools for data collection—specific focus on M&E approaches currently used in Thai development projects	25 to 40 participants per year (all sessions) Program estimates include: <ul style="list-style-type: none"> ▪ Most are from South Asia ▪ Most participants are from the public sector ▪ ~40% are women 	US\$233 per day Tuition and materials: US\$3,500 Most participants funded by own organizations; those that request scholarship receive subsidy of 25% to 50%
Monitoring and Evaluation Systems	SETYM International, headquartered in Montreal, Canada	15-day course, offered three times per year in Kuala Lumpur, Montreal, and Dar es Salaam	Monitoring of programs and projects (management); monitoring results (outcomes and impact); and evaluation (lessons learned); developing the indicator base; integrating monitoring processes into an M&E system	25 to 45 participants per year (all open course sessions) Specific data not available but estimates include: <ul style="list-style-type: none"> ▪ Most participants are from the public sector ▪ ~ 25% are women 	US\$520 per day Tuition and materials: US\$7,800 No financial assistance
Results-based Monitoring and Evaluation	Uganda Management Institute, based in Kampala, Uganda and the Danida Fellowship	10 day course, offered one or two times per year in Kampala, Uganda since 2012	Development perspective of results-based monitoring and evaluation (RBME); RBME with the program management cycle; designing RBME framework and system; M&E processes; impact evaluation;	20 to 40 participants per year: each session is capped at 20 participants and “a few” applicants are turned away. Program estimates include: <ul style="list-style-type: none"> ▪ Participants are mainly from Africa; however, some participants from South 	~US\$55 per day (ALL COSTS) All essential costs (lodging, travel, food, tuition, materials):

Program	Provider(s)	Duration, Frequency, Location(s)	Main Topics Covered	Participant Information	Cost Information (2013)
	Centre (sponsor)		utilization and sustainability of RBME	<p>Asia have been selected in the last 2 sessions</p> <ul style="list-style-type: none"> ▪ More than half of participants are from the public sector, but NGOs are also well-represented ▪ No gender breakdown available ▪ All participants have at least bachelor degrees 	<p>DKK (Danish Kroner) 3,000</p> <p>The course is funded by the Danida Fellowship Programme and some applicants receive fellowships (data not available)</p>
Participatory Monitoring and Evaluation	International Center for Development Communication (ICDC) at Kasetsart University in Bangkok, Thailand	10-day course, offered once per year in Bangkok, Thailand since 2002	Learning a cost-effective M&E approach with the continued involvement of the Beneficiaries throughout the program cycle; identifying meaningful indicators; Using valid measurement and statistical analysis of quantitative data complemented by qualitative data to enhance the analysis of the results	<p>11 participants in 2013—no qualified paying applicants are turned away</p> <p>80 participants have completed course since 2002, with characteristics as follows.</p> <ul style="list-style-type: none"> ▪ 22 countries have been represented, with most participants from South Asia (Sri Lanka, Bangladesh and Bhutan); about 20% come from East Asia and fewer than 10% come from Africa. ▪ 33% of all participants to date have been women ▪ Development agencies, NGOs, and government ministries are fairly equally represented 	<p>US\$150 per day</p> <p>Tuition and fees: \$US1,500</p> <p>No financial assistance provided</p>

The cost for enrolling in a comprehensive introductory M&E program ranges from approximately US\$525 per day to US\$55 per day. While exact cost comparisons across programs are difficult, the highest daily rates for tuition and fees were listed at the time of this review by IPDET (US\$525) and the consulting firms SETYM International (US\$520), MDF Training and Consultancy (US\$489), and IMA International (US\$475).

In many cases, financial assistance provided by an international development agency or program is available to cover or help defray the cost of participation. For example, both the MDF and Center for Development Innovation (CDI) programs are heavily supported by the Netherlands Fellowship Programme (NFP) through Nuffic, the Netherlands organization for international cooperation in higher education. In fact, the course leader for CDI estimated that most participants (70 to 80) come from Nuffic-eligible countries and gain full scholarship support each year. Financial support from IEG allows many IPDET Core Course participants to receive needed scholarship assistance, with approximately half of the participants receiving at least some aid in 2013. The two-week course offered regularly by the Uganda Management Institute is heavily funded by the Danida Fellowship Programme and therefore offered to all participants at low cost (\$US55 per day for all costs including travel).

In terms of program quality, IPDET stands out from the other programs for its consistent and transparent efforts to ensure the quality of its offerings, as reflected by the sharing of the annual evaluation results on the IPDET website. The Core Course is evaluated annually by an outside evaluator using a standard evaluation framework that includes participant reactions and knowledge tests for learning effectiveness (Trumpower 2012). Annual evaluation results, which have been positive overall, are used to inform plans for program improvements. In addition, a tracer study of participants and in-depth case studies are periodically conducted, with the last set completed in 2010.

In contrast, no other comprehensive introductory M&E course identified during this review had publicly available evaluation findings posted on their website or had published reports readily available to share.³ When asked to describe their evaluation methods, most programs reported doing end-of-course participant reaction questionnaires. One provider, IMA International, reported also following up with participants 3 to 6 months later.

The vast majority of introductory M&E programs are shorter in duration (2-5 days). Some of these programs are well-recognized and adapted for use across the development community. For example, the International Institute for Local Development (IILD) in South Africa plans to offer a 5-day M&E course six times during 2014 in Abuja, Washington DC, Amsterdam, Cape Town, Singapore and Brazil. The course is modeled on the curriculum developed by the former World Bank Institute Evaluation Group (WBIEG) and facilitated by a former WBIEG manager. Similar content is offered by the same facilitator regularly for the Arab Administrative Development Organization based in Egypt (with recent trainings offered in the United Arab Emirates, Turkey, France, and Morocco) and by other providers on a more intermittent basis.

³ The one exception was EPDET, the program offered in the Czech Republic based on the IPDET model, which has annual evaluation reports posted on the Development Worldwide website at <http://www.dww.cz/english.php?page=news>

Shorter introductory M&E programs tend not to be as comprehensive as the programs lasting more than one week, often covering only a subset of the topics addressed in the longer courses or providing a more cursory treatment of key M&E concepts. However, practitioners can piece together shorter offerings from the same or different providers to create a comprehensive executive training program.

The Evaluators' Institute (TEI), now situated at George Washington University, is a unique hybrid example of a provider. TEI was specifically created to deliver high quality instruction for evaluators and offers sessions for open-enrollment in the United States in Washington DC, San Francisco, Chicago, and Atlanta. Although individual workshops range from one to four days in length, a participant can piece together workshops for a comprehensive learning opportunity during TEI's two-week summer session. Also, although TEI has demonstrated expertise specifically in development evaluation training and collaborates with development agencies on special initiatives, the sessions regularly held in the U.S. do not necessarily focus on the development evaluation context. TEI enrolls a large number of participants each year (575 for 2013), but only 10 to 12 percent come from outside the U.S. Thus, with appropriate guidance, a practitioner could gain a comprehensive introduction to monitoring and evaluation through TEI offerings, but this program is difficult to compare to the other prepackaged options developed more specifically for developing country contexts.

Customized Introductory M&E Courses

Many introductory M&E courses serve more homogenous groups (i.e. trainings specifically targeting government agencies, NGOs, etc.) or are more specialized within a specific sector. Although a systematic search by sector was not possible within the scope and timeline of this review, the general search for general monitoring and evaluation training programs indicated that there are introductory M&E courses available for a broad range of sectors, with a prevalence of customized courses in particular for the health sector. For example, MEASURE Evaluation, funded by the U.S. Agency for International Development (USAID), has developed a range of regional workshops on M&E in the health sector. These workshops typically serve 15-25 participants at a time and provide a comprehensive overview of M&E for HIV/AIDS programs, malaria programs, or other such areas. Examples of specialized programs for more targeted audiences that are offered via open enrollment are shown in Table 3.

Table 3. Examples of Introductory M&E Courses for More Targeted Audiences

Program Title and Focus	Providers/ Main Sponsors	Duration / Frequency/ Location	Topics Covered	Cost (2013)
Monitoring and Evaluation for Water Supply, Sanitation and Hygiene (WASH) Programmes	International Development and Programme Management Solutions (IDPMS), based in London, UK with field offices	5-day course offered at least 5 times per year. Schedule for 2014 includes courses in Liberia, Somalia, Sudan, and Uganda	Defining M&E; M&E tools; stakeholder analysis; problem tree analysis; developing indicators; purpose and scope of an M&E plan; outcome evaluation; data gathering and analysis; baselines and surveys; disseminating M&E findings	US\$140 per day Tuition: US\$700
Project Monitoring and Evaluation (Legal and Judicial Reform)	International Law Institute based in Washington DC, USA	2-week course offered once per year in Washington	Results-based management in international development; planning for and executing the M&E process; tools, methods, and approaches; knowledge and learning from the M&E experience	US\$395 per day Tuition: US\$3,950
Monitoring and Evaluation (Health)	Africa Medical Research Foundation (AMREF) based in Nairobi, Kenya	4-week course offered four times per year in Nairobi	Conceptual understanding of M&E; designing and conducting an evaluation; quantitative and qualitative data collection and analysis methods; report writing and presentation; designing the M&E system and change monitoring	US\$70 per day Tuition: US\$1400
Participatory Monitoring, Evaluation and Learning (Rural Development)	International Institute of Rural Reconstruction (IIRR), based in the Philippines	10-day course offered once per year in Silang, Philippines since 1998	Situational analysis; designing and facilitating the M&E process; strengthening systems for participatory M&E; action planning	US\$180 per day Tuition: US\$1,800

Specialized Workshops for Experienced Practitioners

Aside from introductory M&E courses, in-person executive training programs also include a variety of intermediate and advanced workshops. An internet search on development evaluation training indicated a broad proliferation of training opportunities for experienced evaluators. A brief review of the current and archived training announcements on evaluation associations' websites easily identified dozens of workshop announcements on intermediate and advanced

topics.⁴ Selected examples from 40 providers were explored during this review, with some examples provided in Table 4.

IPDET is one example of a provider offering a range of specialized workshops for experienced practitioners. In addition to the Core Course, IPDET offers 2- and 3-day sessions on a variety of methodological and thematic topics. The Core Course or equivalent is a prerequisite for attending these workshops, which allow participants to drill down deeper in topics of interest, work directly with experts in the field, and learn about new approaches and cutting-edge methods. IPDET changes the mix of workshop offerings each year (26 in 2013) based on participant reactions recorded in the annual evaluations and new developments in the field of evaluation. In addition, IPDET tests the interest of participants for potential new, cutting-edge content by offering samples in mini-workshops during parts of the Core Course. The new content areas or practices for which there is clear demand are then developed into full workshops for the following annual session.

Opportunities for evaluators to update or deepen their knowledge and skills vary widely. Available workshops address a broad range of topics, from performance budgeting to communicating results effectively to the use of new technologies in data collection and so on. However, the most frequent focus appeared to be on designing and conducting impact evaluations. Also, the workshops on intermediate and advanced topics varied widely in duration, but most commonly lasted for 3 to 5 days.

Table 4. Examples of Workshops for Experienced Evaluators

Program Title	Providers/ Main Sponsors*	Description	Instructional Format	Location and Frequency	Target Audience
Impact Evaluation Design	Institute of Development Studies in Brighton, UK	5-day course on how to design an impact evaluation offered since 2013 (with plans to repeat annually)	Lecture and small group work	Brighton, UK Annually	Experienced researchers and evaluators in a developing country context
Monitoring and Evaluation for Crisis and Recovery Initiatives	Channel Research in Ohain, Belgium	3-day intermediate course on how to apply M&E skills in peace-building and conflict prevention context offered since 2006	Main approach includes sharing participants' case studies and interactive project examples	Colombo, Sri Lanka— Customized versions of the course are offered in different regions several times a year	Experienced evaluators carrying out work in peace-building and conflict prevention
Executive Education: Evaluating Social Programs and Advanced Impact	The Abdul Latif Jameel Poverty Action Lab (J-PAL) Executive Education headquartered in Cambridge, MA,	5-day course on impact evaluation and 3-day advanced course on impact evaluation offered since 2005	Integrated teaching methods by expert researchers, lecture, group work	Held annually in several locations worldwide— USA, South Africa, Mexico,	Managers and researchers from international development organizations, foundations, governments and

⁴ For one example, see the announcements posted by the European Evaluation Society at <http://www.europeanevaluation.org/work-opportunities/training-opportunities/training-opportunities-archive.htm>

Program Title	Providers/ Main Sponsors*	Description	Instructional Format	Location and Frequency	Target Audience
Evaluation	USA			Belgium, Argentina, and Pakistan.	NGOs
Policy Evaluation and Analysis	The Evaluators' Institute at George Washington University in Washington DC, USA	2-day workshop exploring the types of evaluation likely to be influential in the policy analysis process	Participants develop major components of a professional policy analysis and design a policy evaluation	Washington D.C. (or other locations in U.S.) Two or three times per year	Practicing evaluators and policy analysts
Mobile Based Data Collection Tools for M&E	Indepth Research Services (IRES) in Nairobi, Kenya	3-day workshop introducing participants to new information and communications technology (ICT) tools for collecting data	Instructor presentations are combined with guided exercises, web-based tutorials, and group work	Nairobi, Kenya Several times per year	Practicing evaluators with a foundational understanding in statistics and M&E

*Most providers of M&E workshops on special topics have a range of offerings covering various topics. One example from each selected provider is described here simply to illustrate the types of offerings available.

In many cases, workshops on special topics are not just for developing technical expertise. Ongoing, well-established training programs also work to foster M&E demand as a central objective. For example, the Abdul Latif Jameel Poverty Action Lab (J-PAL) has regularly held a flagship executive education program on evaluating social programs since 2005. The program is offered by all of J-PAL's independent regional offices, housed at local academic institutions, and serves approximately 250 participants per year. A J-PAL representative explained the objectives of the course for this review, noting that it offers an overview for people who have heard of randomized evaluation. The hope is that participants—from international development organizations, government, foundations, and NGOs—will be able to identify opportunities for when programs should be evaluated and that they can then participate intelligently in discussions about the research design. The course implementers do not intend that participants would actually conduct randomized experiments after completing the 5-day course.

Formal Graduate Degree and Certificate Programs

Academic institutions are a key provider in the landscape of development evaluation education; however, the relevant collection of programs and institutions is difficult to identify or define. In a recent study in the United States exploring how evaluators acquire their skills, Dillman (2013) concluded that “we lack both awareness of how educational experiences are currently offered through graduate education programs nationwide, and an accepted standard of how these opportunities should take form” (p.280). Indeed, although prospective applicants can consult

various resources to find graduate degree programs for major disciplines, there is no clear guide to graduate training programs in evaluation.⁵

With the recognition that “evaluators are made, not born, and an extended period of training is necessary,” LaVelle and Donaldson (2010) worked to identify university-based evaluation training programs in the United States through an online search and curricular analysis (p.10). Although the published research to date had suggested that the number of such training programs had steadily declined since the 1980’s, a search on key words allowed the authors to identify 48 master’s or doctoral programs in total which offered two or more courses with “evaluation” in the course title. Given that “university programs do not appear to be in decline” and that “the evaluation discipline is gradually becoming distinct,” the authors suggested that future studies might “explore the actual effects of the training programs” (LaVelle and Donaldson 2010; p. 20-21).

Similar efforts are underway in other countries to understand better the available opportunities for graduate study in evaluation. For example, the University of Bern has worked since 2004 to identify European university-based study programs via internet searches, interviews, and a survey. The results of these efforts include profiles of 16 European institutions that offer graduate study in evaluation, and this list is currently posted on the European Evaluation Society website to provide guidance for anyone seeking graduate study opportunities (University of Bern 2012; Beywl and Harich 2007).

Traditionally, graduate programs have provided mainly pre-service education, and the enrollment in a master’s or doctoral program is not always a viable choice for a practitioner looking to update or expand his or her skills. A recent survey of 975 American Evaluation Association (AEA) members revealed that courses related to project management, project logistics, evaluation procedures, and evaluation approaches were most commonly completed through professional development training rather than through graduate degree programs (Christie et al 2013). This finding underscores the need to examine other ways that academic institutions are supporting evaluator’s professional development aside from the formal graduate degree programs.

Postgraduate certificate and diploma programs in evaluation are becoming more common worldwide and typically offer working professionals a more flexible alternative to developing core M&E skills than the enrollment in a formal degree program. These programs are typically connected to graduate degree programs and require a longer-term commitment than the short-term executive training programs. As shown in the few selected examples in Table 5, these programs usually include a compulsory course on the foundations of program evaluation but otherwise do not share any common format, length, or curriculum.

Although certificate programs reflect a growing effort in the United States to formalize evaluation credentials, the increase in programs at universities does not necessarily translate to increased learning opportunities for evaluators working in the World Bank’s client countries.

⁵ For example, sources of such guides for more common fields of study include Peterson’s, the Princeton Review, and U.S. News and World Report.

For example, the Minnesota Evaluation Studies Institute (MESI) at the University of Minnesota regularly attracts foreign students to its graduate degree programs due to the University's Comparative and International Development Education Track. However, MESI does not recruit candidates residing outside the local metropolitan area for its Program Evaluation Certificate program. The program has served 12-15 participants per year since its start in 1998 but has never had a foreign enrollee. In contrast, Claremont Graduate University (CGU) typically enrolls 14 students per year in the Certificate in Advanced Study in Evaluation program, with half of them coming from outside the U.S.⁶

Table 5. Examples of Postgraduate certificate and Diploma Programs in Program Evaluation

Provider(s)	Program	General Participant Information	Description
Uganda Management Institute in Kampala, Uganda	Postgraduate Diploma in Monitoring and Evaluation	173 participants enrolled for 2013. Target group includes senior and mid-level government officials, development managers, and other professionals covering development trends.	One year course can be completed via distance learning and/or evening sessions. Course includes 10 required modules to cover key M&E concepts and skills and 2 electives (Organizational capacity assessment, statistical software packages, NGO management, or consultancy skills development)
Claremont Graduate University in Claremont, California, USA	Certificate of Advanced Study in Evaluation, offered since 1998	Past participants include executives, professionals, and graduate students representing a diverse cross-section of the evaluation community. About 14 students enroll per year, with half coming from outside the U.S.	The program is tailored to a participant's prior training, experience, and career goals and typically requires two or more semesters . It covers 5 key areas: reflective practice, technical practice, situational practice, management practice, and interpersonal practice. The capstone is a competency-based examination. Much of the coursework can be completed via distance learning.
Himgiri Zee University with TESA (Teaching Evaluation in South Asia) in Dehradun, Uttarakhand, India	Postgraduate Diploma in Program Evaluation, offered since 2013	Program targets evaluation practitioners in South Asia.	The one year program includes 8 months of campus learning (required modules) and 4 months of real world evaluation training in a field setting.
Stellenbosch University in Stellenbosch, South Africa	Postgraduate Diploma in Monitoring and Evaluation Methods, offered	188 participants completed the program in 2012. For practitioners tasked with design, management, monitoring	The program is a one-year multimodal course (online course modules plus three contact sessions) that covers the basic principles, concepts and methods used in M&E studies.

⁶ Information for these two examples was collected via telephone interviews with John LaVelle at CGU and Jean King at MESI in November 2013.

Provider(s)	Program	General Participant Information	Description
	since 2006	and evaluation of public programs based in the public sector, private sector and civil society	
The Centre for Program Evaluation at the University of Melbourne in Australia	Postgraduate Certificate of Evaluation	Targeting professionals across Australasia including graduates in all disciplines	The program requires 6 months of full time study (or 1 year part-time), including one compulsory foundation subjects and two electives. Most courses are available online.
The Evaluators' Institute at the George Washington University, with sessions offered in Washington DC, San Francisco, and Atlanta	Certificate in Evaluation Practice; Certificate in Advanced Evaluation Practice; Certificate in Quantitative Evaluation Methods; Master Evaluator Certificate, offered since 2004	Program targets practicing evaluators. Participants in 2013 represented 27 countries.	The Certificate in Evaluation Practice and the Certificate in Quantitative Evaluation Methods each require 30 days of instruction with some required courses. The Certificate in Advanced Evaluation Practice requires an additional 30 days (in addition to completing Evaluation Practice). The Master Evaluator Certificate requires portfolio documentation.
University of Victoria, in Victoria, British Columbia, Canada	Graduate Certificate in Evaluation, offered since 2010	10 to 15 participants enroll each year and typically already have graduate degrees. More than half of students are from Canada (often working as development professionals); others come mainly from Latin America and Eastern Europe.	Completion takes four semesters . Participants earn a diploma rather than a certificate if they complete a capstone project (real-world evaluation). First certificate program in Canada available entirely online.

In 2004, The Evaluator's Institute offered the first certificate program for professional evaluators available entirely through off-campus intensive short courses, meaning that a working practitioner did not need to physically attend programming at an academic institution for several weeks or months before earning a certificate. Currently, three different TEI certificates can be earned through coursework in addition to the Master Evaluator Certificate, which is portfolio-based (see Table 5). Certificate programs in evaluation geared to development practitioners have also been developed by organizations outside of academia. For example, Management Systems International, a U.S.-based consulting firm, offers a Certificate Program in Evaluation that is equivalent to a one-semester course at the graduate level at a U.S. university. Since 1997, over 400 developing country professionals have graduated from MSI's program. Findings from

follow-up surveys of graduates conducted in 2002 and 2007 were that most graduates were using their evaluation skills to set up evaluation systems in their organizations or to conduct project or program evaluations for organizations in their region.

Regardless of the type of provider, certificate programs are steadily evolving to make use of new technology. Most programs with a website are offering at least some courses online, and some programs are advertising distance learning methods to reach participants wherever they are. For example, the University of Victoria started offering the Graduate Certificate in Evaluation program entirely online in 2010, which was reported by the program’s graduate advisor to be the only such program in Canada.

Other Training Opportunities

Various other programs exist for development practitioners to learn about monitoring and evaluation aside from in-person executive training programs and formal graduate degree and certificate programs. Two common themes that surfaced in particular during this review were the prevalence of programs available through distance learning or online and the growing role of regional (or other) networks in facilitating learning opportunities for evaluators.

E-learning and Distance Learning Programs

An increasing number of programs rely on internet technology and distance learning methods to reach participants wherever they are. For example, the International NGO Training and Research Centre (INTRAC) started offering a new blended learning course in 2013 that combines trainer-delivered content (via webinar) with coaching (via phone or Skype) and action learning over a six-week period. Examples of such programs for developing core M&E skills are described in Table 6.

Table 6. Examples of Introductory M&E E-Learning Programs

Program Title	Providers/ Main Sponsors	Duration / Frequency	Description	Cost (2013)
Monitoring and Evaluation Blended Learning	International NGO Training and Research Centre (INTRAC) based in Oxford, UK	6-week course offered annually since 2013	Delivered remotely through webinar and online platform to develop foundational knowledge and skills in M&E. Topics include main M&E terms and concepts; selecting M&E tools for the program and project levels; reflecting on how to improve M&E in participants’ organizations (comparable INTRAC face-to-face course is 5 days)	£850 (~US \$1,390)
Monitoring and Evaluation	Capacity Africa Training Institute based in Nairobi, Kenya	8-week course with 5 to 6 hours required per week offered once per year since 2013	Online and distance learning course covering introduction to M&E terms and concepts; developing an M&E framework; the main components of an M&E plan; data collection tools and methods; data analysis; reporting for action and accountability	US\$450
Monitoring and Evaluation in the NGO Sector	Human Rights Education Associates, based in Cambridge, MA, USA	6-week course requiring 30 hours offered at least three	Reading, online working groups and webinars covering introduction to M&E, logic models, forming evaluation questions, indicators and measurement, data collection strategies, managing evaluation processes, and reporting results	US\$625

Program Title	Providers/ Main Sponsors	Duration / Frequency	Description	Cost (2013)
		times per year		
E-Learning Programme in Development Evaluation	EvalPartners under the auspices of the United Nations Children's Fund (UNICEF) and the International Organization for Cooperation in Evaluation (IOCE) with other sponsors	Courses are open for a 16 week period three times per year since 2012	For a comprehensive M&E course, participants choose either the introductory course and fixed courses (electives) or the 10 units most relevant for their work. Fixed courses include Equity-Focused and Gender-Responsive Evaluations; National Evaluation Capacity Development for Country-led Monitoring and Evaluation Systems; and Emerging Practices in Development Evaluation with new modules being added	FREE

The most radical example of the growing emphasis on distance learning and online technology is that of EvalPartners, a global initiative to develop the capacity of Voluntary Organizations for Professional Evaluation (VOPEs). EvalPartners was created under the auspices of the United Nations Children's Fund (UNICEF) and the International Organization for Cooperation in Evaluation (IOCE), with initial funding from the Government of Finland. Under the EvalPartners Initiative, UNICEF, CGU, and IOCE, with support from the Rockefeller Foundation and in partnership with UN Women, started the introductory e-Learning on Development Evaluation program in 2012. The program is free and open to all interested people with internet access anywhere in the world. Courses are open three times a year, and participants either choose the introductory class followed by fixed courses or they can select the 10 units most relevant to their work. In 2012, almost 13,000 participants from 172 countries registered (reported in <http://mymande.org/elearning>).

Efforts to increase the accessibility of and participation in development evaluation workshops have led to a growing number of one-day offerings, which are becoming more available online. Part of the rationale for this approach is that busy working professionals have limited time to participate in learning activities and use of technology eliminates the costs, time requirements, and logistical demand of travel. Some of these are single offerings provided by one or more organizations to increase understanding in a particular area, but many of the one-day workshops are offered systematically in batches by providers to educate evaluators on a larger scale.

An example of this approach is the Professional Development Workshop Series in Evaluation and Applied Research Methods that Claremont Graduate University has offered each summer since 2004. Each workshop lasts one full day. In 2013, 22 workshops were offered spanning a broad range of topics taught by practitioners from around the globe. Nearly all the workshops this year were offered online as well as in-person. The workshops served 350-400 participants in person this year and an additional 700 participants online. Participants have represented more than 100 countries since the series began.

The Growing Role of Networks

An important factor in the M&E training landscape is the growing presence and engagement of regional networks and communities of practice in providing M&E training to develop local capacity. The number of Voluntary Organizations for Professional Evaluation has more than tripled over the past decade, from 33 in 2003 to 103 in 2013 (Rugh 2013).⁷ Many of these have websites that advertise training opportunities available to local stakeholders, and many also become directly involved in sponsoring or developing training as part of their mission to support evaluation capacity development.

Programs developed by VOPEs span the full range of program types and relevant cases are described throughout this report. For example, the Postgraduate Diploma in Program Evaluation program offered by Himgiri Zee University in India was originally developed through the Teaching Evaluation in South Asia Program (TESA), which was a collaborative effort between a consortium of academic institutions, the Sri Lanka Evaluation Association, and the International Development Research Centre (De Silva et al 2013). EPDET provides another example, given that the program is sponsored by Development Worldwide, a civic association for international development cooperation; the Slovak Evaluation Society; and the Czech Evaluation Society. A few examples of recurring programs sponsored or developed by networks are shown in Table 7. However, it is notable that many of the activities and programs sponsored by networks are one-off or occasional initiatives rather than regularly recurring events.

Various initiatives of the international development community aim to increase local capacity for supplying M&E training, and an example is the Centers for Learning on Evaluation and Results (CLEAR) initiative, which was launched in 2010. CLEAR is a multilateral partnership program, and the CLEAR Secretariat is housed in IEG. CLEAR “aims to network and strengthen the capacity of knowledge/training institutions located with partner countries” (Khattri and Ordonez 2013). To this end, CLEAR has established six centers at regional academic institutions in Africa, East Asia, Latin America, and South Asia. Consultations with advisory committees in each region “revealed a specific demand for practical, hands-on capacity development programmes, utilizing case-based approaches, action learning, mentoring, and ongoing engagement” (Khattri and Ordonez 2013). CLEAR Centers are now working to increase the local capacity for supplying these types of learning opportunities.

Networks have an instrumental role in building the local demand for monitoring and evaluation capacity, and one increasingly common model for promoting this local demand is the creation of a national M&E learning week, commonly hosted by one or more government ministries or agencies and developed collaboratively with the VOPE and a mix of development partners. For example, the Ministry of State for Planning, National Development and Vision 2030 hosted National Monitoring Week in Kenya to “to create demand for M&E results and use among all stakeholders in the public sector, agencies, and departments; and among non-state actors at both the national and devolved levels” (Described on the Evaluation Society of Kenya website at <http://www.esk.co.ke/>) Similarly, the Office of the Prime Minister in Uganda organized the National Evaluation Week earlier this year to “strengthen knowledge sharing and awareness of

⁷ EvalPartners now reports that this number has increased to 158 at <http://www.mymande.org/evalpartners/international-mapping-of-evaluation>

the importance of evidence based evaluation in making policy so as to enhance service delivery by government” (<http://opm.go.ug/resource-center/policy-archive/national-evaluation-week-4th-7th-march-2013.html>).

Table 7. Examples of M&E Training Programs Offered or Sponsored by Networks

Program Title	Network Engagement	Description	Location and Frequency
European Program for Development Evaluation Training (EPDET)	Two of the main sponsors include the Slovak Evaluation Society and the Czech Evaluation Society	6-day face-to-face Introductory M&E course based on the IPDET model (drawing on same curriculum and instructors)	The Czech Republic Offered once annually
CLEAR M&E Roundtable Series	CLEAR South Asia organized the series. Collaborators in selected sessions included the Community of Evaluators and 3ie	Sessions in the series are held in person and videotaped for online viewing. Topics so far have included innovative techniques and technologies for data collection, theory of change, evaluation methods, equity-focused evaluation methods, systematic reviews, scaling up social programs, and understanding and measuring women’s empowerment	New Delhi, India and available online Offered at least quarterly
Annual Conference of the International Program Evaluation Network	The International Program Evaluation Network (IPEN), the association for CIS countries	The 2-day conference of 90 minute learning sessions for evaluators is preceded by a set of pre-conference workshops. Topics vary each year, but in 2013 these included evaluation for beginners, RUFDATA method for the design of evaluation policies and terms of reference, evaluating advocacy programs, and new directions in evaluation	Varies--In a CIS member country. In 2013, in Chisinau, Moldova Held annually

The Changing Landscape of Evaluation Education

The selected examples of M&E training spotlighted throughout this report reflect only a few of the many programs identified during the review. These examples were shared to illustrate some of the types and variety of programs available and are useful for exploring the current landscape of M&E training. However, it is important to note the limitations of this study before drawing conclusions. First, the review focuses on the supply side of M&E training and therefore provides limited information about demand. Second, the search methods used were most likely to identify those programs announced on a website or listed by an evaluation association. These search methods therefore likely biased the findings towards international development agencies, academic institutions, and consulting firms often headquartered in North America and Europe rather than smaller, more locally-based programs. Finally, this review of regularly recurring programs did not identify and include the broad range of sporadic, non-regularly scheduled training programs and other special initiatives that development partners launch to support local evaluation capacity development.

Despite these limitations, the general categorization of programs and the placement of their prominent characteristics along a timeline allows for the identification of emerging trends and the characterization of the changing landscape. Based on these data, major and often interrelated trends in M&E training include the following:

- *Generic M&E training.* Prior to the 1990s, the evaluation of international development projects often relied on external international consultants, brought into the local context to ensure accountability. The surge in programs for broadly developing foundational knowledge and skills in M&E coincided with the growing emphasis on developing local M&E capacity. All of the major generic M&E programs identified during this review were first established between 1999 and 2003. Without exception, their objectives include not only a focus on developing knowledge and skills but also a focus on building a local understanding of the value of monitoring and evaluation to foster local demand.
- *Increased attention to the participation of civil society.* Part of the demand for the generic M&E training for a multi-stakeholder audience has been fueled by the increasing recognition of the need to empower and engage local civil society organizations. Organizations specifically targeting NGOs, such as INTRAC, have continued to scale up their M&E offerings to build this capacity. The number of VOPEs has increased sharply since 2003.
- *The rise of specialization.* Introductory training programs on monitoring and evaluation appear to be becoming increasingly specialized, with many programs focusing on practices and methods related to a particular sector or within a specific country context (e.g, fragile and conflict affected states, post-disaster settings, etc.) With the exception of the health sector, where there is a longer history of specialization, most of these more specialized programs appear to have been established since 2006.
- *Hot topics.* The available education programs span a broad range of topics but certain themes are dominant in the roster of recurring programs listed by evaluation associations and listservs. Current dominant themes that emerged during this review included the use of impact evaluation for shaping evidence-based policy and the uses of technology for data collection and analysis tools. An increasing number of programs also appear to focus on addressing complexity in evaluation through the use of such methods as outcome mapping.
- *E-learning.* Amid continuing concern about the need to increase access to training opportunities for local development practitioners, providers increasingly seek to harness the potential of the internet. Academic degrees and M&E workshops are becoming more available online. The OpenCourseWare concept is gaining followers and EvalPartners has been launched (2012) to provide learning opportunities for free worldwide. J-PAL plans to start offering its executive education course on evaluating social programs free online via edX starting in 2014.
- *Decreasing costs.* Overall, for those local development practitioners who might most benefit from M&E training, the costs of participation remain the greatest barrier. These costs reflect not only the tuition fees but also the requirements to travel and miss valuable workdays in an organization that cannot spare any capacity. This reality drives many of the current trends, shortening the workshop time to reduce time away from the office, using technology to remove the need to travel, and specializing content to potentially address the needs of learners more efficiently.

With the use of technology and broadening access to relatively generic M&E content, discussions are increasingly focusing on how to customize content for the local context and how

to effectively develop the M&E capacity of local institutions. The representative from J-PAL interviewed for this review aptly described his vision for future M&E training: “M&E training needs to be for organizations rather than individuals. So the open course model now being developed for individuals should quickly move to rapid customization--for example a course for a democracy and governance group in USAID. When one or two people from an organization take an M&E training, there is less likelihood of a culture shift. Instead, the M&E training should be customized and part of the whole unit’s professional development.”

Despite recognized shifts and visions for the future of M&E training, the evidence is still limited as to whether e-learning or a sequence of shorter targeted workshops over time can yield the same learning outcomes and behavior changes as an in-depth intensive program that requires participants to exit their current work environment to learn.

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