

EVALUATION OF

# THE INTERNATIONAL PROGRAM FOR DEVELOPMENT EVALUATION TRAINING

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PRESENTED TO:

*The Operations Evaluation Division  
of the World Bank*

**The World Bank Group** 

*The Faculty of Public Affairs and  
Management at Carleton University*



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## EXECUTIVE SUMMARY

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### INTRODUCTION

The Operations Evaluation Division (OED) at the World Bank, in partnership with the Faculty of Public Affairs and Management at Carleton University, launched the International Program for Development Evaluation (IPDET) in 2001. This four-week program is offered annually and seeks to provide quality professional development for the evaluation community working within developing contexts. This report provides the results of an evaluation of IPDET, exploring the nature and extent to which the program has been useful to its graduates and is having an impact.

### EVALUATION APPROACH

The evaluation approach is based on the Kirkpatrick model for training evaluation, modified to fit the dimensions of this training endeavour. Evaluation questions, as highlighted in bold throughout this executive summary, were pursued through a review of background materials and the IPDET list server, a survey of 2001 and 2002 graduates and fieldwork in 3 developing and 2 industrialized countries.

The evaluation methodology and results do impose constraints on the conclusions. Notably, the survey response rate (at 39%) does not allow results to be generalized across the population and there was limited ability to validate IPDET graduates' information with other, independent sources. The findings and conclusions are presented through this lens and are cognizant of these limitations.

### IPDET

IPDET graduates contributing to this evaluation express a high degree of overall satisfaction with and value for this training experience. Even in hindsight, one to two years post program, 89% of survey respondents ranked the experience as good or excellent.

The evaluation demonstrates a strong ***the fit between the program, the job, and strategic contexts***. From the survey, 91% find the content of IPDET relevant to their work, 92% found the selection of workshops met their needs and 94% indicated the core program contained the right subject matter. Additionally, 89% felt the program met its stated goals and 88% believe the program is a good investment in training. These ratings were supported in the qualitative information collected in field interviews and all exceed the World Bank Institute training quality benchmark of 85% of participants providing ratings of good or excellent on key quality criteria.

There is a common profile for those who provided lower ratings to survey questions. Most attended only a portion of the four weeks (either just the core or just workshops) in 2002 and came from industrialized countries.

The evaluation did not include a cost-benefit analysis, but did review **the direct and indirect costs of program**. IPDET has received strong support in both areas from the OED, demonstrating continued commitment to building capacity in development evaluation. Program costs are also shared amongst like minded organizations world wide through the provision of scholarships.

## IMPACT ON INDIVIDUALS

The evaluation sought to identify the nature and extent of IPDET impacts on individual graduates. There were demonstrable effects on individuals consulted here, including **demonstrations of increased individual competence**.

Eighty-seven percent of respondents indicated they had new and improved skill levels, 90% said the program assisted them in handling development evaluation challenges and 94% find they can position evaluation within the 'big picture.' This has resulted in a greater level of confidence for 84% of the survey respondents.

These new competencies are also being recognized. Fifteen percent of respondents have been promoted since attending IPDET and 86% of those believe IPDET had some influence on this career change. Numerous examples of rewards and recognition were provided, including positive client feedback, being selected for projects and successful work outcomes.

Enthusiasm for the program was palpable, even one to two years after this program. Eighty-three percent of survey respondents indicated they developed an important network through IPDET and 82% continue to feel they are part of a community of professionals. The residential nature of the program provided a forum for the development of strong relationships, which have been sustained over time.

## IMPACT ON WORK

Ninety-seven percent of the survey respondents indicated they are able **to apply the skills and knowledge to their work** and provided rich information on the positive impacts this has had for improved quality (77%) and efficiency (56%). The **nature and frequency of application to the job** varies, but overall 88% of evaluation contributors find they are better equipped to handle development evaluation challenges as a result of attending IPDET.

Eighty-nine percent of the survey respondents refer to IPDET materials with some frequency and 77% find the list server has been of assistance in their day-to-day work.

There is evidence of improved development evaluation quality. Seventy-seven percent of respondents believe they are producing better quality work since attending IPDET and qualitative **demonstrations of improved job performance** were provided in the survey from graduates and in the fieldwork from colleagues, clients and managers.

Transferring learning from the classroom into the work setting is often challenging, but only 31% of the survey respondents indicated they encounter barriers in this regard. This speaks to a

strong 'fit' between the program and the actual work, as well as to the ongoing relevance of program content. There was a great deal of consistency in the barriers identified – a lack of organizational support, institutional/cultural resistance and a lack of understanding of evaluation. These barriers can inform future program adjustments to enrich the curriculum and give graduates tools to overcome known obstacles.

## IMPACT ON ORGANIZATIONS AND BEYOND

The evaluation sought to identify the *nature and degree of organizational/contextual benefits*. In the one to two years since attending IPDET, survey respondents report a number of changes have occurred within their organizations, notably as related to evaluation infrastructure, profile and positioning. Where these changes have occurred the majority have credited the program with some or a major degree of influence.

Fifty-two percent of survey respondents indicated their organization has created new or enhanced existing development evaluation policies, procedures or guidelines. Eighty-four percent of those believe their attendance at IPDET had some or significant influence on this development. Sixty percent of survey respondents indicated the evaluation function in their organization has been created or strengthened since their attendance at IPDET, and an impressive 87% of those give IPDET some or significant credit.

While one might have expected more developing country participants would identify impacts, this was not the case. The survey statistics on organizational changes are proportionately spread across both industrialized and developing country respondents.

Roughly half of the survey respondents indicated that evaluation is now better linked to organizational strategies / priorities or that evaluation has a greater or improved profile within their organizations. Of those reporting these changes, 72% and 63% respectively indicated their attendance at IPDET had some or a major influence on the change.

Only 38% of survey respondents encounter barriers to making organizational changes, which they identified as a need for broad organizational culture shifts, more training, a lack of financial and human resources and politics (both organizational and big 'P' politics).

## CONCLUSIONS

Conclusions are constrained by a number of factors. The nature of the program precluded unfettered access to sources, which could validate the effects and impacts of the training program reported by graduates. The survey response rate does not allow for generalizations across the IPDET graduate population and the traditional examination of 'organizational impacts' is not appropriate for the highly dispersed and voluntary participation in this program.

In spite of these caveats, the evaluation information is meaningful and engenders a level of confidence about the positive effects of the program on and through the evaluation contributors. There are both repeated and consistent themes in the data and information collected, which demonstrate a strong affirmative response to the evaluation questions posed.

Survey respondents report using their new skills, IPDET materials and the list server in their work and tell us that it is making them both more effective and more efficient. They provide evidence of improved job performance, such as letters of commendation, promotions and recognition from peers, managers and clients.

Positive impacts and influences from the program were identified at an individual, work unit and organizational levels. Contributors to this evaluation claim a new confidence and credibility, giving rise to a stronger profile for evaluation within their organizations. There have been new Evaluation Units, monitoring systems and policies created, where IPDET is reported to have influenced these changes. Impacts were also identified beyond the organization, including the creation of a new non-profit organization and a new national professional association.

The most common barriers to realizing impact do not reveal inadequacies in the program, but rather opportunities for program enrichment. In particular, issues of resistance, adverse organizational cultures, lack of funding and a generalized lack of understanding for the function may be mitigated through program modifications which help graduates deal with these obstacles.

While the program received high ratings, a profile of those 'less satisfied' did emerge. Participants from industrialized countries, attending less than the full four weeks in 2002 tended to provide lower ratings in a number of categories, notably related to the core program. There is a disconnect between the objectives of the core program and that of the learner, which can be rectified by clearly articulating more realistic objectives. Specific suggestions for program improvements/additions are detailed in the full report.

There is a reported demand for 'decentralizing' the program to provide regional offerings, but this could come at a price. Enthusiasm for the program and the networks forged remains very strong and was frequently attributed to the rich diversity of the participants. The OED is looking at future strategies for this program and issues of ownership, administrative support, facilitation and quality will also be important considerations.

For future evaluation efforts, IPDET Program Management may want to consider telephone surveying of a purposeful sample, based on organizations as opposed to country. Not only would a telephone survey provide richer data, it would allow the evaluation to identify sources for validation and obtain consent to contact same.

Overall, critique and suggestions for improvements were soundly outweighed by commentary on the positive effects and impacts of this program.

***"I think IPDET is a tremendous initiative that has filled a real need. I hope it continues to grow and prosper and reach even more people – particularly in developing regions. I have benefited enormously from being part of the IPDET family, and I look forward to staying in touch and attending more of the specialized sessions, and doing whatever I can to support and contribute to it's future development."***



## 1. INTRODUCTION

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The Operations Evaluation Division (OED) at the World Bank, in partnership with the Faculty of Public Affairs and Management at Carleton University, launched the International Program for Development Evaluation (IPDET) in 2001. This four-week program has since been offered annually in Ottawa, Canada.

The program partners engaged Jua, Management Consulting Services to undertake an evaluation of IPDET. The scope of the evaluation is focussed on the possible effects and impacts of IPDET, which has reached 423 individuals from roughly 62 countries since inception. This report provides the results of the evaluation.

## 2. EVALUATION APPROACH

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The Kirkpatrick<sup>1</sup> model, drawn from training literature, provides the theoretical framework for this evaluation. Not only is it the most widely used approach for evaluating training, aspects of the model is already embedded in IPDET.

Essentially the model promotes the evaluation of training from four perspectives:

- Level I: reaction – did they like it?
- Level II: learning – did they learn?
- Level III: learning transfer – are they using it?
- Level IV: impact – is it having an effect?

Levels I and II are conducted at the time of the program offering and typically involve post course satisfaction questionnaires (level I), as well as pre and post competency testing (level II). These mechanisms are in place at IPDET and the results were made available to the Consultant as background for this evaluation.

Levels III and IV are normally conducted 6 months to two years post program. This allows time for the participants to use the new skills and knowledge, and for potential impacts to have been realized.

Levels III and IV provide the foundation for this evaluation and have been modified to fit the dimensions of this program. Specifically, the evaluation questions to be addressed include:

1. Fit between the program, the job and strategic contexts

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1 Kirkpatrick, D.L., "Techniques for Evaluating Training Programs," Evaluating Training Programs, Alexandria, VA: 1975, ASTD, pp.1-17.



2. Direct and indirect costs
3. Degree and demonstrations of increased individual competence
4. Nature, frequency and extent of program application to the job
5. Degree and demonstrations of improved job performance
6. Degree and demonstrations of organizational/contextual benefits

## **2.1 Participant Profile**

There were 236 participants in 2001 and 2002 from 62 countries. Appendix D provides demographic information on these learners. Overall, IPDET has roughly included:

- 60% of participants from developing and transitional countries,
- a 50 – 50 male to female ratio,
- 70% of participants with a Masters level education, and
- 30% are employed in Government organizations.

The participants range from senior management to front line evaluation delivery professionals. For example, in 2002 26% indicated they held management or senior management positions and 24% identified themselves as practicing evaluators.

## **2.2 Methodology**

Background materials on this program were reviewed, including course curriculum, the 2001, 2002 and 2003 Evaluation Reports, OED reports on the creation of the program and ongoing, unsolicited e-mail messages from graduates to the program organizers. In-person interviews were conducted with the program partners, two from the World Bank and two from Carleton University.

Following attendance at IPDET, participants and instructors are added to the IPDET List Server distribution list. This moderated electronic network provides a mechanism for ongoing communication (information sharing and problem solving) amongst graduates and instructors. All list server activity since its inception in September 2001 was reviewed (306 messages) to aid in the design of data collection instruments and to inform the results reported here. A '*Summary of IPDET List Server Activity*' has been compiled and is contained in Appendix A.

A survey was used to obtain information from IPDET 2001 and 2002 graduates. As the evaluation sought evidence of IPDET impact over time, the recent graduates (187) of the 2003 program were excluded from the survey. The survey instrument was designed, tested and approved by the Project Clients prior to being issued (as a census) to all 236 IPDET participants by e-mail. While the survey was web-based, respondents were also provided with

hard copy, e-mail and fax back options for submission. The survey was 'live' for two months with four reminder notices going out after the initial notification.

Ninety-three participants responded to the survey, representing 39% of the population. Survey responses are independently reported in Appendix B, providing a comprehensive roll up of the 93 responses (edited only to secure respondent anonymity). A non-response analysis is provided in Appendix D, drawing comparisons between the survey respondents and the target population.

While the 'representative-ness' of the results is discussed in the following section, it is worthwhile noting that the response rate achieved here is reportedly in keeping with other World Bank survey endeavours and is indicative of the nature of training evaluations. It can be difficult to obtain high response rates in these evaluations due to the required time lag in seeking input and the voluntary nature of participation. Having already attended a training program (and paid for it in time and or money) a learner often has little to no vested interest in influencing future program offerings.

The evaluation also included fieldwork in five countries, 3 developing<sup>2</sup> and 2 industrialized. A total of thirty-two interviews were conducted in Kyrgyzstan, Egypt, Uganda, Canada and the USA. Once again the focus was on 2001 and 2002 participants. The consultations included 22 IPDET graduates and 10 other sources (IPDET graduates' supervisors, colleagues and clients). As available, the Consultant also reviewed documentation related to work done by participants. Appendix C provides a summary of the information collected from the fieldwork.

This evaluation report integrates and analyzes the data and information from all of these lines of inquiry to respond to the key evaluation questions posed above.

### **2.3 Challenges and Constraints**

The evaluation presented a number of challenges to ensuring rigorous and comprehensive analysis. First, it has been one and two years since IPDET I and II. Every attempt was made to locate the 236 participants and the list server was the key in this effort. However the survey 'bounced back' (with undeliverable e-mail addresses) from 43 graduates.

Therefore, rather than being a full census, there was the potential for only 193 responses, or 82% of the population. This, in turn, means that we received a 48% survey rate of response (with 93 returns) from our sample. Additionally, within the 93 survey returns, respondents did not always answer all of the questions. For consistency and ease of reporting, percentages used throughout this report will be relative to those who responded to the question and the sample size (n) provided where the missing values are greater than 5%.

Next, program participants come from around the world and many work in developing contexts.

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<sup>2</sup> For the purposes of this report, reference to developing countries also includes those categorized as transitional.

The evaluation sought to make opportunities for input accessible to all and gather information from a representative sample of graduates. Appendix D provides a full profile of the 2001 and 2002 graduates and a demographic comparison with the survey respondents.

Survey respondents are representative of the population in gender, level of education and region. However, there is less of a comfort level in the areas reported below:

|                            | Population | Survey | Variance |
|----------------------------|------------|--------|----------|
| Cohort - 2001              | 42%        | 35%    | -7%      |
| - 2002                     | 58%        | 62%    | +8%      |
| Industrialized             | 38%        | 43%    | +5%      |
| Developing                 | 59%        | 50%    | -9%      |
| Government organization    | 31%        | 22%    | -9%      |
| Multi lateral organization | 23%        | 39%    | +16%     |

There are two, acknowledged selection biases in the information collection process – the fieldwork locations and the sources for secondary information/validation. Both of these biases have the potential to skew the information towards more positive evaluation outcomes.

Fieldwork locations were selected by the program administrators to provide a sufficient number of contacts (justifying in-person visits) and to represent both developing and industrialized contexts. However, the sheer volume of graduates from these countries also provides a greater likelihood that some impacts may have been realized.

Level III and IV evaluation typically looks to the peers, colleagues and managers of trainees for validation of impact. This is best accomplished when those parties can be independently and confidentially accessed.<sup>3</sup> Secondary sources for this evaluation were interviewed during field visits and were all supplied by the IPDET graduate.

Finally, there is a need to manage expectations for the nature and extent of organizational impact from IPDET. Organizational impacts are often more in evidence where the learners come from a single organization (or unit) and represent a critical mass of those who perform such work. In these cases, one can examine the extent to which the learning may be contributing to improved organizational performance.

There is no such saturation of IPDET graduates, who are widely dispersed across work units, organizations and countries. It is not known how many distinct organizations are represented through the survey results. However, the field interviews involved 17 different organizations (within the 5 countries).

The following analysis is mindful of these constraints and biases.

<sup>3</sup> This is the case when evaluating a course run within a single organization and the evaluators have both access to and the authority to contact training participants' managers or colleagues.

### 3. IPDET

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This section of the report provides some historical background on IPDET, including why and how it was developed, as well as how it has evolved since the pilot offering in 2001. This is foundational information, essential to responding to the evaluation questions - (i) **the fit between the program, the job and strategic contexts** and (ii) **the direct and indirect costs of program**. The evaluation first explores the ‘mechanics’ of the program, to identify strengths and weaknesses, which may influence the nature and extent of impact.

#### 3.1 Background

IPDET was conceived and developed by the Operations Evaluation Department (OED) to meet an identified need for training in development evaluation. The OED is an independent unit within the World Bank, reporting to the Board of Executive Directors. It contributes to World Bank accountability through the assessment of the organization’s effectiveness in achieving desired development results. The OED provides evaluation and organization learning services and promotes increased development evaluation capacity.<sup>4</sup>

The OED conducted an environmental scan in 2000, which revealed roughly 40 educational offerings available world-wide relating to development monitoring and evaluation. These are shared through an OED web site,<sup>5</sup> which continues to be maintained and provide a reference for global training offerings related to the evaluation of international development programs and projects.

The analysis also demonstrated:

*“that available development monitoring and evaluation training is not sufficient to cover the spectrum of demands for such training. It is either (i) of short duration, intended to provide a rudimentary introduction to the subject; (ii) not offered routinely; (iii) given light treatment as part of project management courses; (iv) given narrow treatment specific to donor agency reporting requirements; or (v) provided as a long residential program or year plus Master’s degree program requiring a major commitment of time and resources.”<sup>6</sup>*

It was these deficiencies, in both the volume and nature of available development evaluation training, that IPDET was designed to address. They also provided the foundation for the pedagogical approach, structure and substantive content of IPDET.

IPDET is a four-week modular program. There is a two-week core program providing fundamental and foundational information on the theory and practice of evaluation. This is

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<sup>4</sup> World Bank Operations Evaluation Department, *2002 Annual Report on Operations Evaluation*, Washington, World Bank, 2002.

<sup>5</sup> [Global Development Evaluation Catalog](http://wbln0018.worldbank.org/oed/evalcat.nsf?OpenDatabase), <http://wbln0018.worldbank.org/oed/evalcat.nsf?OpenDatabase>

<sup>6</sup> *Approach / Concept Paper*, Operations Evaluation Division, World Bank, March 2002.

followed by two weeks of independent, discrete workshops. These sessions are generally from 1 to 3 days in length and target specific subjects within the practice of development evaluation.

### 3.2 Goals and Objectives

The **goals** of IPDET are:

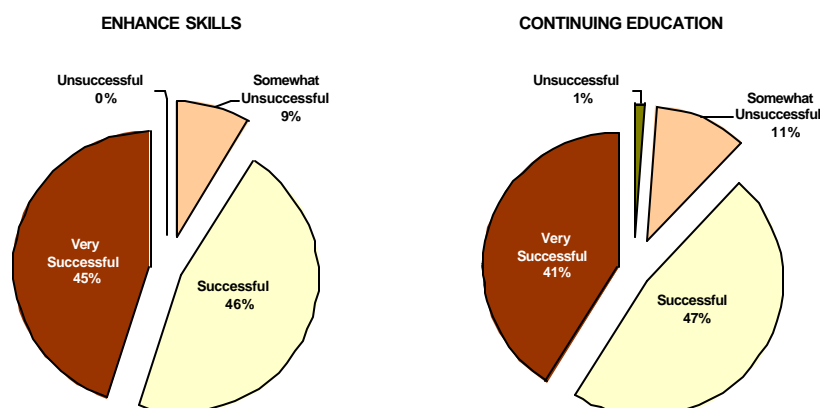
1. To enhance the knowledge, skills and abilities of participants in development evaluation,
2. To provide high quality continuing professional education in development evaluation.

The program aims at two levels. It provides the basics for those relatively new to the evaluation role (“*with little prior evaluation experience or those wanting a refresher*”<sup>7</sup>), through the foundational curriculum in the first two weeks. It also targets ongoing professional development through the more in-depth, focussed workshops in the second two weeks.

Participants have the option of attending the two-week core program alone or in combination with one and/or two weeks of workshops. They may also attend one or two weeks of workshops, independent of the core program.

In hindsight, IPDET overall is felt to be quite successful in achieving its goals.

#### Looking back at your IPDET experience(s) overall, how successful do you feel IPDET was in achieving its goals?



Ninety-one percent of survey respondents indicated the program was successful in enhancing knowledge, skills and abilities, and 88% indicated IPDET was successful or very successful in providing a forum for continuing professional development. These results exceed the World Bank Institute training quality benchmark of 85% of the respondents giving scores of ‘good’ or ‘excellent’ on key quality criteria.

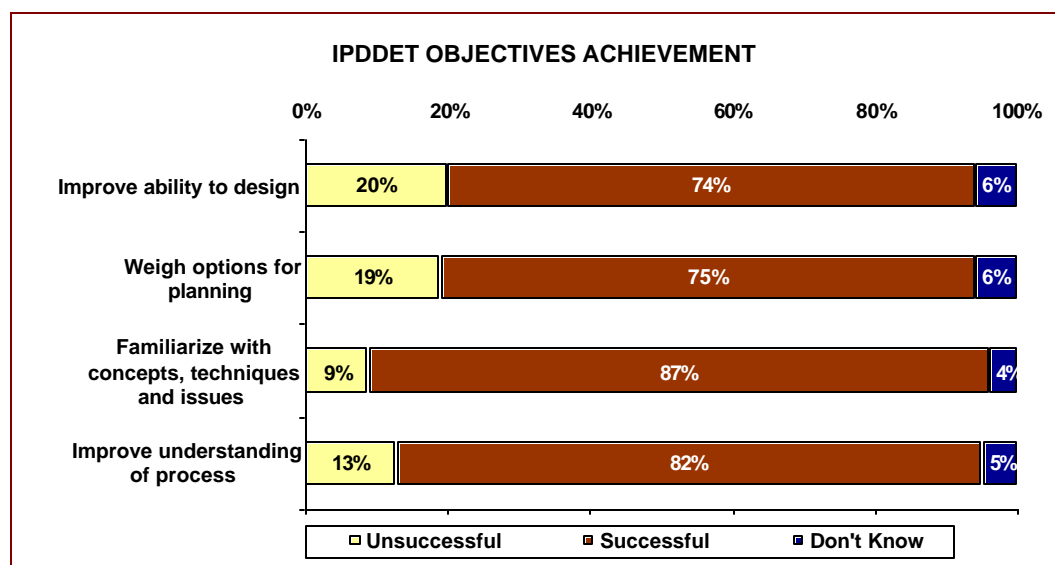
<sup>7</sup> Program brochure: *IPDET 2002 – Building Skills to Evaluate Development Interventions*.

Looking more closely at the less favourable ratings (those indicating the program was unsuccessful or only somewhat successful), most had attended only one or two weeks of workshops (68%) in 2002 (68%) and were from industrialized countries (87%).

Course **objectives** are set for the two-week core program overall and individually for each of the workshops in weeks 3 and 4. The **core program** strives to:

1. Improve your understanding of the development evaluation process
2. Familiarize you with evaluation concepts, techniques and issues
3. Enable you to weigh different options for planning development evaluations, including data collection, analysis and reporting
4. Improve your ability to design a development evaluation

Survey respondents (n=62) in this evaluation rated the degree to which they felt the core program had met its learning objectives. At the low end, 74% of respondents felt the core program improved their ability to design development evaluations. At the high end, 87% indicate the core program was successful in familiarizing them with evaluation concepts, techniques and issues.



While none of these ratings are considered poor, it is interesting to note that the lower scores related to objectives aiming for *skills enhancement* and the higher ratings are provided for the two objectives dealing more with *knowledge acquisition*.

Of those who provided a rating of unsuccessful or somewhat unsuccessful, 59% had attended IPDET II in 2002 and 66% were from industrialized countries. These sources were fairly evenly distributed across the ranges of attendance, with 52% attending just the core program and 48% went to the core plus one or two weeks of workshops.

Level I evaluation questionnaires, administered immediately following the core program, asked participants to rate how well the program met *their* expectations. There was quite a drop in the number of learners who felt their needs were met (a good or excellent rating) between year one and the next two years:

**2001** - 87% (n=55)

**2002** - 73% (n=86)

**2003** - 71% (n=103)

This speaks to a disconnect between what the core program is set out to accomplish, its learning objectives, and the expectations of the participants. While successfully achieving some course objectives, roughly 30% of learners indicated their own expectations were not met.

The gap can involve a number of program facets, such as the facilities, the specific course content or teaching methods. It can also result for the sheer volume of course participants and a resulting inability to respond to individual needs – to adjust and modify on as you go. The more learners in a course, the greater chance there is of divergent skill levels.

IPDET has in fact grown in size over its first three years, from 65 in 2001, 88 in 2002 and 104 participants in the core program in 2003. There is a need to explore optimal class sizes, student teacher ratios and to explicitly market the core program for suitable audiences (those with no and very little evaluation experience).

**Objectives** were also established for each **workshop** in the subsequent two weeks. Their success is tested in post course questionnaires, which are reported in the annual evaluation reports (containing levels I and II, post program results).

Over the last three years the participants have been asked to rate the extent to which their expectations were met during the week of workshops they attended. There has, for the most part been a positive rating and an upward trend in satisfaction levels with the workshops since the pilot program in 2001. The following statistics are the percentage of participants who rated the workshops as 'good' or 'excellent.'

|        | 2001          | 2002          | 2003          |
|--------|---------------|---------------|---------------|
| Week 3 | 67%<br>(n=33) | 80%<br>(n=65) | 84%<br>(n=79) |
| Week 4 | 71%<br>(n=24) | 86%<br>(n=42) | 80%<br>(n=78) |

Due to the large number and variation in workshop objectives, they were not tested in the survey conducted in this evaluation. However, anecdotal information supplied during field interviews points to a very high level of satisfaction overall with the workshops – notably the wide variety of topics and the interactive format.

### 3.3 Design and Structure

While the overall structure of the program has remained in tact over the last three years, the design has not remained static. IPDET continues to be a four-week program, two weeks of core training and two weeks of discrete workshops. However, the information collected in post course questionnaires (level I evaluation) has led to a number of changes each year.

Changes to the program following the IPDET pilot in 2001 included:

- The two weeks of workshops were organized into three, concurrent and roughly thematic-based streams. Participants self identified which stream of workshops they would take in each week. The streaming was discontinued in IPDET II - 2002, to allow greater access to a wider variety of workshops.
- Workshops were also designated as 'beginner' or 'intermediate' level to aid learners in selecting sessions, which met their level of expertise and educational needs.
- There were 17 workshops in 2001. Three were dropped as they needed full redesign, 3 were modified based on feedback and 4 new topics/workshops added. A total of 18 workshops were made available in 2002.
- Efforts were made to have less lecture time and more attention to working in small groups.
- Guest lecturers were provided with greater briefings on the learners prior to their presentations.
- Significant changes were made to logistical issues, including improving the meals offered and the housing facilities, again based on feedback from questionnaires completed by IPDET I graduates.

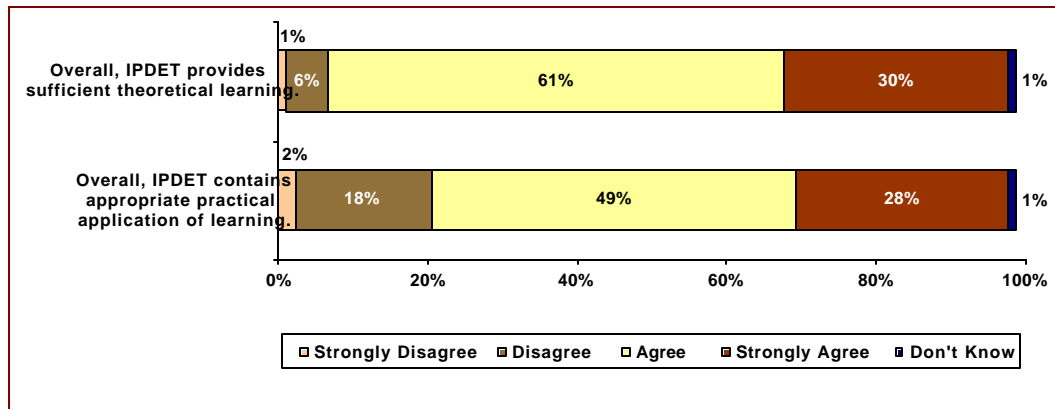
IPDET adjustments made for the 2003 offering included:

- Inserting more practical work in core program. It was raised from an average of 15% per day in 2002 to 25% of each day in 2003.
- Providing a wider variety of guest speakers and workshop topics. There were 24 workshops available in 2003.
- Increasing the amount and variety of social activities.

Ninety-one percent of survey respondents find IPDET contains sufficient theoretical learning and this is a very strong result for program design. Seventy-seven percent believed the program contained appropriate practical application of learning (n=88) and this is typically a tougher threshold.

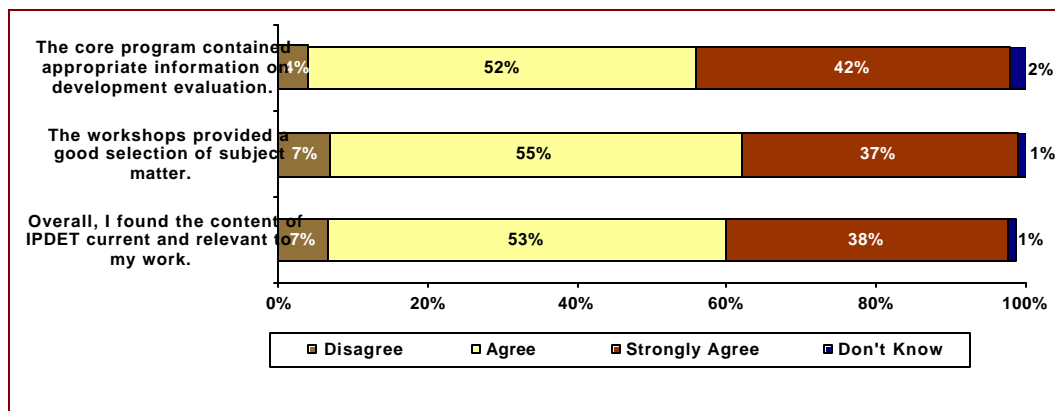
While educators search for a good balance between 'the lectures and the exercises,' it is this author's experience that feedback from learners routinely seeks more of the latter. This is particularly true where the program looks to increase knowledge and understanding, as opposed to (or to a lesser extent) build skills. Such is the case with the first two weeks, the core program of IPDET. Additionally, note the program adjustments conducted for the 2003 offering would not be reflected in this survey's results.





Twenty-one percent were looking for more practical application in the program and here again the majority had attended in 2002 (72%) and were from industrialized countries (80%). In addition, of those who disagreed or strongly disagreed with the amount of practical work in the program, 78% had only attended the core program.

IPDET received extremely high ratings from a content perspective. Ninety-one percent find the content of IPDET current and relevant to their work, 92% found the selection of workshops met their needs (n=87) and 94% indicated the core program (n=62) contained the right subject matter (combining agree and strongly agree results).



The fieldwork supported these survey results. While graduates did have suggestions for program improvements, there was overall strong support for the program's subject matter and, notably for its ongoing and continued relevance to their work.

### 3.4 Pricing and Costs

**Pricing**<sup>8</sup> of the program was stable in the first two years and there was roughly a 10% increase in course fees in the last year. Planning is underway for the 2004 offering, which will require a price increase to fund the program at the projected break-even mark.

|                                      | <u>2001 &amp; 2002</u> | <u>2003</u> |
|--------------------------------------|------------------------|-------------|
| Core course (Two week residential)   | \$2,461.00             | \$2,675.00  |
| One week of workshops (residential)  | \$1,605.00             | \$1,765.00  |
| Weeks one through four (residential) | \$5,350.00             | \$5,885.00  |

At roughly \$300 per day (inclusive of residential fees) this program is considerably more economical than comparable programs. The Evaluators Institute prices seminars at \$400 per day (non residential) and the Monitoring and Evaluation for Practitioners and Managers at the University of East Anglia costs \$12,000 for eight weeks with room but no meals<sup>9</sup>

Program organization is a joint venture between the OED and Carleton University, covered under a Memorandum of Understanding. A Program Administrator is engaged for the planning and management of program, including financial management, and audited financial records are presented by the University to the IPDET partners annually.

**Costs**<sup>10</sup> presented below demonstrate the financial success of the program over the first two years.

|  | <b>2001</b> | <b>2002</b> |
|--|-------------|-------------|
| Revenues/Estimates                     | \$635,995   | \$993,118   |
| Expenditures/Estimates                 | \$405,433   | \$757,901   |
| Carry forward (incl. start up funding) | \$230,562   | \$235,217   |

The direct cost of tuition, in many cases, was not incurred by the learners' employer, but subsidized through scholarship funds. Twenty-three percent of survey respondents indicated they were sponsored through scholarship funding. These costs were assumed by development organizations world wide as part of their mandates for development assistance and goals for development evaluation capacity building.

The OED has demonstrated a strong commitment to this capacity building venture. OED direct costs (outside those referenced above and scholarship funding) have included start up funding, development of Core Program modules, staff time and travel and instructional materials. These

8 All financial information is presented in US dollars.

9 *Approach / Concept Paper*, Operations Evaluation Division, World Bank, March 2002.

10 *IPDET 2002 – Financial Administration & Evaluation Report*, Carleton Faculty of Public Affairs and Management, October 2002.

totaled \$223,202 in 2001 and roughly \$50,000 in 2002.<sup>11</sup> Figures for 2003 were not available at the time of this writing.

Marketing, one component of expenditures, has included advertisements in the Economist, announcements on the OED and Carleton web sites and the program brochure. The program has also relied on word-of-mouth promotion through past graduates. Survey results support these promotional efforts. The percentages responding to 'how did you find out about IPDET?' are:

Employer - 30%      Colleague - 20%      Web site - 18%      Advertisement - 18%

Indirect costs are those hidden behind the financial outlays for development, management and attendance at a training program. In the case of IPDET these have included:

1. Ongoing OED work to debrief on each IPDET offering and make adjustments in program design,
2. OED time and efforts to work their network within the development evaluation community to secure scholarship funding from like-minded organizations and experts for program delivery,
3. Lost productivity in the learners' organizations due to their absence.

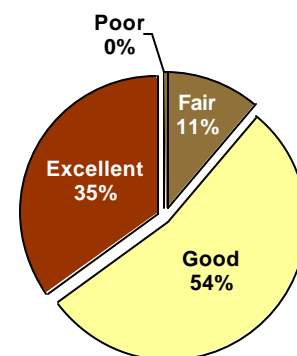
This evaluation did not seek to quantify the indirect costs. Qualitatively, the first two indirect costs are absorbed by the OED in their efforts to build development evaluation capacity – an explicit organizational goal.

The third indirect cost is assumed by the learners' employers, traditionally through lost wages and/or the cost of hiring replacement staff. There were no reported cases in the fieldwork sites of replacement staff being engaged to offset productivity losses. Attendance at IPDET, as continuing professional development, was accepted as a cost of doing business.

### 3.5 In Summary

IPDET graduates express a high degree of overall satisfaction with and value for this training experience. Even in hindsight, one to two years post program, 89% of survey respondents ranked the experience as good or excellent.

The evaluation demonstrates a strong ***the fit between the program, the job, and strategic contexts***. From the survey, 91% find the content of IPDET relevant to their work, 92% found the selection of workshops met their needs and 94% indicated the core program contained the right subject matter. Additionally, 89% felt the program met its stated goals and



<sup>11</sup> *Approach / Concept Paper*, Operations Evaluation Division, World Bank, March 2002.

88% believe the program is a good investment in training.

These ratings were supported in the qualitative information collected in field interviews and all exceed the World Bank Institute training quality benchmark of 85% of participants providing ratings of good or excellent on key quality criteria.

There is a common profile for those who provided lower ratings to survey questions. Most attended only a portion of the four weeks (either just the core or just workshops), in 2002 and came from industrialized countries.

The evaluation did not include a cost-benefit analysis, but did review ***the direct and indirect costs of program***. IPDET has received strong support in both areas from the OED, demonstrating continued commitment to building capacity in development evaluation. Program costs are also shared amongst like minded organizations world wide through the provision of scholarships.

## 4. IMPACT ON INDIVIDUALS

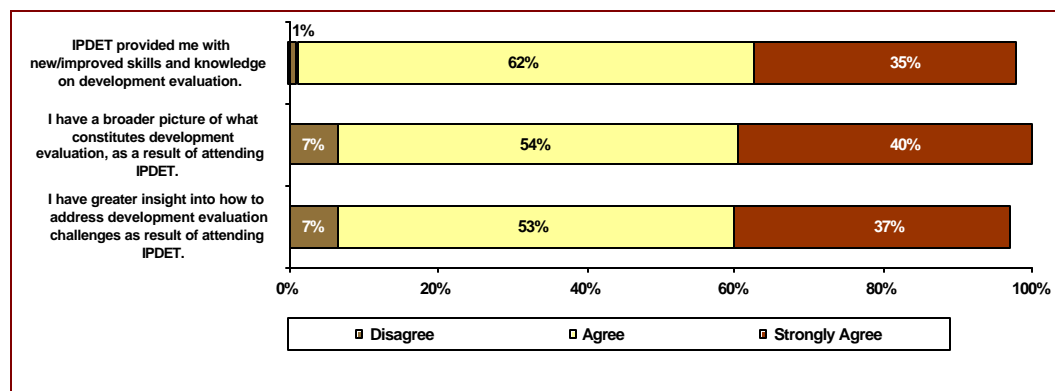
The evaluation sought to identify the nature and extent of impacts on individual graduates, including ***the degree and demonstrations of increased individual competence.***

IPDET targets those who conduct or manage development evaluations, at both a beginner and intermediate level. A complete profile of 2001 and 2002 graduates is provided in Appendix D, demonstrating the extensive reach and attraction of the program.

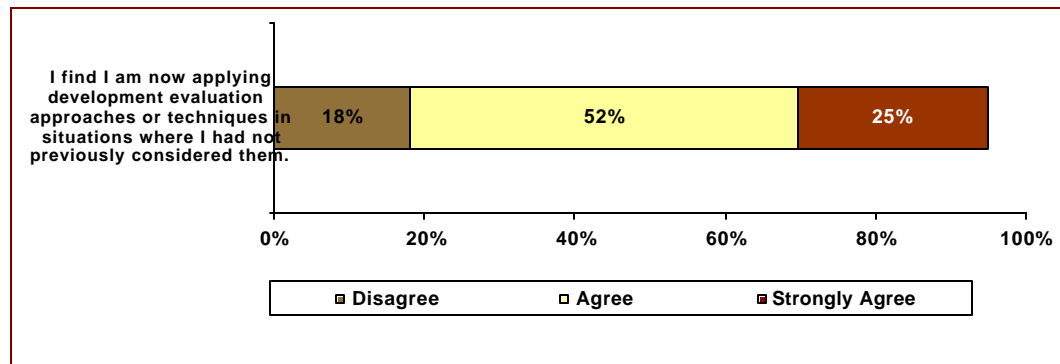
The 236 graduates came from roughly 62 countries, on average 38% from industrialized and the balance from developing or transitional countries. They are roughly split between male and female and the majority holds a Masters level of education. Most work with Government, Multi and Bi-Lateral Development organizations and NGO's.

### 4.1 Competence

There are strong indications that IPDET ***increased the skill level*** of its graduates and that these competencies have been professionally beneficial to many. Eighty-seven percent of survey respondents indicated they had developed new and/or improved existing skills related to development evaluation. Consequently, 90% feel they have greater insight into how to address challenges in evaluating development efforts.



Ninety-four percent indicated they have a broader picture of what constitutes development evaluation and 77% find they are applying development evaluation approaches and techniques in situations where they had not previously considered them. This was also the case in two of the field interviews, where graduates indicated they were no longer in an evaluation position. Both found IPDET helped them to “***think outside the box***” and apply concepts of measuring outcomes and monitoring results to their every day work.



The survey asked if respondents could identify and ‘*briefly describe any examples where IPDET has had a positive impact for you, professionally.*’ Sixty-three percent identified examples (which are fully contained in Appendix B) and 54% of these related to successful applications of new skills (40%) and improved overall knowledge / understanding of evaluation contexts (14%).

A sample of these include:

***“I have planned two evaluations in ... (prepared ToRs, recruited/contracted consultants, reviewed/approved work plan) and participated in fieldwork of one evaluation and am about to engage in fieldwork for the second. IPDET helped a lot in informing me about evaluation design. As a result I continue to learn.”***

***“I was able to effectively evaluate expressions of interest from 26 firms world-wide for developing an M&E system for an energy program at home.”***

***“The overview of different evaluation methodologies helped me to judge which methodology is appropriate in a given circumstance. Exposure to creative problem solving (Michael Patton) was and still is inspirational.”***

***“As a result of IPDET training, I and colleague at work were able to accomplish a study on Teacher Education covering Primary Teachers' and National teachers' colleges in ... with ease. This is mainly because we draw a lot from IPDET 2002 core materials.”***

***“Conducted some organizational assessments for some organizations in ... According to the assessment resulted forming a new polices ... government.”***

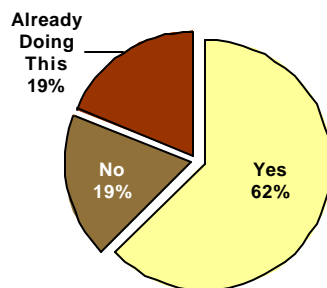
***“Before I went to IPDET, I had developed a draft manual for Planning, Monitoring and Evaluation for IUCN. I incorporated a lot of ideas learned at IPDET into the manual, and I even borrowed the style of presentation (notes and slides) and IUCN now loves the manual. I also participated in two project evaluation missions and I used a lot of the evaluation concepts learned at IPDET - I especially discovered how little ‘evaluation professionals’ actually know - made me feel great and really proud of IPDET - keep up the good work.”***

IPDET has also influenced some graduates to continue this learning process, beyond the classroom. Sixty-three percent of survey respondents find they are reading more about development evaluation, including keeping abreast of evaluation developments and increasing their knowledge on evaluation issues. ***“I am more attracted to development evaluation reports and books.”***

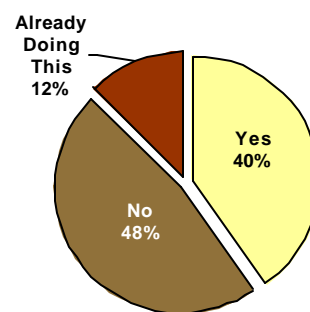
The list server was referenced as a helpful tool for keeping up to date and continuous learning.

***“The IPDET electronic network is very useful for exchanging good examples and bibliography in different topics of interest.”***

Since attending IPDET, have you read more about development evaluation?



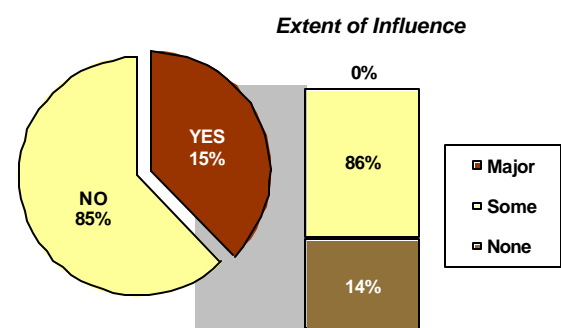
Since attending IPDET, have you pursued other professional development events (course or workshops)?



Forty percent of respondents indicate they have pursued other courses and workshops since attending IPDET (n=89).

There is also evidence that these new competencies are being rewarded. Fifteen percent of respondents indicated they have been promoted since attending IPDET and 86% percent of those believe IPDET had some influence on the promotion.

Promotion Within My Organization



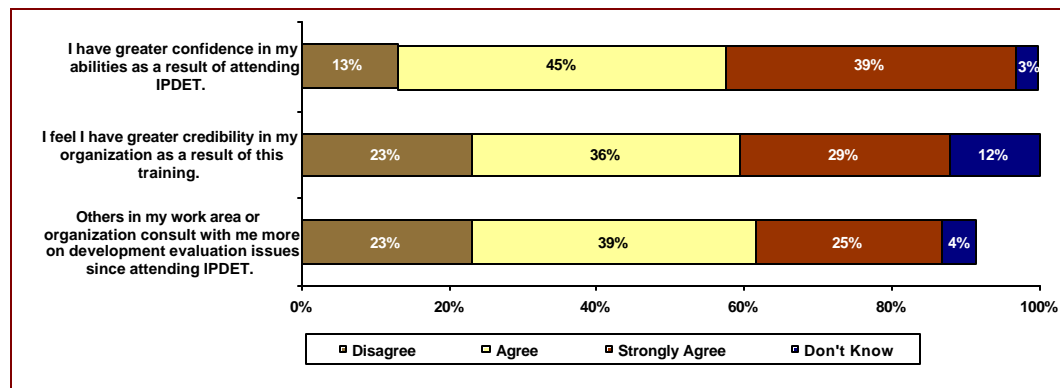
## 4.2 Confidence

Eighty-four percent of survey respondents indicated IPDET gave them greater confidence and this was echoed through out the field interviews as well.

***“I gained more confidence in using the different evaluation methodologies, terms and in overall in elaborating evaluation/research processes and frameworks, which have increased the consideration for my professionalism within my organization and with my main client.”***

***“I am more confident in assessing the strengths of evaluation reports sent to me for comments and therefore enriches my opinions where policy implementation is concerned.”***

Thirteen percent did not feel they gained confidence through this program and, as reported in the previous section, the majority of these individuals came from industrialized countries (73%) and attended less than the full four weeks in 2002 (75%).



Sixty-five percent feel they have **greater credibility** within their organization and 64% indicate this is, in part, demonstrated through others consulting them more on development evaluation issues. Other validation or signs of increased credibility include:

***“My organization relies more on me for preparing scope of work and management plans for conducting evaluation for major programs. I have been also recommended by my organization to participate in evaluation of other organizations. The IPDET training has been a great experience for me to focus more in monitoring and evaluation of our programs.”***

***“I was given a new contract to assist in the development of my country's Poverty Reduction Strategy. IPDET - both the Training in Ottawa & equally subsequent networking and IPDET List serves enabled me to handle the assignment - including coordinating the writing of our IPRSP - with great credibility. Our country, has definitely benefited from my involvement in IPDET, through work in Poverty eradication.”***

***“I have been approached by other organizations to do evaluations for them within the country as well as make presentations at workshops.”***

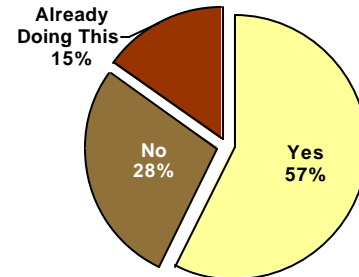
***“Get recognition from clients outside my institution and more requests for help especially around the M&E system development.”***



### 4.3 Within the Evaluation Community

The evaluation found the benefits of IPDET were not constrained to IPDET graduates alone, but were also shared with others. This ‘multiplier effect’ is the result of training and presentations done by graduates upon returning to their jobs. Fifty-seven percent of survey respondents indicated they had done **presentations or training** since attending the program and the fieldwork revealed an even higher level of information sharing.

Since attending IPDET, have you contribute to the development evaluation profession through presentations or training others?

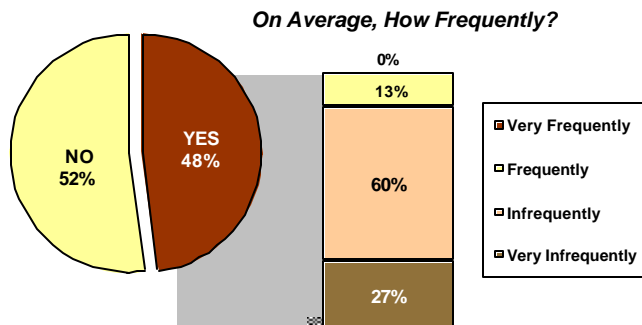


This is a significant accomplishment noting only 3% of graduates (and the same percentage of survey respondents) come from an academic background. There is evidence through the fieldwork that those from the academic community incorporated aspects of the program into their curriculum at Universities – in effect extending the programs reach to future evaluators.

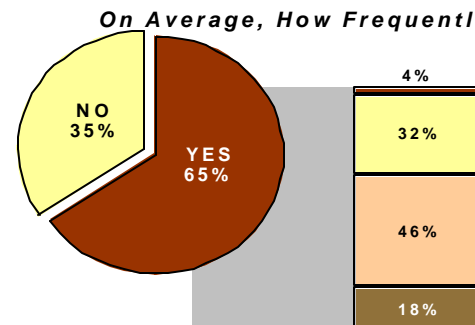
This does not mean the full IPDET learning was passed along to others. It is an extensive and comprehensive program. From the field interviews, graduates indicated they had done overviews of the program for their colleagues and in other cases presented certain segments as relevant to tasks at hand. In these situations the IPDET materials were either made available to or specifically given to colleagues. In addition to the standard in class handouts, IPDET graduates are provided with the full curriculum, to facilitate just this kind of information sharing.

One of the most important benefits identified in the fieldwork was the network developed by graduates and the impact of their interaction with evaluation professionals from all parts of the world. Interviewees cited this aspect of the program as extremely professionally and personally enriching. Relationships were forged and have continued since.

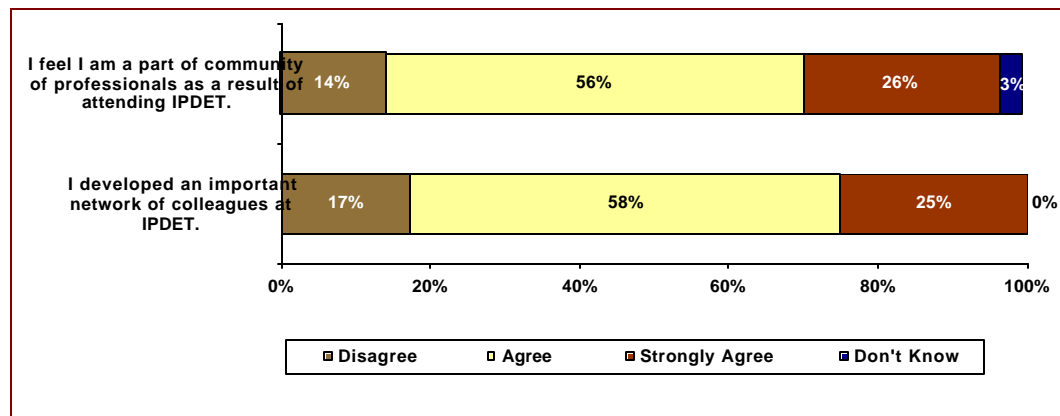
Have you contacted IPDET colleagues for advice on a work challenge? (n=88)



Have you been contacted by colleagues for advice on a work challenge?



Eighty-three percent of survey respondents **developed a network** through IPDET and 82% feel they are part of community of professionals as a result of attending this program.



While only 37% indicated they are more active in or joined a professional association, 23% indicated they were already doing this. In addition, IPDET was the springboard for the development of a new professional association, as described below.

#### THE UGANDA EVALUATION ASSOCIATION

Motivated by the *“energy and intensity”* of IPDET, three graduates have invested significant time to get this professional association up and running. They all hold positions on the UEA Steering Committee.

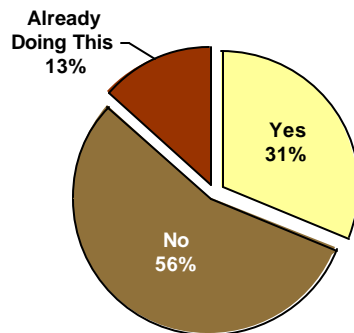
With a current membership of 100, the UEA now has been formally registered as a professional association and a national chapter of the African Evaluation Association (AfrEA). The UEA have developed and approved a Constitution, as well as articulated a mission, vision and objectives. They have produced a marketing brochure to promote the organization and further expand their membership.

The first Annual General Meeting and Planning Session is scheduled for early 2004. Development of a web site is underway, as is work on building a skills inventory of UEA's membership. This list of Ugandan evaluation competencies is designed to build a stronger national network and community of practice, as well as aid in setting an agenda for ongoing professional development. The UEA also hope to build a comprehensive reference library and promote a system of peer review within the evaluation community.

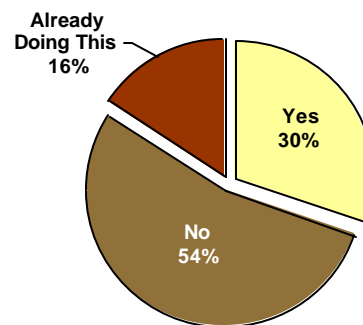
*“It was the sense of community and enthusiasm at IPDET that encouraged us in this effort”*

There was nominal increase in graduates' attendance at conferences (31%) and pursuit of research and publishing (30%). Survey comments cited funding and time constraints as prohibitive in this regard.

Since attending IPDET, have you attended a conference(s) related to development evaluation?



Since attending IPDET, have you ontributed to the development evaluation profession through research or writing / publishing articles?



#### 4.4 Barriers and Constraints

Survey respondents were asked if they 'have experienced any adverse professional consequences as a result of attendance at IPDET' and 91% reported they have not. Eight individuals, or 9% indicated they have experienced some adverse consequences, which were described to be:

*"Was dismissed from my job because of my absence during the IPDET course."*

*"The results of some of my evaluation were interpreted to be a challenge to authority."*

*"Now I have much more work than ever before"*

*"Negative attitude from management and staff"*

*"Some of my colleagues in the Operations Departments would not want me to criticize their designing weaknesses (Quality at Entry) of the projects they designed."*

*"Oh! I evaluated the indicators for Poverty Programme for ... ; Found it inadequate; changed it drastically; and had my document put aside as it showed lack of expertise on the part of the government; Organization did not accept innovations in evaluation leading to separation."*

#### 4.5 In Summary

There were demonstrable effects on individuals attending this program, including ***evidence of increased individual competence.***

Eighty-seven percent of respondents indicated they had new and improved skill levels, 90% said the program assisted them in handling development evaluation challenges and 94% find they can position evaluation within the 'big picture.' This has resulted in a greater level of confidence for 84% of the survey respondents.

These new competencies are also being recognized. Fifteen percent of respondents have been promoted since attending IPDET and 86% of these feel IPDET had some influence on this career change. IPDET graduates provided numerous examples of rewards and recognition, including positive client feedback, being selected for projects and successful outcomes in their M& E work. Sixty-five percent find they have greater credibility.

Enthusiasm for the program was palpable, even one to two years after this program. Eighty-three percent indicated they developed an important network through IPDET and 82% continue to feel they are part of a community of professionals. Program participant diversity, in terms of countries, organizations and positions, was highlighted as particularly important and beneficial. The residential nature of the program is reported to have provided a forum for the development of strong relationships, which have been sustained over time.

## 5. IMPACT ON WORK

With IPDET's reported success in building skills and confidence, the evaluation looked to see how this translated into **improved job performance**. What is the **nature, frequency and extent of application to the job?**

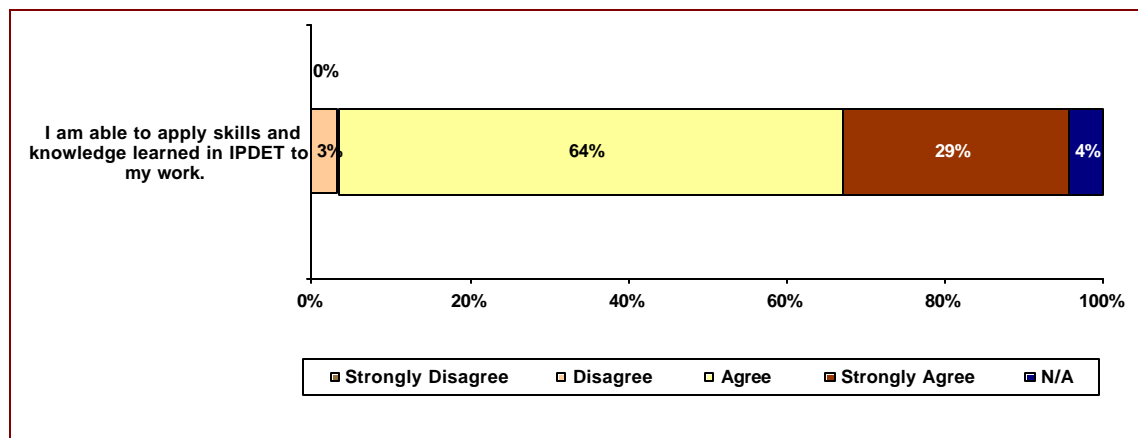
IPDET participants come from a wide variety of professional settings and positions. Some are from relatively sophisticated organizations and evaluation programs in industrialized work settings. Others are forging new territory within their organizations and countries, and in many cases identify themselves as the sole evaluation practitioner. The majority of IPDET graduates indicate they are involved in either designing / conducting evaluations or managing the design and conduct of same.

### 5.1 Extent

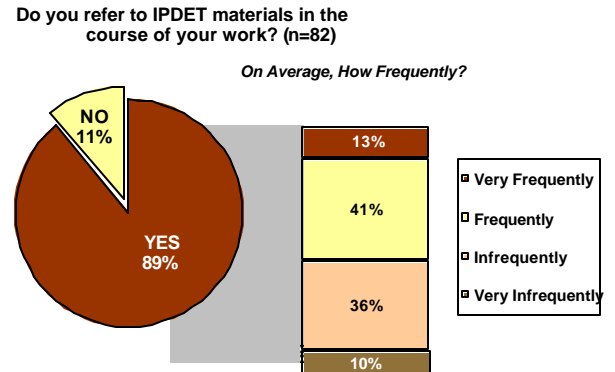
Post course questionnaires (level I evaluation), administered immediately following the core program and each workshop, asked about the 'likelihood of using the knowledge and skills acquired' in the program. Scores of 'good' or 'excellent' are provided in the following table (the bracketed numbers = n):

|              | 2001     | 2002     | 2003      |
|--------------|----------|----------|-----------|
| Core Program | 93% (55) | 90% (87) | 85% (102) |
| Week 3       | 85% (33) | 83% (65) | 89% (79)  |
| Week 4       | 79% (24) | 95% (41) | 90% (77)  |

These positive predictions were realized. Ninety-three percent of the survey respondents indicated they are able to apply the skills and knowledge to their work.



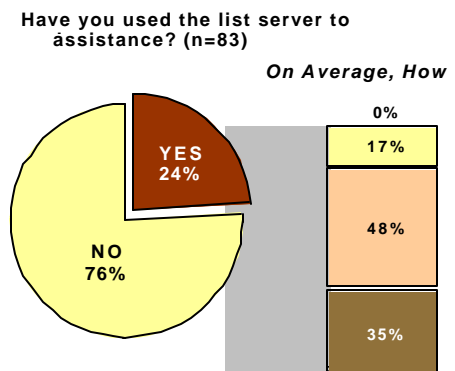
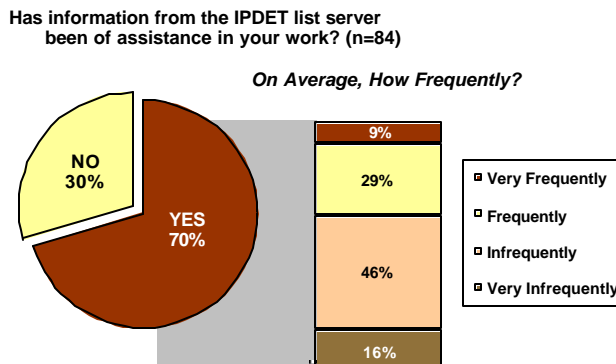
IPDET has proven useful to graduates in a number of ways. Eighty-nine percent **refer to IPDET materials** in the course of their work and 54% of those do so frequently or very frequently. Considering how often ‘training binders end up on the shelf,’ this is an impressive testament to the program in general and to the packaging of learning materials specifically.



The IPDET list server is designed to provide an ongoing source of support for graduates and the extent of its usefulness is well supported here.

Seventy percent of survey respondents<sup>12</sup> find the **list server has been of assistance** in their work and 34% of those indicate they do so frequently or very frequently. Additionally, 48% indicated they communicate individually with other members about information posted.

The actual list server activity was reviewed (as detailed in Appendix A) and there was a 48% rate of participation (the number who posted a message versus the total membership). It was suspected that the list server may be used and useful to a larger number, as was born out in this survey result.

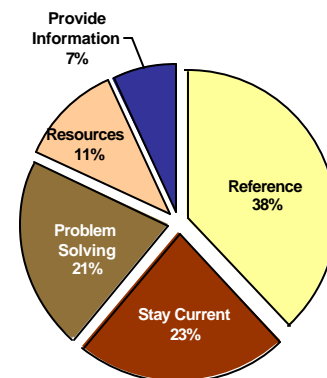


The evaluation survey also tested the nature of list server usage. As one might expect from a moderated electronic network,<sup>13</sup> it is a more passive vehicle than interactive electronic formats, such as chat rooms. Only 24% indicate they use the list server to seek assistance, and most (83%) do so infrequently or very infrequently.

<sup>12</sup> Survey distribution was drawn from the list server membership, thus these results are only from those who continue to subscribe to the list server.

<sup>13</sup> Members post messages, which flow through the IPDET moderator (in OED). A mass e-mail to all members is issued highlighting new entries/additions. Responses can be made to all, through this ‘central bulletin board’ or sent directly to the originator as a one-on-one exchange.

The list server is most often used as a reference tool, a source of information to stay current or search out resources and evaluation related activities/events. Fifty-one percent of the survey respondents provided examples of how the list server has been of assistance. The replies can be categorized as: reference, staying current, problem solving, seeking resources and providing information.



The full commentary is detailed in Appendix B, the Summary of IPDET Survey, but a few are noteworthy as they:

- Demonstrate the IPDET bond (comfort level) and how the list server extends network this beyond a given cohort

*“If used judiciously the list serve is a good way to hold the network together – through a loosely knit group of evaluation practitioners that can identify with each other. The IPDET ‘family’ identity allows to more easily share information and to help other colleagues...network alive and growing.” and*

*“The list server has been helpful in that you can consult on any topic related to evaluation and get responses promptly. Secondly, it links you to different batches trained by IPDET.”*

- Show how continuous learning includes the avoidance of pitfalls, and

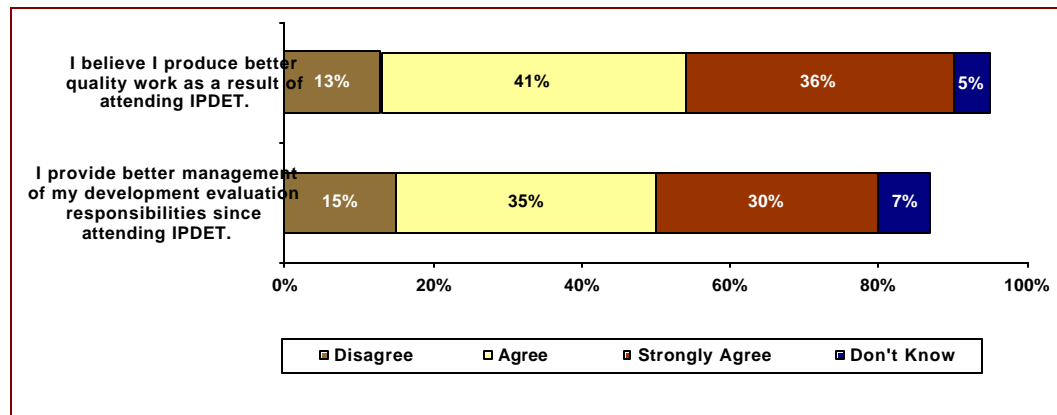
*“The issues raised and the follow up explanations and web links are of immense use. In fact, I learn more about the challenges of the job through the list serve”.*

- Bring a multitude of perspectives and experiences to bear on evaluation issues

*“The most interesting thing a list server as IPDET can give is a very diverse range of views on a particular question from participants. The comparison of views and experiences helps you to improve your knowledge and find your own solution”*

## 5.2 Quality

Seventy-seven percent of respondents believe they are producing better quality work since attending IPDET and 65% indicate they are providing better management of their development evaluation responsibilities.



Of note, 13% indicated the 'better management' question was not applicable to their work. There are 13% and 15% respectively who disagreed with these statements (disagree and strongly disagree are combined).

The survey and the fieldwork sought to validate the impacts of IPDET on the participants' work. Forty seven percent (47%) of the survey respondents indicated that had been provided with some confirmation of improved work performance.

These included **tangible validation**, such as:

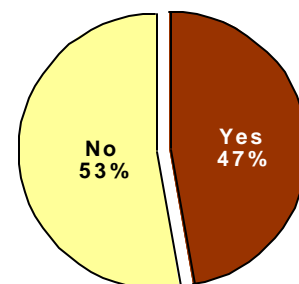
***“won several evaluation projects based on my proposals; it helped my organization to win a tender for design the system of monitoring and evaluation of SSDF project”***

and

***“promotion and more evaluation and assessment tasks on the MER; was retained at my place of work and promoted after my first contract ended; Commendation in my letter of promotion; Board approval of all my evaluation reports and adoption of all recommendations and recent promotion to Director/Head of Policy and Evaluation; Letter of commendation from my immediate supervisor due to my good performance.”***

and the following success story.

Have you been provided with any validation that your work is better since IPDET? (n=89)





## MINISTRY OF AGRICULTURE IN KYRGYZSTAN

*"The Ministry of Agriculture is providing a good working example of how to monitor and measure performance" ... the Ministry of Finance applauds the accomplishments of one IPDET graduate and would like to find ways of getting other Ministries to follow this path.*

Following attendance at IPDET, one graduate developed and implemented a system of monitoring and evaluation. This involved the creation of a manual for monitoring and evaluating projects, training staff and 'users' in performance measurement and developing common indicators across projects. The Ministry's Policy and Planning Unit has taken the approach and built a data management system, which is being rolled out Ministry-wide.

The effect has been to allow for comparative analysis between projects, which span 7 regions and 42 rural offices with some 150 staff. Sound resource allocation decisions are made possible through consistent and comparable performance information. This has purportedly resulted in roughly a 50% increase in donor funding for projects.

**Softer evidence** of better quality work included affirmation such as:

*"feedback from sectors in the organization; feedback from team members on the evaluation teams I was in - they all acknowledged that I knew a lot, and they thought I had lots of experience in evaluation - which I really didn't. I just applied my knowledge from IPDET and what I knew before (of course); My colleagues at the Bank find my work clearer and more logical; positive feedback from my colleagues after training done to them on M&E."* and

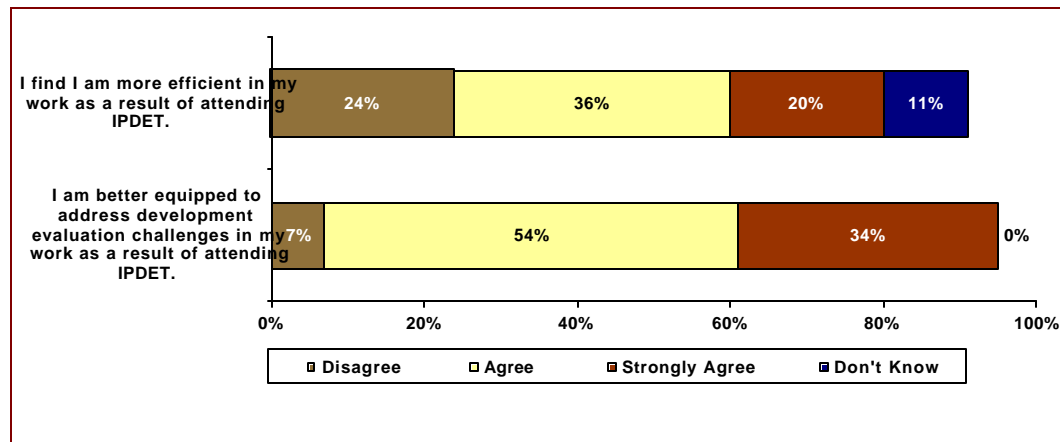
*"yes, our new DME Guidebook has been very well received and training and consulting are very much in demand; A lot of appreciation for the course organized in 2003; The evaluation reports prepared for the clients have been all accepted at the first time with compliments; Feedback I get from evaluation consultants is positive; My boss is now very interested in my comments on evaluation reports and accepts them willingly and the submitting agency tends to share my views"*

And of course, there is always the **absence of problems**,

*"...when we produced the report of our study on teacher education, there were no major criticism made on our work."*

## 5.2 Efficiency Gains

Efficiency gains were also explicitly identified as positive impacts from IPDET. Fifty-six percent of respondents indicated they are more efficient in their work. Eighty-eight percent feel they are better equipped to address the challenges they confront in development evaluation.



*“IPDET has tremendously enhanced my efficiency. Before the course, I took longer to complete evaluation assignments due to extended literature searches. Recently, I completed a major evaluation assignment within a quarter of the stipulated duration.”*

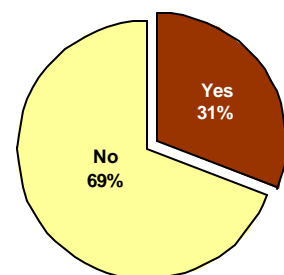
## 5.4 Barriers and Constraints

Sixty-nine percent of survey respondents indicated they did not encounter barriers to applying their new development evaluation competencies. Translating or transferring learning from the classroom into the work setting is often challenging and 31% encountering barriers is a rather low volume. It does speak to the relevance of the courses within IPDET and a strong ‘fit’ with the graduates’ work environments.

It is interesting to note that those who encounter barriers come (proportionally<sup>14</sup>) from both developing and industrialized counties and attended all or a portion of the program in either year. The field interviews provided a higher frequency of those encountering constraints, but consistency (with the survey) in the nature of the barriers.

Some IPDET graduates face **a lack of understanding** within their organizations of what monitoring and evaluation is and what it can do. Several commented that there is a **“lack of a common language”** which leads to confusion between those who have training in the field and those in the program areas.

Do you encounter any barriers in your work to applying the knowledge and skills acquired in this program?  
(n=88)



14 In proportion to the percentage of survey responses from each of the demographics referenced.

This creates challenges in overcoming existing misconceptions and an ongoing struggle to move away from activity and output counting to measuring real results and impacts.

Attending IPDET, in some cases, has served to raise the expectations of the graduates, in terms of what monitoring and evaluation can be. This has led to some frustrations in trying to move forward in the work setting where progress has been slow. **“The real potential value of evaluation is not being realized.”** Most agree it will take time and more training to see whole scale change.

**Lack of organizational support and institutional resistance** was a frequently mentioned barrier as well. This includes issues of a lack of funding for evaluation, insufficient time allowed for good evaluation and the political dimensions of evaluating government programs.

Some graduates indicate they run into resistance because Managers feel threatened by evaluation and there is need to build a comfort level or tolerance for this work.

**“Change is difficult and some of our colleagues in Operations find criticism hard to take in good faith.”**

**“Yes, a tremendous number. On the demand side, most donors don’t value good DME ... almost all of them are primarily interested in moving money quickly, in compliance with their internal rules and with the measurement of outputs rather than effects or impact. While our field staff care very much about impact, they feel no pressure or incentive from the donor and the time needed to do quality DME competes with other, often more pressing priorities.**

**On the supply side, a lot of evaluations and evaluators are not particularly helpful for development implementers. I find the average quality of even well-recommended evaluation consultants to be pretty poor. Once field teams have had 1 or 2 bad evaluation experiences, it is hard to get them to agree to them in the future.”**

## 5.5 In Summary

Ninety-seven percent of the survey respondents indicated they are able **to apply the skills and knowledge to their work** and provided rich information on the positive impacts this has had for improved quality (77%) and efficiency (56%). The **nature and frequency of application to the job** varies, but overall 88% find they are better equipped to handle development evaluation challenges as a result of attending IPDET.

Eighty-nine percent refer the IPDET materials with some frequency and 77% of survey respondents find the list server has been of assistance in their day-to-day work.

There is evidence of improved development evaluation quality. Seventy-seven percent of respondents believe they are producing better quality work since attending IPDET and qualitative **demonstrations of improved job performance** were provided in the survey from graduates and in the fieldwork from colleagues and managers.

Transferring learning from the classroom into the work setting is often challenging, but only 31% of the survey respondents indicated they encounter barriers in this regard. This speaks to a strong 'fit' between the program and the actual work, and the ongoing relevance of the program. There was a great deal of consistency in the barriers identified, which included a lack of organizational support, institutional resistance and a lack of broad based understanding of development evaluation. Barriers can inform program adjustments and provide opportunities to enrich the curriculum and give graduates tools to overcome known obstacles.

## 6. IMPACT ON ORGANIZATIONS AND BEYOND

The final cut at potential impacts is examining the ***degree and demonstrations of organizational/contextual benefits***. IPDET graduates come from many different countries and organizations. Contrary to an ‘in-house’ learning program where a threshold of employees attend, IPDET is completely open and graduates may be the only attendee from their organization or in fact, from their country. In the fieldwork for example, 17 separate organizations are represented through the 22 interviews in 5 countries.

Recognizing that expectations for organizational impacts need to be commensurate with the saturation of new competencies in any given setting, this evaluation wanted to explore if and how the learning was having an effect, beyond the immediate application to the learners’ work. Thus, the organizational impact issue was nuanced by the evaluation question, *degree and demonstrations of both contextual and organization benefits*.

One other caveat needs to be provided here, relating to the issue of endogeneity. In some cases it is clear a learner was sent by their employer, for purposes of implementing change and that IPDET is not the cause of the organizational change.

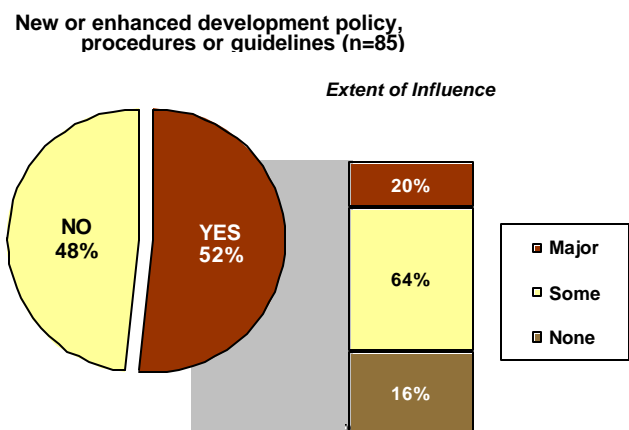
***“I attended IPDET in preparation for a promotion that required me to lead an 18 month initiative to revamp our agency's DME procedures and practice.”***

The precise number of these situations is not known, but needs to be kept in mind in examining the survey responses. It is however, also relevant to look at how IPDET may have facilitated or assisted in change that was otherwise planned. To the extent possible, the survey questions attempted to differentiate and identify both the nature and the extent of IPDET influence.

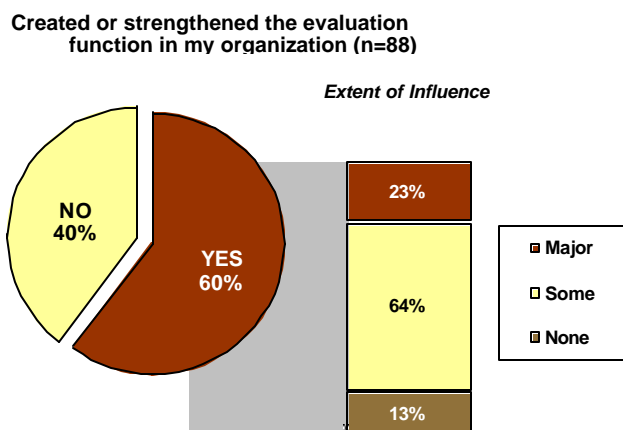
### 6.1 Infrastructure

Fifty-two percent of survey respondents indicated their organization has created new or enhanced existing development evaluation policies, procedures or guidelines. An impressive 84% believe their attendance at IPDET has some or a major influence on this development.

This was also the case in the field interviews, where graduates had used IPDET materials to develop manuals and guidelines for staff and colleagues. These materials were also often used in presentations or training conducted by



graduates interviewed in the fieldwork.



Sixty percent of survey respondents indicated the evaluation function in their organization has been created or strengthened since their attendance at IPDET, and an impressive 87% give IPDET some or significant credit.

Some of the enhancements were described as improved work processes, new systems of monitoring results, implementing changes to planning and prioritizing evaluation work and realizing increased funding due to persuasive advocating.

#### THE WORLD BANK

Following attendance at IPDET II, one graduate brought 14 staff from different offices to IPDET III and used the program to develop a standard approach to M&E across geographic regions. Staff attended regular IPDET sessions and also met separately as a group to apply the concepts and skills to their own work environments.

The result has been the implementation of a system for monitoring and reporting results, which allows for cross-region comparison. The participants worked together to develop and agree upon a set of common indicators. A designated role has been established in each facility and colleagues find they share a common language and understanding of what is required to monitor and report on results. A strong network was also forged amongst these colleagues, which has served to propagate ongoing peer-to-peer learning – in spite of distances.

There were also examples of entirely new units created to handle monitoring and evaluation and of the creation of new organizations. The example profiled below demonstrates evolving infrastructure forging into new environments.

#### THE INSTITUTE FOR DEVELOPMENT EVALUATION IN KYRGYZSTAN

Two IPDET graduates conceived of and founded this non-profit organization following attendance at IPDET I. A third graduate (from IPDET II) attended to assist in assuming the lead position of Director of the organization. The IDE, unique in Kyrgyzstan, was established to promote and conduct development evaluations.

The IDE draws on its roster of 15 multi-disciplinary specialists to bid on and conduct evaluation projects. Of late, they have successfully completed a 6-month project for the Asian Development Bank, devising a system for monitoring social projects. The IDE is also in the process of bidding on an evaluation project for the UNDP. Their vision includes developing and providing development evaluation training to increase Kyrgyzstan's capacity in this field.

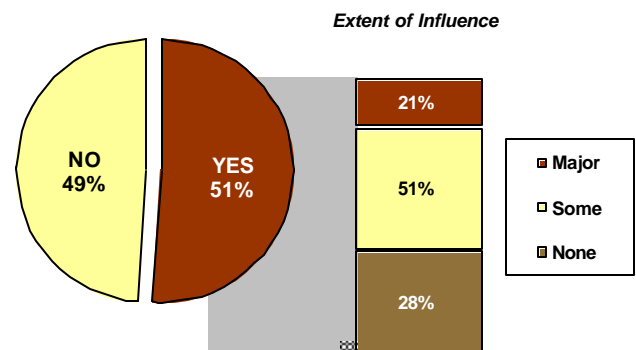
While one might have expected more developing country participants would identify impacts, this was not the case. The survey statistics are proportionately spread across both industrialized and developing country respondents. In addition, those identifying change and attributing IPDET with some influence are from both the 2001 and 2002 training programs. It does not appear time has lessened the impact.

## 6.2 Positioning

Fifty-one percent of survey respondents indicated that evaluation is now better linked to organizational strategies and priorities. Seventy-two percent of these believe IPDET has had some or a major influence on this change.

Survey comments point to the creation of standing committees, comprised of senior management personnel to review evaluation results and better prioritization of evaluation projects within the Evaluation Unit.

Evaluation is better linked to my organization's priorities and strategies (n=84)

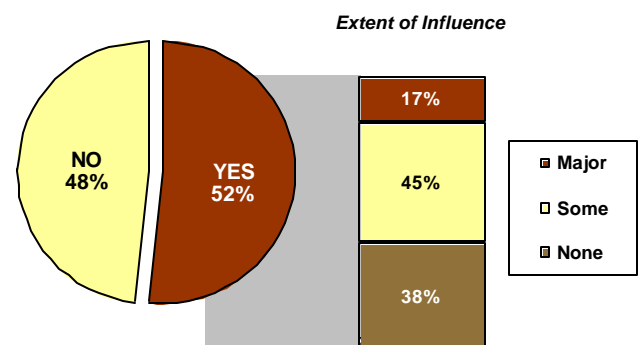


***“It [IPDET] was a reassurance of my conviction of the necessity to be fair & independent, but with full support of top management. As a result, a Strategic Planning Committee, chaired by the deputy governor, was formed. The committee is responsible for review of evaluation reports.”***

Fifty-two percent of survey respondents indicated, that since attending IPDET, evaluation has a greater or improved profile within their organizations. Sixty-three percent of those found IPDET had some or a major influence on this change.

Evidence of increased profile included the creation of new evaluation units and respondents' comments on their ability to advocate on behalf of their profession.

Evaluation has a greater / improved profile within my organization (n=87)



***“IPDET has, to some extent, enabled me to argue evaluation's case and importance more authoritatively.”***

In another case, an IPDET graduate has been selected to sit on a government-wide Task Force to look at monitoring and evaluating across all Ministries. The Task Force is building on the Poverty Reduction Strategy Paper to identify key national indicators and examine how existing systems can provide the required data and information. While the graduate's attendance at IPDET did not initiate the Task Force, the interviewee believes her new skills and knowledge will be influential in its success.

### 6.3 Evaluation Activity

There is evidence that there is, overall, a greater volume of evaluation activity as a result of this training program. New organizational units, a new professional association and a new non-profit organization, all dedicated to development evaluation have been initiated/pursued by IPDET graduates. There is a sense among graduates that evaluation is stronger and has a greater profile in their organizations. While not, quantifiable, these all speak to more evaluation happening.

Comments and examples were also provided through the survey and fieldwork on the development of new systems for monitoring and evaluating within organizations and within Governments. While a number of these are known to be initiated independent of IPDET, the participation of IPDET graduates is reportedly facilitating or aiding the change process.

#### THE PERFORMANCE BASED BUDGET INITIATIVE IN THE EGYPTIAN GOVERNMENT

Three IPDET Graduates have been selected by the Minister of Finance to lead this government - wide effort. The goal is to design, develop and implement a system of performance based budgeting / management (PBM) throughout all Ministries. The initiative follows a resolution in Parliament and a strong focus on evaluation in the National Conference (the ruling party's annual general meeting for planning and setting priorities.)

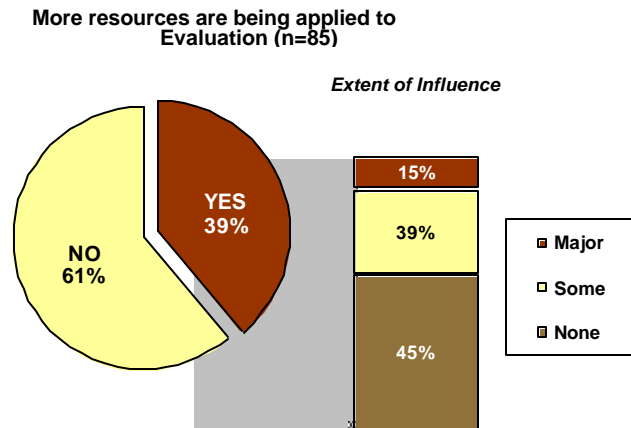
The Planning Ministry, Industry Ministry and Ministry of Communication & Information were selected as pilots and each have a strong champion in their respective Minister. Following a SWOT analysis, specific units/divisions within the pilots were selected and extensive meetings held to orient the staff. Concurrently a skills assessment and needs analysis was done, leading to more in depth training, much of it with the benefit of IPDET materials. Train-the-Trainer sessions have also been undertaken to facilitate broader implementation.

The initiative commenced January 2003 and results will be presented to the Prime Minister in July 2004. The pilots will provide a Roadmap for government-wide implementation / rollout.

*"We would not be moving forward with our PBM without IPDET"*



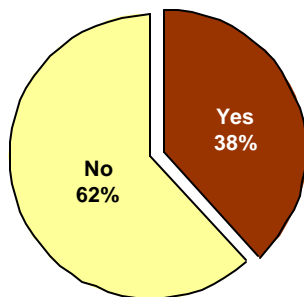
Only 39% of survey respondents indicated more resources are being applied to evaluation and 54% attribute IPDET with some or a major influence.



### 6.4 Barriers and Constraints

Thirty-eight percent of survey respondents report encountering barriers to making organizational changes.

Have you encountered any barriers to making organizational changes? (n=81)



The kind of obstacles they are encountering include:

- The need for organizational culture change

*“Yes. We've adopted new guidelines for DME and they've been widely accepted. But the real goal is behavior change. And that requires a systematic and sustained effort. We're still working out how to provide greater incentives for doing better DME”.*

*“The very gradual adoption of the desired challenges due to their requirement for a shift in long established organizational culture and practice.”*

*“Management and staff are still not convinced and the environment is still hostile”*

*“Resistance to having activities measured - seen as additional work”*

*“There is some misunderstanding about the purpose of evaluation ...Takes a long time to shift culture”*

- The need for additional resources, including human and financial
- A lack of broad based understanding of development evaluation

*“I'm the only staff member to have attended such a course in M&E. It makes difficult for Program Officers and Senior Management to fully understand the challenges at stake and to make possible a global move of my office”*

- And, politics

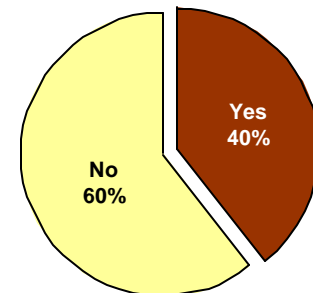
*“Sometimes what one considers to be pertinent issues to be addressed, are put aside due to vested or conflict of interest by decision makers”*

***“Yes, there are still difficulties in how to link evaluation results to decision making. How to deal with the politics of this is a challenge.”***

Forty percent of survey respondents feel there are institutional constraints to strengthening evaluation in their organizations. These constraints parallel, in large part those barriers described above.

Budget limitations were most frequently mentioned, followed closely by a need for large-scale cultural shifts in organizations and the need to value evaluation ***“as a tool for enforcing accountability and transparency.”*** Poor placement of evaluation units ***“with too little linkage to management”*** and a ***“lack of political will”*** were also raised.

Are there any institutional constraints to strengthening the amount or quality of evaluation in your organization?  
(n=86)



A number of secondary sources in the fieldwork speculated that the level of sophistication in industrialized countries may mitigate the extent to which IPDET can have organizational impacts. These sources suggested the word ‘impact’ may be too strong, and that it was more likely IPDET will demonstrate a positive *influence* in industrialized countries.

## **6.5 In Summary**

The evaluation sought to identify the ***nature and degree of organizational/contextual benefits.*** In the one to two years since attending IPDET, graduates report a number of changes have occurred within their organizations, notably as related to evaluation infrastructure, profile and positioning. Where these changes have occurred the IPDET graduates and have credited the program with some or a major degree of influence.

Fifty-two percent of survey respondents indicated their organization has created new or enhanced existing development evaluation policies, procedures or guidelines. Eighty-four percent of those believe their attendance at IPDET had some or significant influence on this development. Sixty percent of survey respondents indicated the evaluation function in their organization has been created or strengthened since their attendance at IPDET, and an impressive 87% of those give IPDET some or significant credit.

While one might have expected more developing country participants would identify impacts, this was not the case. The survey statistics are proportionately spread across both industrialized and developing country respondents.

Roughly half of the survey respondents indicated that evaluation is now better linked to organizational strategies / priorities or that evaluation has a greater or improved profile within their organizations. Of those reporting these changes, 72% and 63% respectively indicated their attendance at IPDET had some or a major influence on the change.

Thirty-eight percent of survey respondents encounter barriers to making organizational changes and identify the need for broad organizational cultural shifts, a lack of resources, more training and politics as obstacles to organizational change.

## 7. CONCLUSIONS

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Conclusions are drawn here within the confines of scope and data constraints previously discussed. The nature of the program precluded unfettered access to sources, which could validate the effects and impacts of the training program reported by graduates. The survey response rate does not allow for generalizations across the IPDET graduate population, but only for references to the limited sample. Additionally, we do not have a *confirmed* picture of the counterfactual, the extent to which benefits reported would have occurred in the absence of the program. And finally, the traditional examination of 'organizational impacts' is not appropriate for the highly dispersed and voluntary participation in this program.

In spite of these caveats, the evaluation information is meaningful and engenders a level of confidence about the positive effects of the program on and through the evaluation contributors. There are both repeated and consistent themes in the data and information collected, which demonstrate a strong affirmative response to both of the evaluation questions.

Survey respondents report using their new skills, IPDET materials and the list server in their work and tell us that it is making them both more effective and more efficient. They provide evidence of improved job performance, such as letters of commendation, promotions and recognition from peers, managers and clients. While level III and IV evaluations must lag behind program delivery to allow time for impact, there is equally the risk of knowledge, skills and the program being forgotten. This was not the case with IPDET.

***“I think IPDET is a tremendous initiative that has filled a real need. I hope it continues to grow and prosper and reach even more people – particularly in developing regions. I have benefited enormously from being part of the IPDET family, and I look forward to staying in touch and attending more of the specialized sessions, and doing whatever I can to support and contribute to it’s future development.”***

Positive impacts and influences from the program were identified at an individual, work unit and organizational levels. Contributors to this evaluation claim a new confidence and credibility, giving rise to a stronger profile for evaluation within their organizations. There have been new Evaluation Units, monitoring systems and policies created, where IPDET is reported to have influenced these changes. Impacts were also identified beyond the organization, including the creation of a new non-profit organization and a new national professional association.

The most common barriers to realizing impact do not reveal inadequacies in the program, but rather opportunities for program enrichment. In particular, issues of resistance and organizational cultures adverse to evaluation were dominant concerns. Flowing from these, graduates pointed to a lack of funding and generalized lack of understanding for the function within their respective environments.

There is somewhat of a demand and supply imbalance reported. IPDET is building the 'supply' of evaluation and monitoring expertise, but graduates report they confront a lack of demand for their skills. It is suggested that additions to the workshops be explored to help graduates not only deal with the obstacles, but develop strategies, competencies and tools to 'sell their services.' Just as IPDET develops skills for selling evaluation results (through good report writing) there is a call for greater knowledge and skill on how to get in the door at the outset and create demand.

Graduates also pointed out where there is room for program improvements. The most common was the request for more training and suggestions for the program to be offered regionally, possibly in partnership with professional associations or academic institutes. They suggest the program could be modified / geared to specific geographic environments, including being offered in different languages.

The OED is looking at strategies for this program and there are a number of issues / considerations for the future of IPDET, including making it more accessible. One needs to explore the true demand and the potential impact on the Ottawa based program if some or all of IPDET were to be replicated regionally. There is the question of what should be constructed for local offerings, in terms of not only how large is the demand, but what specifically is the need – the foundation provided in the core program or the intermediate level skills in the workshops, or both. IPDET has grown since inception and now requires year-round administrative support. Issues of program ownership, support, facilitation and quality would all have to be fully explored.

Decentralizing the program could also come at a price. Enthusiasm for the program and the networks forged remains very strong and was frequently attributed to the wide range of participants' experiences. Diversity is one of IPDET's strengths, which may be compromised in a more homogeneous, regional setting.

While the program received high ratings, a profile of those 'less satisfied' did emerge. Participants from industrialized countries, attending less than the full four weeks in 2002 tended to provide lower ratings in a number of categories, notably related to the core program. In part this reflects a higher level of expectations from industrialized country participants.

IPDET struggles with 'trying to be all things to all people,' as do many training programs. For example, the core program is foundational, at a basic level, yet continues to draw folks with higher demands/expectations. There is a disconnect between the objectives of the core program and that of the learner, which can be rectified by clearly articulating more realistic objectives in terms of what the learner will be able to do at the end of these sessions and targeting the marketing literature accordingly.

Graduates indicated they wanted more practical work in the program. They also want to see more developing country facilitators and have case studies / group work using developing country examples. It is recognized that these suggestions have cost implications for the program.

There were other comments on program structure and delivery, but not a consensus for change (the core program should be longer, make the core shorter; stream participants by levels of expertise, by nature of position, by nature of organization).

The evaluation also provided some specific suggestions for future offerings, in terms of subject matter for workshops. The ones in demand include:

- Evaluating research projects
- Evaluating technical assistance
- Evaluating private sector projects
- More related to NGO environments
- Automated evaluation systems
- Policy level evaluations
- Managing evaluation functions
- Facilitation skills for evaluation
- Evaluating Humanitarian Aid
- Gender

Gender was raised as possible workshop, but also as an issue which should be incorporated throughout the program.

IPDET Program Management may want to consider a number of issues for future evaluation efforts. It is difficult to envision how graduates can be tracked, over and above the current list server mechanism. However, the list server does not reach all participants and any future surveying should be done through sampling and if possible through telephone contact. Not only would a telephone survey provide richer data, it would allow the evaluation to identify sources for validation and obtain consent to contact same. Finally, it is suggested that future evaluations select a purposeful sample based on organizations with numerous attendees, as opposed to by country.

Overall, critique and suggestions for improvements were soundly outweighed by commentary on the positive effects of this program. As one graduate said, IPDET is:

***“Not to be missed!”***

## APPENDICES

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APPENDIX A –  
**SUMMARY OF IPDET LIST SERVER ACTIVITY**



## THE INTERNATIONAL PROGRAM FOR DEVELOPMENT EVALUATION LIST SERVER

### **1 – Introduction**

One of the lines of inquiry in this evaluation of IPDET is a review of the IPDET list server activity. The purpose of the review is to gain insight into the nature of the ongoing (electronic) exchange between IPDET graduates, which can inform the design of the participant survey and the field interview guide.

This report summarizes list server activity since its inception in 2001 and draws preliminary conclusions on the use of this mechanism. The information will be integrated with other evaluation lines of inquiry (field interviews and the survey) and be appended to final evaluation report.

### **2 – IPDET List Server**

The list server is designed to provide a mechanism for ongoing communication, information exchange and support throughout the international development evaluation community. It was created in September of 2001 following the first IPDET offering and operates as a ‘moderated network’. Members may post messages to request assistance, provide references or exchange information. These flow through the IPDET moderator (at the World Bank) who issues a mass e-mail to all members with notification of new postings. Responses can be made to all, through this ‘central bulletin board’ or sent directly to the originator as a one-on-one exchange.

IPDET participants and instructors are members and are added to the membership list by virtue of their participation in an IPDET offering. They may opt out at any time. While none had opted out at the time of this review, some had been removed as e-mail addresses were no longer functional and notifications were bounced back from addresses.

### **3 – IPDET Activity**

There were 239 list server members at the time of this review. All entries on the list server from September 4, 2001 (start up) to July 24, 2003<sup>1</sup> were reviewed. There were a total of 306 messages.

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1 As this evaluation is examining the impact of IPDET 2001 and 2002, list server activity post IPDET 2003 was not included in the review. The 2003 IPDET participants and instructors were added to the membership list on July 24, 2003.

### **3.1 By Author**

One hundred and fourteen (114) individuals posted messages on the list server during this period, providing a 48% rate of participation. Sixty-four (64) messages or 21% were posted by the List Server Moderator, the most frequent user of the facility.

There were also numerous other 'regular users.' The following chart summarizes other author-specific activity:

| <b># of Messages</b> | <b># of Authors</b> |
|----------------------|---------------------|
| 10+                  | 1                   |
| 7                    | 1                   |
| 6                    | 3                   |
| 5                    | 6                   |
| 4                    | 7                   |
| 3                    | 11                  |
| 2                    | 24                  |
| 1                    | 60                  |

Sixty people were one-time users and, at the high end, one individual posted 18 messages.

It is difficult to precisely track authors by country as individuals move to new locations / jobs following their attendance at IPDET. To the extent that the e-mail addresses could be aligned with the list of IPDET participants by country (put out by the Administrator yearly) the messages appeared to originate from roughly 43 countries around the world. There were a total of 62 countries represented at IPDET 2001 and 2002.

### **3.2 By Date**

Annually, the volume of list server activity has been:

- 2001 September to year end 68 messages
- 2002 168 messages
- 2003 to July 70 messages

At this relatively early stage in the life of the list server, there are no obvious trends, in terms of the timing of usage. There was been a peak in the fourth quarter of 2002, with numerous messages of best wishes and seasons greetings amongst colleagues.

| <b>2001</b> |                       | <b>2002 Quarterly</b> |                       |                       |                       | <b>2003 Quarterly</b> |                       |             |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|
| <b>Sept</b> | <b>4<sup>th</sup></b> | <b>1<sup>st</sup></b> | <b>2<sup>nd</sup></b> | <b>3<sup>rd</sup></b> | <b>4<sup>th</sup></b> | <b>1<sup>st</sup></b> | <b>2<sup>nd</sup></b> | <b>July</b> |
| 41          | 27                    | 19                    | 15                    | 55                    | 79                    | 40                    | 23                    | 7           |

Trends may be driven by the nature of the list server membership in future. New members are added in August/September with the completion of the current year's offering of IPDET. Over time this may demonstrate a peak of activity in the third quarter of each year.

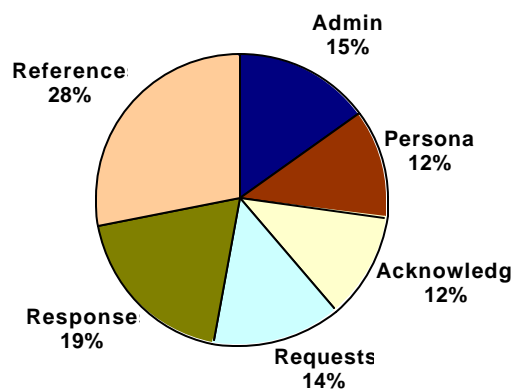
### **3.3 By Subject**

All of the entries (306) were read and can be organized into the following six categories:

- I. Administrative
- II. Personal / social / greetings
- III. Acknowledgement of information and thanks
- IV. Request for information or assistance
- V. Response to request for information or assistance
- VI. Announcing an event / posting references

Some messages did serve more than one purpose. For example, an individual wrote to respond to a query posted and included specific new references or web sources. In these cases the message was categorized by the dominant or primary purpose of the posting (to avoid 'double counting').

The following graph shows the distribution of the messages by type:



#### *I – Administrative:*

The 46 messages categorized as administrative included the start up testing of the list server, messages on rules and procedures for participating on the list server, some address change submissions and potential virus notices. This represents 15% of the list server activity.

#### *II – Personal:*

Personal messages (12% of the list server activity) involved condolences at the time of the 9-11 tragedy and seasonal greetings at Christmas 2001 (5) and again in 2002 (22).

### *III – References:*

The reference category involves information sharing messages and specifically included:

- Announcements on the creation and updates on activities of evaluation associations, including the International Development Evaluation Association (IDEAS), Niger M&E Network (ReNSE), and the Development Evaluation Society of India (8% of the reference messages),
- Announcements of job vacancies and available contract work (18%),
- Notices of conferences, training and other developmental events, including IPDET 2002 and 2003 (24%),

The provision of relevant web site sources, newsletters, proceedings from conferences, reports, papers and bibliographies (50%).

These messages are generally giving information / sources and are not requesting a response. Reference was the largest category of messages, with 86 messages or 28% of the total list server activity.

### *IV – Acknowledgements:*

Although the reference messages (above) were not asking for a response, members frequently took the opportunity to express their appreciation for the information and to connect with their colleagues. The acknowledgements frequently thanked the source and indicated how useful they had found the information.

There were 35 acknowledgements, representing 12% of all list server messaging.

### *V – Requests:*

Members used the list server to request:

- Training materials and work manuals (10% of the request messages),
- Advice and suggestions on specific evaluation-related work questions/challenges, including the organization structure of monitoring versus evaluation functions, approaches to objectives versus indicators, measuring administrative costs and a current list of developing and transitional countries (11%),
- Information on associations and networks (15%),
- Information for and on IPDET (20% of the request messages),
- Names of firms or consultants with a specific skill sets, often including a project terms of reference (20%), and
- Examples of reports, evaluations and surveys, as well as sources and best practices for logical frameworks, institutional capacity assessment and indicators for health, gender, vocational education, rural development and agriculture (24%).

The 44 request messages represented 14% of all list server activity.

### *VI – Responses:*

There were 58 response messages and all of these were in direct response to one of the request messages described above. This represents 19% of all list server activity.

They provided commentary, suggestions and personal work experiences in response to the request for information/assistance. In a number of responses the author provided web sources, copies of material or names of others, who may be able to offer assistance.

## 4 – Conclusions

IPDET is striving to build development evaluation capacity and the list server is an offshoot benefit for those attending this program. It also provides a window into the ongoing impacts and effects of the program.

There is a healthy rate of participation (48%) on the list server with a reasonable contingent of repeat users. The numbers in this report cannot capture those who are in receipt of list server messages and find them useful, but have not yet had occasion to post a message. Nor does this review include situations where postings on the list server have prompted subsequent one-on-one exchanges between members. The survey and interviews will probe these aspects further. Regardless, the overall level of activity are demonstrations of a vibrant network, continuing long after the formal training setting.

Only 15% of the messages are administrative. All other categories can be seen to substantively contribute to the objectives or purpose of the list server. There is a combined total of 33% of messages related to asking for and giving assistance to specific development evaluation related issues. The balance, 40% are providing and acknowledging the usefulness of new information and sources.

One exchange was particularly notable. The requestor asked for advice on how to structure a new monitoring function and the extent to which this role needed to be independent of the evaluation function. The request prompted a lively debate on the role of evaluation, self-evaluation and monitoring from 13 individuals in 10 countries – all over the course of two weeks! The requestor expressed his appreciation for the input and let everyone know how he planned to proceed. It is difficult to envision how this broad reaching consultation could have transpired in the absence of the IPDET network and list server.

The evaluation of IPDET is looking to assess the impact of the program. Specifically, are the participants are using the new skills and knowledge and are they having an organizational or institutional effect? The list server provided some evidence that this is the case.

There were ongoing requests for both information on future IPDET offerings (for ongoing developmental purposes) and for specific IPDET materials. A few of the responses to requests for assistance also made reference to a portion of the IPDET program and the manual or material that was provided in a specific session.

At 3, and again at 7, months post the first IPDET offering, the list server moderator asked members for examples of how the program has been useful. There were four replies:

- Creation of a Monitoring and Evaluation System for the Bolivian Poverty Reduction Strategy, integrating national and municipal level results and data and informed by IPDET;
- The IADB Donors Committee had approved a new approach to evaluating projects (in clusters and by sector as opposed to individually), proposed as result of IPDET attendance;
- ADB altered approach to selecting projects for evaluation to be more strategic and systemic, as learned in the sampling for evaluation session;
- A University lecturer and consultant indicated IPDET information has allowed her to modify her training materials and has strengthened her Curriculum Vitae.

Information from this list server review will be of assistance in the design of other evaluation data collection instruments and, along with the results of other lines of inquiry, be incorporated into the final evaluation report.

APPENDIX B –  
**SUMMARY OF IPDET SURVEY**

## THE INTERNATIONAL PROGRAM FOR DEVELOPMENT EVALUATION TRAINING

This appendix provides a summary of the responses to the IPDET Survey. The survey was administered over the Internet, with options for mail, e-mail and fax submissions as well. The survey was 'live' for two months, September 15, 2003 to November 11, 2003, during which time four reminder notices were sent. There were 93 returns from the 236 IPDET 2001 and 2002 graduates, representing **39% of the population**.

### *About You*

#### **1.1 What is your age?**

|             | #  | %     |
|-------------|----|-------|
| 20-29       | 7  | 7.5%  |
| 30-39       | 26 | 28.0% |
| 40-49       | 39 | 41.9% |
| 50-59       | 17 | 18.3% |
| 60 or older | 4  | 4.3%  |
| Total       | 93 | 100%  |

#### **1.2 What is your gender?**

|        | #  | %     |
|--------|----|-------|
| Male   | 43 | 46.7% |
| Female | 49 | 53.3% |
| Total  | 92 | 100%  |

#### **1.3 What is your level of formal education?**

|                  | #  | %     |
|------------------|----|-------|
| Bachelors degree | 9  | 10.0% |
| Masters degree   | 70 | 78.7% |
| Doctorate        | 10 | 11.3% |
| Total            | 89 | 100%  |

### 1.4 I attended IPDET in:

|                   | #  | %     |
|-------------------|----|-------|
| 2001              | 28 | 30.8% |
| 2002              | 51 | 56%   |
| 2003              | 1  | 1.1%  |
| 2001 & 2002       | 2  | 2.2%  |
| 2001 & 2003       | 2  | 2.2%  |
| 2002 & 2003       | 6  | 6.6%  |
| 2001, 2002 & 2003 | 1  | 1.1%  |
| Total             | 91 | 100%  |

### 1.5 Who paid for your attendance at IPDET?

|                 | 2001 |       | 2002 |       | 2003 |       | Total |       |
|-----------------|------|-------|------|-------|------|-------|-------|-------|
|                 | #    | %     | #    | %     | #    | %     | #     | %     |
| A) My Employer  | 19   | 55.9% | 45   | 68.1% | 8    | 61.5% | 72    | 63.7% |
| B) Myself       | 3    | 8.8%  | 6    | 9.1%  | 3    | 23.1% | 12    | 10.6% |
| C) Scholarship  | 11   | 32.4% | 14   | 21.2% | 1    | 7.7%  | 26    | 23.0% |
| D) Other source | 1    | 2.9%  | 1    | 1.6%  | 1    | 7.7%  | 3     | 2.7%  |
| Total           | 34   | 100%  | 66   | 100%  | 13   | 100%  | 113   | 100%  |

#### C - Identified Scholarship source s:

- Unsure x 1
- WB and IPDET x 4
- World Bank x 12
- IPDET x 4
- World Bank and Carleton University x 2
- Netherlands cooperation x 1
- CIDA x1

#### D - 'Other' sources:

- My government x 1
- Self x 1
- IDEAS x 1

### 1.6 I attended:

|                                    | in 2001 |       | in 2002 |       | in 2003 |       | Total |       |
|------------------------------------|---------|-------|---------|-------|---------|-------|-------|-------|
|                                    | #       | %     | #       | %     | #       | %     | #     | %     |
| A) the two week core program       | 7       | 20.6% | 13      | 19.7% | 0       | 0%    | 20    | 18.0% |
| B) one week of workshops           | 7       | 20.6% | 16      | 24.2% | 9       | 81.8% | 32    | 28.8% |
| C) two weeks of workshops          | 4       | 11.8% | 11      | 16.7% | 2       | 18.2% | 17    | 15.4% |
| D) core program & 1 week workshops | 1       | 2.9%  | 5       | 7.6%  | 0       | 0%    | 6     | 5.4%  |
| E) all four weeks                  | 15      | 44.1% | 21      | 31.8% | 0       | 0%    | 36    | 32.4% |
| Total                              | 34      | 100%  | 66      | 100%  | 11      | 100%  | 111   | 100%  |



### 1.7 When you first attended IPDET, what country were you working in?

| Country       | # | %    | Country         | # | %    | Country                | #         | %           |
|---------------|---|------|-----------------|---|------|------------------------|-----------|-------------|
| Albania       | 1 | 1.1% | Italy           | 3 | 3.4% | Senegal                | 1         | 1.1%        |
| Bangladesh    | 2 | 2.3% | Japan           | 4 | 4.6% | Slovakia               | 0         | 0%          |
| Bolivia       | 2 | 1.1% | Kenya           | 2 | 2.3% | South Africa           | 2         | 2.3%        |
| Cambodia      | 2 | 1.1% | Kosovo          | 0 | 0%   | Spain                  | 0         | 0%          |
| Canada        | 2 | 9.2% | Kyrgyzstan      | 5 | 5.7% | Sri Lanka              | 0         | 0%          |
| China         | 1 | 1.1% | Lesotho         | 1 | 1.1% | St. Vincent Grenadines | 1         | 1.1%        |
| Columbia      | 1 | 1.1% | Mongolia        | 0 | 0%   | Suriname               | 0         | 0%          |
| Costa Rica    | 1 | 1.1% | Mauritania      | 1 | 1.1% | Sweden                 | 0         | 0%          |
| Cote D'Ivoire | 1 | 1.1% | Mozambique      | 0 | 0%   | Swaziland              | 1         | 1.1%        |
| Ecuador       | 0 | 0%   | Myanmar         | 0 | 0%   | Switzerland            | 4         | 4.6%        |
| Egypt         | 2 | 2.3% | The Netherlands | 2 | 2.3% | Tajikstan              | 0         | 0%          |
| East Timor    | 1 | 1.1% | Nicaragua       | 0 | 0%   | Tanzania               | 1         | 1.1%        |
| Eritrea       | 0 | 0%   | Niger           | 0 | 0%   | Trinidad and Tobago    | 0         | 0%          |
| France        | 2 | 2.3% | Nigeria         | 1 | 1.1% | Uganda                 | 7         | 8.0%        |
| Germany       | 1 | 1.1% | Norway          | 2 | 2.3% | United Kingdom         | 2         | 2.3%        |
| Ghana         | 2 | 2.3% | Pakistan        | 2 | 2.3% | United States          | 12        | 13.8%       |
| Greece        | 1 | 1.1% | Peru            | 1 | 1.1% | Venezuela              | 0         | 0%          |
| Honduras      | 1 | 1.1% | Philippines     | 0 | 0%   | Vietnam                | 0         | 0%          |
| India         | 2 | 2.3% | Portugal        | 0 | 0%   | Zambia                 | 1         | 1.1%        |
| Iran          | 0 | 0%   | Russia          | 0 | 0%   | Zimbabwe               | 1         | 1.1%        |
| Israel        | 0 | 0%   | Rwanda          | 1 | 1.1% |                        |           |             |
|               |   |      |                 |   |      | <b>TOTAL</b>           | <b>87</b> | <b>100%</b> |

### 1.8 When you first attended IPDET, what best described the type of organization were you working in?

|                                  | #  | %     |
|----------------------------------|----|-------|
| Bilateral development agency     | 5  | 5.4%  |
| Government                       | 20 | 21.5% |
| Multi-lateral development agency | 36 | 38.7% |
| Private Sector company           | 7  | 7.5%  |
| Non-governmental organization    | 16 | 17.2% |
| University                       | 4  | 4.3%  |
| Evaluation or Research Institute | 4  | 4.3%  |
| Other                            | 1  | 1.1%  |
| Total                            | 93 | 100%  |

Other:

- Completing Ph.D. in USA

### 1.9 When you first attended IPDET, what best described your role or position in that organization?

|  | #  | %     |
|--|----|-------|
| Design and conduct evaluations                 | 23 | 25.0% |
| Request evaluation services                    | 6  | 6.5%  |
| Use evaluation results for policy making       | 7  | 7.6%  |
| Manage the design and conduct of evaluations   | 22 | 23.9% |
| Use evaluation results for program improvement | 12 | 13.1% |
| Teach evaluation theory and methods            | 5  | 5.4%  |
| Other  | 17 | 18.5% |
| Total  | 92 | 100%  |

Other:

- Education Performance Monitor
- Audit evaluation function & design
- Design and conduct an automated Evaluation System
- Design evaluations for policy development
- Independent consultant
- Country Rep
- Portfolio management
- Management
- Preparation and implementation of loan and grant operations
- Director of NGO
- All functions mentioned above
- Internal consultant for DME, new program development worldwide
- Regional Coordinator
- Monitoring and evaluation of strategies, action plans
- ABOUT IPDET

### 2.1 How did you find out about IPDET?

|               | #  | %     |
|---------------|----|-------|
| My Employer   | 28 | 30.1% |
| A Colleague   | 18 | 19.4% |
| Web site      | 17 | 18.3% |
| Advertisement | 17 | 18.3% |
| Other         | 13 | 13.9% |
| Total         | 93 | 100%  |

Other:

- Contacts at / visit to IFC
- Conference
- E-mail
- XCeval network
- The World Bank Mission to Uganda
- CIDA
- Advertisement in the Economist
- Ray Rist
- My client
- Economist Ad
- E-mail listserver
- XC-Eval List serve
- World Bank OED

**2.2 Looking back at your IPDET experience(s) overall, how successful do you feel IPDET was in achieving its goals:**

| Question (responses)   | Unsuccessful |      | Somewhat Successful |       | Successful |       | Very Successful |       | Don't Know |    |
|--|--------------|------|---------------------|-------|------------|-------|-----------------|-------|------------|----|
|  | #            | %    | #                   | %     | #          | %     | #               | %     | #          | %  |
| A) To provide high quality continuing professional education in development evaluation (92)      | 1            | 1.1% | 10                  | 10.9% | 43         | 46.7% | 38              | 41.3% | 0          | 0% |
| B) To enhance the knowledge, skills and abilities of participants in development evaluation (91) | 0            | 0%   | 8                   | 8.8%  | 42         | 46.2% | 41              | 45.1% | 0          | 0% |

**2.3 If you attended the core program, how successful was it in:**

| Question (responses)  | Unsuccessful |      | Somewhat Successful |       | Successful |       | Very Successful |       | Don't Know |      |
|---|--------------|------|---------------------|-------|------------|-------|-----------------|-------|------------|------|
|   | #            | %    | #                   | %     | #          | %     | #               | %     | #          | %    |
| A) Improving your understanding of the development evaluation process (67)  | 1            | 1.5% | 8                   | 11.9% | 26         | 38.8% | 29              | 43.3% | 3          | 4.5% |
| B) Familiarizing you with evaluation concepts, techniques and issues (67)   | 0            | 0%   | 6                   | 9.0%  | 29         | 43.3% | 29              | 43.3% | 3          | 4.5% |
| C) Enabling you to weigh different options for planning development evaluations, including data collection, analysis and reporting (68) | 0            | 0%   | 13                  | 19.1% | 33         | 48.5% | 18              | 26.5% | 4          | 5.9% |
| D) Improving your ability to design a development evaluation (66)   | 1            | 1.5% | 12                  | 18.2% | 27         | 40.9% | 22              | 33.3% | 4          | 6.1% |

**2.4 Please indicate the extent to which you agree or disagree with the following statements about IPDET:**

| Question (responses)  | Strongly Disagree |      | Disagree |       | Agree |       | Strongly Agree |       | Don't Know |      | Did Not Attend |       |
|---|-------------------|------|----------|-------|-------|-------|----------------|-------|------------|------|----------------|-------|
|   | #                 | %    | #        | %     | #     | %     | #              | %     | #          | %    | #              | %     |
| A) The core program contained appropriate information on development evaluation. (84) | 0                 | 0%   | 3        | 3.6%  | 34    | 40.5% | 28             | 33.3% | 1          | 1.1% | 18             | 21.4% |
| B) The workshops provided a good selection of subject matter. (90)                    | 0                 | 0%   | 6        | 6.7%  | 48    | 53.3% | 32             | 35.6% | 1          | 1.1% | 3              | 3.3%  |
| C) Overall, I found the content of IPDET current and relevant to my work. (90)        | 0                 | 0%   | 6        | 6.7%  | 48    | 53.3% | 34             | 37.8% | 1          | 1.1% | 1              | 1.1%  |
| D) Overall, IPDET provides sufficient theoretical learning. (90)                      | 1                 | 1.1% | 5        | 5.6%  | 55    | 61.1% | 27             | 30.0% | 1          | 1.1% | 1              | 1.1%  |
| E) Overall, IPDET contains appropriate practical application of learning. (88)        | 2                 | 2.3% | 16       | 18.2% | 43    | 48.9% | 25             | 28.4% | 1          | 1.1% | 1              | 1.1%  |

**2.5 Overall, how do you now rate your experience at IPDET?**

|           | #  | %     |
|-----------|----|-------|
| Poor      | 0  | 0%    |
| Fair      | 10 | 11%   |
| Good      | 49 | 53.8% |
| Excellent | 32 | 35.2% |
| Total     | 91 | 100%  |

**IPDET Impact On You**

**3.1 To what extent do you agree or disagree with the following statements about the impact of IPDET overall:**

| Question (responses)  | Strongly Disagree |    | Disagree |      | Agree |       | Strongly Agree |       | Don't Know |      |
|---|-------------------|----|----------|------|-------|-------|----------------|-------|------------|------|
|   | #                 | %  | #        | %    | #     | %     | #              | %     | #          | %    |
| A) IPDET provided me with new/improved skills and knowledge on development evaluation. (91) | 0                 | 0% | 1        | 1.1% | 56    | 61.5% | 32             | 35.2% | 2          | 2.2% |
| B) I have greater confidence in my abilities as a result of attending                       |                   |    |          |      |       |       |                |       |            |      |

| Question (responses)   | Strongly Disagree |      | Disagree |       | Agree |       | Strongly Agree |       | Don't Know |       |
|--|-------------------|------|----------|-------|-------|-------|----------------|-------|------------|-------|
|  | #                 | %    | #        | %     | #     | %     | #              | %     | #          | %     |
| IPDET. (92)  | 1                 | 1.1% | 11       | 12.0% | 41    | 44.6% | 36             | 39.1% | 3          | 3.3%  |
| C) I feel I have greater credibility in my organization as a result of this training. (91)                         | 2                 | 2.2% | 19       | 20.9% | 33    | 36.3% | 26             | 28.6% | 11         | 12.1% |
| D) I feel I am a part of community of professionals as a result of attending IPDET. (91)                           | 1                 | 1.1% | 12       | 13.2% | 51    | 56.0% | 24             | 26.4% | 3          | 3.3%  |
| E) I developed an important network of colleagues at IPDET. (92)   | 0                 | 0%   | 16       | 17.4% | 53    | 57.6% | 23             | 25.0% | 0          | 0%    |
| F) I have a broader picture of what constitutes development evaluation, as a result of attending IPDET. (91)       | 0                 | 0%   | 6        | 6.6%  | 49    | 53.8% | 36             | 39.6% | 0          | 0%    |
| G) I have greater insight into how to address development evaluation challenges as result of attending IPDET. (92) | 0                 | 0%   | 6        | 6.6%  | 49    | 53.3% | 34             | 37.0% | 2          | 3.3%  |

### 3.2 We are interested in knowing if IPDET is contributing to the profession of development evaluation. Since attending IPDET, have you:

| Since attending IPDET, have you:   | Yes |       | No |       | Already doing this |       |
|--|-----|-------|----|-------|--------------------|-------|
|  | #   | %     | #  | %     | #                  | %     |
| A. Been more active in or joined a professional association related to development evaluation (90) | 33  | 36.7% | 36 | 40.0% | 21                 | 23.3% |

#### Comments:

- Established evaluation institution
- I made several efforts to join IDEAS, but nobody has been able to tell me how this organization is developing, or how I might become a member.
- Keen in attending meetings of the ... Evaluation Association (KEA)
- IDEAS
- Became SEVAL and SEE member
- Participating in launching IDEAS; linked more development evaluation to traditional evaluation of public policies
- IDEAS
- Worked towards the formal establishment and strengthening of the ... Evaluation Association as a National Coordinator
- I wish to join an evaluation association as it was promoted during IPDET training. We were told that we are members of Evaluation assoc. but after the training not much happen in this area
- Founding member of IDEAS
- Not yet joined Evaluation SOCIETY but actively involved in Evaluation ventures in my organisation
- Since January 2002, active member of a committee on M&E for the Rural sector in ...

- Was not informed of an association in ...
- Now a member of executive on ... Evaluation Society NS Chapter
- I am in the process of subscribing to IDEAS
- I have become a member of IDEAS as a direct result of broader exposure at IPDET to current initiatives in the field of development
- Is part of my job
- Only membership of IPDET
- My schedule does not provide me space to do so.
- Graduated from the Treasury Board of ...'s Internship Program for Entry-level Evaluator
- Board member of IDEAS
- Yes I'm now part of the ... Evaluation Associations

| 3.2 Since attending IPDET, have you:                  | Yes |     | No |       | Already doing this |       |
|---|-----|-----|----|-------|--------------------|-------|
|   | #   | %   | #  | %     | #                  | %     |
| <b>B. Read more about development evaluation (92)</b> | 58  | 63% | 17 | 18.5% | 17                 | 18.5% |

*Comments:*

- Regularly
- Especially through networking with other IPDETERS
- Books in English and handbook on M&E in Russian were read
- I read handbook on monitoring and Evaluation (M&E) in Russian published by UNDP project and books in English
- Accessed more literature and materials on evaluation
- Mainly on internet
- I often surf the development gateway web site and others with evaluation resources to update myself on new and emerging trends in the field of evaluation.
- Still a challenge though to find the time to read enough
- Is part of my job
- Have read World Bank Independent Evaluation of Fiscal Years 1994-2000; A Guide for Project M&E: Managing for Impact in Rural Development by IFAD; Monitoring and Evaluation Capacity Development in Africa by DBSA, ADB and World Bank, etc.
- I am more attracted to development evaluation reports and books
- The IDET electronic network is very useful for exchanging good examples and bibliography in different topics of interest.

| Since attending IPDET, have you:  | Yes |       | No |       | Already doing this |       |
|---|-----|-------|----|-------|--------------------|-------|
|   | #   | %     | #  | %     | #                  | %     |
| <b>C. Attended a conference(s) related to development evaluation (90)</b> | 28  | 31.1% | 50 | 55.6% | 12                 | 13.3% |

*Comments:*

- I am not fully engaged into evaluation
- I'm still looking for a forum dealing more specifically with the evaluation of private sector projects.

- For example, the Inauguration of IDEAS in Beijing, China last year
- My project initiated holding of the conference on M&E by project of policy support
- Agricultural Support Services Project (ASSP) initiated holding the conference by Project Policy Support
- Attended an M and E workshop
- No opportunity.
- Attend CES annual conference
- I attended a video conference organized by GPSET-Paris and facilitated by the World Bank Institute at the Global Distance Learning Centre at ... Management Institute in ... in September 2003.
- I was involved in AfREA before IPDET but there is no doubt that the peers that I met at IPDET have encouraged and facilitated my involvement in OED, IDEAS and OECD DAC evaluation conferences.
- I did not have a chance to participate or attend as a result of lack of funds.
- Is part of my job
- No despite I'm part of the above mentioned networks the opportunities to go to conferences and meetings of the networks are limited because funds availability

| 3.2 Since attending IPDET, have you:   | Yes |       | No |       | Already doing this |       |
|--|-----|-------|----|-------|--------------------|-------|
|  | #   | %     | #  | %     | #                  | %     |
| <b>D. Pursued other professional development events (course or workshops) (89)</b> | 36  | 40.4% | 42 | 47.2% | 11                 | 12.4% |

*Comments:*

- Involved as a facilitator in several Evaluation training
- Shared training skills with my colleagues
- I am still trying to get a college that offers evaluation
- We have an ongoing active capacity building M&E programme.
- Trained in economic impact evaluation
- REGISTERED FOR A DBL
- Have continued to evaluate completed Bank agricultural projects in Africa, such as Ghana and Tanzania.
- European Union Evaluation Conference
- I've been part of some of the training programs on M&E of IDRC in the region

| 3.2 Since attending IPDET, have you:  | Yes |       | No |       | Already doing this |       |
|---|-----|-------|----|-------|--------------------|-------|
|   | #   | %     | #  | %     | #                  | %     |
| <b>E. Contributed to the development evaluation profession through presentations or training others. (91)</b> | 52  | 57.1% | 25 | 27.5% | 14                 | 15.4% |

*Comments:*

- I hope I will contribute in future
- Training, presentations within my own organisation.
- Specialists on M&E were trained
- ASSP's specialists on M&E were trained
- I have published and presented some articles on social development challenges

- On the contribution of M&E in improving government performance
- Participated as team member for designing and conducting evaluation
- We designed our own mini-IPDET (selected pieces) and had a crash course for colleagues and Government officials where I lived. This course took place in March 2003.
- After identifying me as one of the officers with the requisite training in evaluation, I was co-opted to provide technical input in designing the work plan and subsequent evaluation of the Early Childhood Growth and Nutrition Project under Ministry of Health. This was after our office received complaints regarding the design and implementation of the project in relation to the set terms of reference before the inception of the project.
- We had a strong capacity building and training programme underway before
- I have trained some of my colleagues when I worked briefly for a NGO during the first semester 2003, on development M&E tools and practices using IPDET and UNCDF materials. Same applies for my interaction with some of my colleagues in WBI.
- Part of my role is training the local staff of the local national and international organizations in the MER in the community development and management topics
- I developed our agency's first DME manual and training program. I also act as an internal consultant for DME.
- Provide training at my institution for both internal and external clients
- Have passed some tools that I learnt in IPDET to my colleagues in OPEV.
- Expect for comments on reports
- Delivered two training sessions on planning, monitoring and evaluation
- Presentation
- This is one of the main role I play within the organizations I work with.

| 3.2 Since attending IPDET, have you:   | Yes |       | No |       | Already doing this |       |
|--|-----|-------|----|-------|--------------------|-------|
|  | #   | %     | #  | %     | #                  | %     |
| <b>F. Contributed to the development evaluation profession through research or writing / publishing articles. (89)</b> | 27  | 30.3% | 48 | 53.9% | 14                 | 15.7% |

*Comments:*

- I am intending to do so
- Doing a systematic evaluation of my organization's projects, and producing reports thereon.
- IBRD publication of case study on evaluation effectiveness
- Some interesting Publications....
- Conducted an evaluation of staff performance assessment policies in my organization
- Conducted and participated in two main evaluations
- Not yet but plan to
- I usually design operational guides whenever we are given assignments involving evaluation.
- I am still too pressed for time to do the writing that I know I should be doing. This is not the fault of IPDET but the pressures of my job.
- Though still limited with practical/field skills
- We've provided our DME Guidebook and training to national partners in about 5 countries, translated it into 4 languages, provided training to USAID staff and materials to 4 other international NGOs.
- Before IPDET I was involved in these activities.
- Doing research and consultancy work
- Not yet but I am preparing to do it if time allows.
- in the process of finalizing a training manual for IUCN on planning, monitoring and evaluation
- Thesis research on program evaluation. Practice in ...



- The opportunity in time and resources to address this issue is very limited in America Latina.

### 3.3 Have you experienced any adverse professional consequences as a result of your attendance at IPDET?

|       | #         | %            |
|-------|-----------|--------------|
| Yes   | 8         | 8.7%         |
| No    | <b>84</b> | <b>91.3%</b> |
| Total | 92        | 100%         |

### 3.4 If yes, please briefly describe the adverse consequences.

- Was dismissed from my job because of my absence during the IPDET course.
- The results of some of my evaluation were interpreted to be a challenge to authority.
- Now I have much more work than ever before
- How to evaluate the impact of agricultural research particularly using quantitative analysis. I was also involved in conducting performance auditing for research; but I did not attend such a workshop
- Negative attitude from management and staff
- Some of my colleagues in the Operations Departments would not want me to criticize their designing weaknesses (Quality at Entry) of the projects they designed.
- Oh! I evaluated the indicators for Poverty Programme for ...; Found it inadequate; changed it drastically; and had my document put aside as it showed lack of expertise on the part of the government; Organization did not accept innovations in evaluation leading to separation.

### 3.5 Have you changed jobs or organizations since attending IPDET?

|       | #         | %            |
|-------|-----------|--------------|
| Yes   | 39        | 42.4%        |
| No    | <b>53</b> | <b>57.6%</b> |
| Total | 92        | 100%         |

### 3.6 If you changed jobs or organizations since attending IPDET, how would you describe the change and to what extent was the change influenced by your attendance at IPDET?

| Question (responses)                     | Yes |     | No |   | Extent of Influence |     |      |     |       |    |
|--|-----|-----|----|---|---------------------|-----|------|-----|-------|----|
|  |     |     |    |   | None                |     | Some |     | Major |    |
|  | #   | %   | #  | % | #                   | %   | #    | %   | #     | %  |
| A. Promotion within my organization (37) | 14  | 15% | 23 | - | 2                   | 14% | 12   | 86% | 0     | 0% |

Please briefly explain:

- Though I was already in charge of the evaluation section of my company, after the course and also thanks to the course I made my company winning two major evaluation contracts that represent more than 70% of the total turnover for the 2003. However, my work has become more managerial (managing evaluation process, and quality control over evaluation outputs) than technical as evaluation expert, which at the end I prefer
- I was the coordinator of Agricultural Services Support Project (ASSP) and now I became the Director of Agricultural Projects Implementation Unit
- I was the coordinator of ASSP and became the director of the Agricultural Projects Implementation Unit (APIU)
- Some influence in terms of skills and knowledge during job interview
- Elevated to Director of policy and evaluation within six months of completing IPDET
- Promotion came after implementing IPDET skills in my program
- Increased my analytical skills
- I attended IPDET in preparation for a promotion that required me to lead an 18 month initiative to revamp our agency's DME procedures and practice.

| Question (responses)                           | Yes |     | No |   | Extent of Influence |       |      |       |       |    |
|--|-----|-----|----|---|---------------------|-------|------|-------|-------|----|
|  |     |     |    |   | None                |       | Some |       | Major |    |
|  | #   | %   | #  | % | #                   | %     | #    | %     | #     | %  |
| <b>B. Transfer within my organization (32)</b> | 13  | 13% | 19 | - | 7                   | 53.8% | 6    | 46.2% | 0     | 0% |

Please briefly explain:

- Change of section within the same organisation. I am no longer the M&E officer, but apply my IPDET knowledge through a sectoral programme. It is still a very useful knowledge to have!
- Have moved twice since IPDET
- I've completed the tasks above and am now moving from a HQ support role back to a direct management position overseas.

| Question (responses)                              | Yes |     | No |   | Extent of Influence |     |      |     |       |     |
|---|-----|-----|----|---|---------------------|-----|------|-----|-------|-----|
|   |     |     |    |   | None                |     | Some |     | Major |     |
|   | #   | %   | #  | % | #                   | %   | #    | %   | #     | %   |
| <b>C. Job change to another organization (25)</b> | 10  | 11% | 15 | - | 5                   | 50% | 3    | 30% | 2     | 20% |

Please briefly explain:

- Moved to a more research oriented organization, the Centre for Disease Control & Prevention (CDC)
- I left UNDP/UNCDF in December 2002, worked for 6 months for my former NGO as program manager/consultant and used a lot of my UNCDF experience in M&E to reinforce the M&E methodology developed by the NGO in a systematic manner. IPDET teaching provided me with a big picture and theoretical tools to help to do so. I then entered the World Bank as a YP and probably IPDET attendance was a positive factor during the interview.
- I retired and became an M&E consultant

| Question (responses) | Yes |    | No |   | Extent of Influence |       |      |       |       |     |
|----------------------|-----|----|----|---|---------------------|-------|------|-------|-------|-----|
|                      |     |    |    |   | None                |       | Some |       | Major |     |
|                      | #   | %  | #  | % | #                   | %     | #    | %     | #     | %   |
| D. Other (20)        | 8   | 9% | 12 | - | 5                   | 62.5% | 1    | 12.5% | 2     | 25% |

Please briefly explain:

- Being assigned to a new consultancy was not influenced by my attending IPDET. But it influenced greatly the outcomes.
- I had to change the job which does not relate to development evaluation, but would like to come back to evaluation field as soon as there will be an opportunity.
- Always called upon to provide advisory support to organizational processes, performance reviews and policy reforms at institutional and national level
- It had not much influence
- Started independent business
- I'm working as a consultant now with different organizations along Latin America addressing issues on Planning, monitoring and evaluation. This gave me the chance to amplify the ratio of the topics, methods and countries I'm working in.

### **3.7 Please briefly describe any examples where IPDET has had a positive impact for you, professionally?**

59 or 63% of respondents provided a reply to this question and the responses can be categorized as:

- I. Specific applications of skills, including sharing with others – 24 or 40%
- II. Gained confidence or credibility, including new job or opportunities – 19 or 32%
- III. Developed an important network within the community – 8 or 14%
- IV. Improved overall knowledge and understanding of evaluation contexts – 8 or 14%

#### **I – Specific applications of skills, including sharing with others (40%)**

- Did monitoring of the activities by my self.
- Analyzing real cases of evaluation reports; application of good practice standards of ECG; networking, etc.
- Range of tools which can be used for evaluation.
- Together with my staff evaluation of some components of the project are provided together with my staff evaluation of some components of the project was provided.
- As indicated above, IPDET certainly provided me with new skills and knowledge in development evaluation which I use on a daily basis in my work, either when designing and conducting evaluation within my organization or when delivering evaluation training courses and workshops both inside and outside my organization.
- IPDET has tremendously enhanced my efficiency. Before the course, I took longer to complete evaluation assignments due to extended literature searches, recently, I completed a major evaluation assignment within a quarter of the stipulated duration.
- The overview of different evaluation methodologies helped me to judge which methodology is appropriate in a given circumstance. Exposure to creative problem solving (Michael Patton) was and still is inspirational.
- IPDET provided me an opportunity to improve my knowledge and skills about development evaluation. My organization relies more on me for preparing scope of work and management plans for conducting evaluation for major programs. I have been also recommended by my organization to participate in evaluation of other

organizations. The IPDET training has been a great experience for me to focus more in monitoring and evaluation of CRS ... Programs.

- I have planned two evaluations in ... (prepared ToRs, recruited/contracted consultants, reviewed/approved work plan) and participated in field work of one evaluation and am about to engage in fieldwork for the second. IPDET helped a lot in informing me about evaluation design. As a result I continue to learn.
- Greater ability to give better advice on how to design good TORs of development evaluations  
Greater ability to help my country office staff to improve its own M&E system.
- IPDET equipped me to make enormous input into the design of a monitoring and evaluation system for my Ministry.
- I was able to effectively evaluate Expressions of interest from 26 firms world-wide for developing an M&E system for an energy program at home.
- Better knowledge what M&E is and good assistance to clients (government organizations and other) on my day to day work.
- Enlarge the theoretical knowledge on evaluation, especially through Michael Patton course.
- My interest in and ability to incorporate evaluation mechanisms into the operations I prepare.  
2. Access to a network of professionals who either work in the area of or use evaluation.
- As a result of IPDET training, I and colleague at work were able to accomplish a study on Teacher Education covering Primary Teachers' and National teachers' colleges ... ease. This is mainly because we draw a lot from IPDET 2002 core materials.
- IPDET has had an enormous impact on me and my organization as we are new in this field
- In designing, conducting evaluation studies in presentation of findings.
- Quantitative analysis, cost-benefit analysis, evaluation methodologies.
- Participation in National study to asses the participation, empowerment, ownership and gender. Conducted some Organizational assessments for some organizations in ... According to the assessment resulted forming a new polices ... government.
- I was able to stop an ADB Evaluation mission which had simply announced their arrival for this within next seven days, without sharing design plan of work and indicate how the stakeholders in this agricultural project had been or would be involved. I alerted top management and senior managers never to clear such valueless missions.
- I have undertaken a cost-effectiveness study which was influenced by what I learned at IPDET (Jed was the lecturer)
- Before I went to IPDET, I had developed a draft manual for Planning, Monitoring and Evaluation for IUCN. I incorporated a lot of ideas learned at IPDET into the manual, and I even borrowed the style of presentation (notes and slides) and IUCN now loves the manual. I also participated in two project evaluation missions and I used a lot of the evaluation concepts learned at IPDET - I especially discovered how little "evaluation professionals" actually know - made me feel great and really proud of IPDET - keep up the good work.
- I became able to contribute to the impact-measuring related tasks, and to the work of relevant teams at my organization, and gained recognition for that.

## **II – Gained confidence or credibility, including new job or opportunities (32%)**

- When I attended IPDET I was ending a contract. Shortly after I was given a new contract to assist in the development of my country's Poverty Reduction Strategy. IPDET - both the Training in Ottawa & equally subsequent networking and IPDET List serves enabled me to handle the assignment - including coordinating the writing of our I-PRSP - with great credibility. Our country, ... has definitely benefited from my involvement in IPDET, through work in Poverty eradication.
- I decided to establish Development Evaluation Institute, which is providing evaluation services to the Government and IFIs. The IPDET broadened my understanding of development evaluation, gave me good analytical background and practical experience.
- I am more confident in assessing the strengths of evaluation reports sent to me for comments and therefore enriches my opinions where policy implementation is concerned.
- I assured me that I was doing things right.
- I gained more confidence in using the different evaluation methodologies, terms and in overall in elaborating evaluation/research processes and frameworks, which have increased the consideration for my professionalism within my organization and with my main client.
- Selected for Interviews.
- IPDET has transformed my understanding of development challenges. I feel that I have a strong capacity to define vision and programs as a result of IPDET.
- I am confident in evaluation and can present myself as a knowledgeable professional.
- It was a reassurance of my conviction of the necessity to be fair & "independent", but with full support of top management. As a result, a Strategic Planning Committee, chaired by the deputy governor, was formed. The committee is responsible for review of evaluation reports.
- Higher recognition among the development professionals in Japan.
- I have been approached by other organizations to do evaluations for them within the country as well as make presentations at workshops.
- I attended the workshops in 2003 with one other colleague from my agency. We agreed that we did learn some useful new things and found some interesting new resources. But perhaps the single biggest benefit was to reassure us that we are on top of current practices and approaches. The fact that a lot of stuff was not new - and that many colleagues were equally or even less well-versed than we were - was reassuring in a way. It helped us test ourselves against a benchmark for the industry in general.
- I believe that including the IPDET course in my Resume has been positive.
- IPDET prepared me as an independent M7E consultant in the development Evaluation field. I have been well equipped with huge books/literature and documents related to the development evaluation by the participation in the IPDET. I got a platform from IPDET to build-up my personal career in the field of development evaluation.
- Get recognition from clients outside my institution and more requests for help especially around the M&E system development.
- At first, I did not know how to proceed in designing an M&E for any project. After IPDET attendance, I started seeing the way to do it, and no more hang-ups.
- Promotion within my organization.
- Enhanced professional standing in my organization and on retirement I have been recruited as a consultant by my former employer.
- Greater credibility in respect of M&E colleagues.

## **III – Developed an important network within the community (14%)**

- Networking with other IPDET'ers has greatly assisted me with information from several evaluation topical issues. I have also made friends among evaluators from different cultures and countries.
- To know experiences of several countries and to show others what are we doing in Central America about evaluation. We realize we are doing the work well and that is important in order to continue improving and sharing knowledge
- Knowledge that there is an active network of professionals who seem willing and are very able to provide technical assistance for specific projects.

- The other major impact that IPDET has had on me is the peer relationships that I have established as a result of IPDET. IPDET as a forum for people to come together has been enormously beneficial for me, since I work largely alone or with a small team – it has provided a catalyst for peer exchange and provided both professional development as well as a feeling of being connected to a broader network of people struggling with the same issues.
- the documents and the network provided by IPDET enabled me to be updated on the last trends and to have information to share with my colleagues on this subject. It is also a resource database in case you need to work on this subject.
- Though I found the core course of too low level, I did learn a lot about evaluation from the other participants in IPDET. This has helped me in my work, designing evaluation approaches and as a manager of evaluations.
- I have been able to liaise with the wider community of evaluators world wide, from Europe, World Bank; especially being member and part of the IDEAS community as well as having been elected as board member.
- Exchange of ideas and being able to ask others in the same profession for assistance.

#### **IV – Improved overall knowledge and understanding of evaluation contexts (14%)**

- I got a "full" picture of different kinds of research and evaluations. I am helping other colleagues in design of evaluations and research and we are designing tools for assessment and analysis (research based) within our section of the organization. I can use some of the IPDET-knowledge for that.
- I am now more involved both in conducting evaluations and in training others in monitoring and evaluation Now I have a broader picture of what constitutes development evaluation and better skills to do much better my work.
- It has given me a new dimension to the whole realm of planning and design of development interventions as I am now more focussed on outcomes and impacts and how the inputs, processes and outputs will ensure attainments of the goals.
- IPDET has helped me to 'place' the work that we are doing in the broader field of experience of development evaluation practice and to give me a sense of how well we are doing relatively speaking. I have gained confidence through the association with IPDET that our M&E work, despite not having the large resources that some agencies have, is progressive and innovative in its own right, and of high quality.
- IPDET provided me more global view of evaluation and current trends.
- As I handle roll-out of RBM on corporate level I have a better understanding than before of baseline and follow-up surveys, role of evaluation and quantitative and qualitative research methods.
- Improved my overall understanding of development evaluation concepts, terminology and skills and techniques through workshops (week 3 and 4).
- Being able frame evaluation processes within a broader developmental context. A positive gain was the improvement in the evaluation designs.

### ***IPDET Impact On Your Work***

#### **4.1 Please indicate the extent to which you agree or disagree with the following statements about IPDET's impact on your work:**

| Question (responses)  | Strongly Disagree |    | Disagree |      | Agree |       | Strongly Agree |       | Don't Know |      | Not Applicable |      |
|---|-------------------|----|----------|------|-------|-------|----------------|-------|------------|------|----------------|------|
|   | #                 | %  | #        | %    | #     | %     | #              | %     | #          | %    | #              | %    |
| A) I am able to apply skills and knowledge learned in IPDET to my work. (91)    | 0                 | 0% | 3        | 3.3% | 58    | 63.7% | 26             | 28.6% | 0          | 0%   | 4              | 4.4% |
| B) I believe I produce better quality work as a result of attending IPDET. (92) | 0                 | 0% | 12       | 13%  | 38    | 41.3% | 33             | 35.9% | 5          | 5.4% | 4              | 4.3% |

| Question (responses)   | Strongly Disagree |      | Disagree |       | Agree |       | Strongly Agree |       | Don't Know |      | Not Applicable |      |
|--|-------------------|------|----------|-------|-------|-------|----------------|-------|------------|------|----------------|------|
|  | #                 | %    | #        | %     | #     | %     | #              | %     | #          | %    | #              | %    |
| C) I provide better management of my development evaluation responsibilities since attending IPDET. (92)                                   | 1                 | 1.1% | 13       | 14.1% | 32    | 34.8  | 28             | 30.4% | 6          | 6.5% | 12             | 13%  |
| D) I find I am more efficient in my work as a result of attending IPDET. (91)  | 0                 | 0%   | 22       | 24.2% | 33    | 36.3% | 18             | 19.8% | 10         | 11%  | 8              | 8.8% |
| E) I am better equipped to address development evaluation challenges in my work as a result of attending IPDET. (92)                       | 0                 | 0%   | 6        | 6.5%  | 50    | 54.3% | 31             | 33.7% | 0          | 0%   | 5              | 5.4% |
| F) Others in my work area or organization consult with me more on development evaluation issues since attending IPDET(91)                  | 2                 | 2.2% | 21       | 23.1% | 35    | 38.5% | 23             | 25.3% | 4          | 4.4% | 6              | 6.6% |
| G) I find I am now applying development evaluation approaches or techniques in situations where I had not previously considered them. (91) | 1                 | 1.1% | 15       | 16.5% | 47    | 51.6% | 23             | 25.3% | 0          | 0%   | 5              | 5.5% |

## 4.2 Applying IPDET learning in your job.

| Question (responses)   | Yes |       | No |       |
|--|-----|-------|----|-------|
|  | #   | %     | #  | %     |
| A. Have you been provided with any evidence or validation that your work is better since attending IPDET? (89) | 42  | 47.2% | 47 | 52.8% |

If yes, please briefly explain.

- I designed the questions or format to filed monitoring
- No comparative basis, as my current work is different. But current work is better than it could have been without IPDET.
- Letter of commendation from my immediate supervisor due to my good performance
- feedback from sectors in the organization
- new evaluation policy reflected good practice standards
- My boss is now very interested in my comments on evaluation reports and accepts them willingly and the submitting agency tends to share my views.
- The evaluation reports prepared for the clients have been all accepted at the first time with compliments ( 2 over 3 cases) over the analysis and the rigourousity of the conclusion and recommendations
- Explaining to others in my office, what evaluation means and why it's important for a multi-lateral developing bank.
- Practical guide on monitoring and evaluation for components and Ministry of agriculture was written
- Practical Guide on M&E for components and Ministry of Agriculture was written
- Board approval of all my evaluation reports and adoption of all recommendations; recent promotion to Director/Head of Policy and Evaluation.
- I have been delegated the task of planing, designing and working as a team leader to conduct program evaluations
- Feedback I get from evaluation consultants is positive. I have been asked to participate in their work.

- cf. question 3.7
- Verbal commendation
- A lot of appreciation for the course organized in 2003.
- Commendation in my letter of promotion
- I was retained at my place of work and promoted after my first contract ended.
- I'm doing better evaluations and policy design applied to ... PRSP
- I set up the internal monitoring and evaluation system in my former office.
- I was involved in the evaluation of my own organization
- As already highlighted in 3.7, when we produced the report of our study on teacher education, there were no major criticism made on our work.
- it helped my organization to win a tender for design the system of monitoring and evaluation of SSDF project
- positive feedback from my colleagues after training done to them on M&E. (this also includes the impact of UNCDF materials and experience though)
- won several evaluation projects based on my proposals.
- promotion and more evaluation and assessment tasks on the MER
- yes, our new DME Guidebook has been very well received and training and consulting are very much in demand.
- At present I have been as a development consulting firm as Consultant of Monitoring & Evaluation.
- Monitoring and Evaluation of National Strategies for Social Economic Development
- Evaluation approach and methodology has since improved
- My colleagues at ... find my work clearer and more logical.
- from team members on the evaluation teams I was in - they all acknowledged that I knew a lot, and they thought I had lots of experience in evaluation - which I really didn't. I just applied my knowledge from IPDET and what I knew before (of course)
- I have developed a course which better addresses many aspects I picked from IPDET experience. Course to be launched soon.
- Better evaluation designs and therefore better evaluation management and implementation

| Question (responses)   | Yes |       | No |       |
|--|-----|-------|----|-------|
|  | #   | %     | #  | %     |
| <b>B. Do you encounter any barriers in your work to applying the knowledge and skills acquired in this program? (88)</b> | 27  | 30.7% | 61 | 69.3% |

*If yes, please briefly explain.*

- Limited understanding &/or usage of M & E generally.
- My current work does not relate to development evaluation
- due to lack of awareness/pressure to comply with good practice standards at the level of the organization
- Occasionally, I find people evaluating activities with very limited knowledge in evaluation and its difficult to reach out to them about certain basic issues e.g. difference between outcome and impact assessments.
- yes, essentially the budget size of evaluations are much lower than WB and other cases presented
- time, budget and political constraints are the most frustrating, plus lack of highly qualified counterparts understanding/appreciating the effort to introduce/use the acquired skills
- Old structure not compatible to skills learnt at IPDET
- Usually we don't have de enough information and time to do a good evaluation
- Some things have a lot of political dimensions to them - that the recommendations cannot be taken into considerations for political or even diplomatic reasons.
- Evaluation is no longer a main task in my work.
- Sometimes, I do encounter barriers. Evaluation in its real sense is a crucial tool for transparency, accountability and learning from experience. It is not only about compliance with set standards, guidelines, regulations or rules.



Because of this where there conflict of interest and the evaluation formation is to be approved by a supervisor who has vested interests in what is to be evaluated he will end up telling you to drop some vital measurement indicators he may not be interested in.

- Some of the IPDET approaches are resource intensive, and our organization does not have the level of resources needed to put into practice some of the interesting approaches and ideas I have learned at IPDET
- depending on the size and resources (human and financial) of the organization.
- I am still developing a framework applying program theory evaluation
- Yes, a tremendous number. On the demand side, most donors don't value good DME (we are a US and UK organization with grants from the USG, Dfid, various EU bodies, bilateral European agencies, UN organizations and CIDA. Almost all of them are primarily interested in moving money quickly, in compliance with their internal rules and with the measurement of outputs rather than effects or impact. While our field staff care very much about impact, they feel no pressure or incentive from the donor and the time needed to do quality DME competes with other, often more pressing priorities. On the supply side, a lot of evaluations and evaluators are not particularly helpful for development implementers. I find the average quality of even well-recommended evaluation consultants to be pretty poor. Once field teams have had 1 or 2 bad evaluation experiences, it is hard to get them to agree to them in the future.
- No shared understanding of concepts with current colleagues.
- I got opportunity to apply my learning in conducting assessment/study of the development programs under NGO sectors.
- Many colleagues are not train to understand changes for evaluation approaches or techniques learned in IPDET
- Yes, organisations do not want to face the truth. Change is difficult
- Some of our colleagues in Operations find criticism hard to take in good faith.
- from people who don't understand that evaluation is important and should be carefully planned - the team leader in one of the evaluation missions didn't want us to work with the evaluation matrix - but rest of the team prevailed, and he hated me for introducing it and selling it to the rest of the team.
- Lack of organization support in evaluation during past 2 years.
- I did before I changed jobs. All is well now
- IPDET lacks of evaluation mechanisms that better apply to work that international and national NGO's are doing

#### 4.3 We want to know if and how your IPDET experience is helpful in your day to day work.

| Question (responses)  | Yes |       | No |       | If yes, on average how frequently? |     |              |     |            |     |                 |     |
|---|-----|-------|----|-------|------------------------------------|-----|--------------|-----|------------|-----|-----------------|-----|
|   |     |       |    |       | Very infrequently                  |     | Infrequently |     | Frequently |     | Very frequently |     |
|   | #   | %     | #  | %     | #                                  | %   | #            | %   | #          | %   | #               | %   |
| A. Have you contacted IPDET colleagues for advice on a work challenge? (88)         | 42  | 47.7% | 46 | 52.3% | 12                                 | 27% | 27           | 60% | 6          | 13% | 0               | 0%  |
| B. Have you been contacted by IPDET colleagues for advice on a work challenge? (87) | 57  | 65.5% | 30 | 34.5% | 10                                 | 18% | 25           | 46% | 17         | 32% | 2               | 4%  |
| C. Do you refer to IPDET materials in the course of your work? (82)                 | 73  | 89%   | 9  | 11%   | 7                                  | 10% | 26           | 36% | 29         | 41% | 9               | 13% |

| Question (responses)  | Yes |       | No |       | If yes, on average how frequently? |     |              |     |            |     |                 |    |
|---|-----|-------|----|-------|------------------------------------|-----|--------------|-----|------------|-----|-----------------|----|
|   |     |       |    |       | Very infrequently                  |     | Infrequently |     | Frequently |     | Very frequently |    |
|   | #   | %     | #  | %     | #                                  | %   | #            | %   | #          | %   | #               | %  |
| D. Has information from the IPDET list server been of assistance in your work? (84)                 | 59  | 70.2% | 25 | 29.8% | 9                                  | 16% | 26           | 46% | 16         | 29% | 5               | 9% |
| E. Have you used the list server to seek assistance? (83)   | 20  | 24.1% | 63 | 75.9% | 8                                  | 35% | 11           | 48% | 4          | 17% | 0               | 0% |
| F. Do you communicate individually with other list server members on information posted there? (84) | 40  | 47.6% | 44 | 52.4% | 9                                  | 24% | 19           | 50% | 10         | 26% | 0               | 0% |

#### 4.4 Please briefly describe how the IPDET list server has been useful in your work.

47 or 51% of survey respondents replied to this question. The comments are organized as:

- I. For reference purposes – 38%
- II. For problem solving – 21%
- III. To solicit resources – 11%
- IV. To stay current – 23%
- V. To provide/share information - 7%

##### **I – For reference purposes (38%)**

- Some information in the IPDET list server as reference to my job.
- Even if I do not actively participate, I find the comments of others, the discussions, references recommended very useful to my work in Poverty Reduction.
- I use it only for my general information, not for my current job.
- Very useful especially on tools and techniques to be used in program evaluation
- It provides useful information on evaluation approaches and links to other important resource materials.
- Getting new ideas and also as way of getting other important web sites
- It's a good source of information and helps a lot.
- I keep in contact with a number of colleagues, but more so colleagues keep on sending references of good materials and web sites to visit.
- Appreciate the web site references - this is the kind of practical, immediate assistance that is useful to my work
- The list server has been helpful in that you can consult on any topic related to evaluation and get responses promptly. Secondly, it links you to different batches trained by IPDET.
- Circulation of TORS and requests for consultants in certain areas helps to expose one to a sample of the types of evaluations being done by a variety of agencies. This helps to know the breadth of the field.
- It is interesting to see the various experts and consultants that are suggested for specific types of work. Helps to provide an informal database of experts – I take note of ones that I would like to follow up and contact.
- Web resources are often posted

- If used judiciously the list serve is a good way to hold the network together – through a loosely knit group of evaluation practitioners that can identify with each other. The IPDET ‘family’ identify allows to more easily share information and to help other colleagues.
- information sharing and web site database on M&E
- Useful.
- Reference materials have been of great help. I coordinate a regional program and one of its activities is to disseminate information on M&E. Material
- It has been a source of information in terms of information location and source as well as up coming events and jobs.
- Provided me with useful resources on web
- Mainly, in the availability of information sources.

### **II – For problem solving (21%)**

- Has assisted mainly when soliciting information on certain topical issues in evaluation.
- through the prompt response on important practical issues and reference to relevant sources of information
- The issues raised and the follow up explanations and web links are of immense use. In fact, I learn more about the challenges of the job through the list serve.
- Very useful; provide good and practical information. Help develop network and I mostly use it to provide assistance to colleagues.
- Allows me to see challenges faced by colleagues. Often I don't have any answer but am amazed that others do. If I had more time I'd like to spend it researching the vast amount of information.
- The most interesting thing a list server as IPDET can give is a very diverse range of views on a particular question from participants. The comparison of views and experiences helps you to improve your knowledge and find your own solution
- I have been able to carry out a Project Completion Report which to a large extent is a terminal evaluation.
- It is really a good hand to seek assistance from the colleagues/peers/experts as globally
- Everyone in my department is connected to the server and can follow debates and initiate discussions or ask for help
- I have referred to the list server to pick up any individual who, I feel would assist me in providing a quick solution to my problem that I may be facing in my work.

### **III – To get resources (11%)**

- networking, contact when looking for a specific expert/expertise in a country or in a field
- Information on activities, learning opportunities and resources
- also useful for the training programs in monitoring and evaluation I am in charge to organize in Latin America. The restriction is that most materials are in English.
- Helps in obtaining resources from other IPDET'ers and provides linkages. It also serves as a source of information on events in evaluation.
- It helps me find job opportunities

### **IV – To stay current (23%)**

- In order to be in the course of events on evaluation
- Mostly by getting information about areas of evaluation that might be relevant for future work
- More than anything it keeps me updated on evaluation issues, and is a good reference for evaluation information.
- to receive up-to-date information on development evaluation
- It keeps me informed of relevant developments in the area of evaluation

- Again, more as a way to monitor what's going on in the field and with colleague agencies; what kind of questions do people ask? what problems do other agencies encounter etc. It's also reassuring to have the resource, even though I rarely use it to get information for a specific problem.
- A good form of communication between a community with strong shared interests and skills
- Keeping inform of latest developments in field and reading about other peoples' examples/challenges
- IPDET list server permits me be informed of the issues in development evaluation
- Provides opportunity to scan issues, challenges and problems that other evaluators are dealing with.
- Information from others and exchange of ideas

#### **V – To provide/share information (7%)**

- In order to help others about our automated evaluation system, i.e. IMF.
- I find the list server to be an excellent tool for sharing information and experiences about a specific issue, in a quick manner and easy manner. The more in-depth discussions are extremely interesting, but there aren't that many.
- Sharing of information, resources and training opportunities, and discussion on major issues related to evaluation
- It has helped me to exchange resourceful materials relevant to my work through frequent contacts

#### **VI – Not used**

- As I work in an evaluation department with more than ten evaluators I usually ask my director, colleagues in case I need answers.
- Not so much so far.
- Most of the time I receive the messages scrambled so not very useful.
- Not really - the material was more useful, I sent a request once for methods of assessing institutional capacity building and didn't get anything useful back. This is probably me, not the list server problem.
- Not used this.

#### ***4.5 Please briefly describe any specific development evaluation work challenge, which attending IPDET allowed you to address or resolve.***

42 or 45% of survey respondents responded to this question. Evaluation challenges described relate to:

- |      |                         |
|------|-------------------------|
| I.   | Methods – 10 or 25%     |
| II.  | M & E System – 8 or 20% |
| III. | Planning- 8 or 20%      |
| IV.  | Structure – 4 or 10%    |
| V.   | Training – 4 or 10%     |
| VI.  | Conducting - 3 or 7.5%  |
| VII. | Assessing – 3 or 7.5%   |

**I – Methods (25%)**

- structuring the evaluation process framework and select the right methodology in relation to the evaluation questions; setting up a monitoring system for an emergency program: defining the steps and identifying the risks and assumption correctly
- I'm still working through the optimum balance between random samples and selective samples. Still learning.
- We are currently struggling to design tools for assessment and analysis. I can use some of the knowledge I got at IPDET for that.
- Strengthening our approach to doing case studies – as a result of taking the Case Study course offered at IDPET.
- Quantitative analysis using SPSS,
- give me more knowledge on quantitative methods. More knowledge about evaluation methods
- application of sampling methods in emergency needs assessments.
- Making evaluations useful and adapting the methodologies to suit our individual environments
- Cost-effectiveness analysis
- Using case studies and qualitative analysis for evaluation of Technical assistance

**II – M&E System (20%)**

- Design a plan for program performance measurement of the three countries in Africa
- Designing an M&E framework. I am currently designing one for monitoring and evaluating science and technology performance in ... with relative ease.
- How to improve a M&E system is of particular interest to me and my office. The core program helped me to analyze better my office M&E system and propose new solutions/tools to the senior management
- To build a Monitoring and Evaluation internal system in my former office, also trained my colleagues on basic monitoring and evaluation skills.
- Designing a Monitoring and Evaluation system prior to attending IPDET was a big challenge but now it is no longer a problem
- it enabled me to participate in the design of the system of monitoring and evaluation of SSDF project
- The challenge was to describe or design a simple M&E in any given project. IPDET gave me the tools to do that.
- Project evaluability assessment - Development and validation of indicators - Monitoring and evaluation system design - Advocacy for program evaluation and accountability in my country - Training initiatives on Monitoring and evaluation system design; and evaluation capacity development as a whole.

**III – Planning (20%)**

- Improvement in Management plan and scope of work for evaluation programs for organization
- Coming up with Evaluation questions and Gender analysis for Sponsorship programs
- To prepare and plan better evaluations and policy making
- The Plan for Modernization of Agriculture, and right now I am working on a District Health Review.
- helped me to design feasibility studies methodologies.
- I did acquire general skills and knowledge through IPDET that help me with my current work, for example, my knowledge of the specific M&E terminology has probably speed up my learning in the Evaluation Department and it was of course useful to hear so much about evaluation before starting to do the work.
- Connectivity to MDGs and PRSPs that are not directly part of the development policy environment in ...
- I've been using several adaptations of the evaluation design model IPDET proposed for environmental and sustainable development program and project evaluations.

**IV – Structure (10%)**

- The process has been delayed, but I still envisage assistance in the setting up of an M & E unit in ...
- Carrying out evaluations has many times been a problem with the implementers. With a brief on the training to the governor, a committee was formed to cushion the evaluator. There, it deflects the potential bad feelings towards individual evaluator. Evaluations are taken more seriously.
- Improve our automated evaluation system with new ideas.
- Designed new approach to our entire evaluation program.

**V – Training (10%)**

- I will contribute to an collective book with one of the IPDET lecturer is arranging; Ipdet allowed me to share my ideas and find partners; My subject is on how to evaluate Partnership - which is relevant for development evaluation.
- I have applied what I learned at IPDET in my on going Masters course in Agric Economics
- I think that more of the IPDET material than I realize has found its way into our internal DME workshop materials.
- as described above, guiding an evaluation to use evaluation matrix, in spite of a hostile team leader, and improving greatly the content of the training manual I had developed.

**VI – Conducting (7.5%)**

- To conduct mid-term/impact evaluation of a Health Program, education program and capacity strengthening interventions.
- Assisted with preparation of reports for DFID (UK Department for International Development)
- The concept of "social capital" learnt during IPDET proved handy to me during a private Consultancy I undertook here in Kenya last year. Also handouts from IPDET training has proved handy as reference materials during my training and general evaluation work.

**VII – Assessing (7.5%)**

- I received a report on Community Water & Sanitation Project (CWSP II) impact studies in one community. But the community had barely started using the bore holes and latrines provided. The consultant ascribed lots of benefits to the people but I discounted that report and suggested that a new community preferably one that had had the support 4 years ago be used for the assessment. After the assessment, we all learned that the operations and maintenance (O & M) support was not there and most of the facilities are not functioning. We now have better understanding of the issues where O & M is concerned and are selling the idea to the District Assemblies and building capacities for it.
- IPDET helped to strengthen our capacity on conducting and analyzing evaluations. We now insist on better project/program formulation, with clear and appropriate measure indicators and targets. We also insist on clear evaluation objectives designs and plans. We have arranged for more training in M&E to be able to operate a coordinated M&E system, involving all stakeholders including the local governments.
- Reviewing indicators for the ... poverty plan

## IPDET Impact On Your Organization

### 5.1 Have there been any of the following changes in your organization since you attended IPDET and to what extent was the change influenced by your attendance at IPDET:

| Question (responses)   | Yes |       | No |       | Extent of Influence |     |      |     |       |     |
|--|-----|-------|----|-------|---------------------|-----|------|-----|-------|-----|
|  |     |       |    |       | None                |     | Some |     | Major |     |
|  | #   | %     | #  | %     | #                   | %   | #    | %   | #     | %   |
| <b>A. New or enhanced development policy, procedures or guidelines. (85)</b> | 44  | 51.8% | 41 | 48.2% | 7                   | 16% | 28   | 64% | 9     | 20% |

#### Any Comments?

- Development of the I-PRSP
- In the year that I attended IPDET, I developed my organization's evaluation system, which was fully implemented in the following year.
- New evaluation policy
- Conducting a comprehensive organizational review was my first assignment after IPDET
- At this moment I use evaluation as a support to project implementation.
- Format for management plan and scope of work was appreciated
- Some influence in the way the quality control of most evaluation reports is done
- Still in the process of doing so
- Contributions to Evaluation policy guidelines
- For all points below, IPDET was one element among many others
- For instance, currently the organization is re-evaluating its training policy in relation to staff career development.
- We already had good strong policies.
- Initiated interest among NGO colleagues and let them with tools to implement new M&E methodologies if interested
- We were already moving in this direction. But IPDET was my one major outside evaluation event of 2002. It's hard for me to say how much my 2 weeks there affected the direction and content of our new DME policies. In many ways, I think it only confirmed and reinforced the direction we had already chosen.
- ... was well on its way to improving its evaluation policies and function. IPDET contributed to that, but was not solely responsible.
- Was due to board of director pressures
- Hope to lobby for an institute of evaluation studies
- In my old organization, too soon for new organization
- Evaluation policy and module to implement the policy

| Question (responses)   | Yes |       | No |       | Extent of Influence |     |      |     |       |     |
|--|-----|-------|----|-------|---------------------|-----|------|-----|-------|-----|
|  |     |       |    |       | None                |     | Some |     | Major |     |
|  | #   | %     | #  | %     | #                   | %   | #    | %   | #     | %   |
| <b>B. Created or strengthened the evaluation function in my organization. (88)</b> | 53  | 60.2% | 35 | 39.8% | 7                   | 13% | 34   | 64% | 12    | 23% |

*Any Comments?*

- Still in the process of doing so
- Linking ME Manger to IPDET
- Through the work I did with the M&E Evaluation committee for Rural sector in ...
- Helped me to benchmark our practice and to identify improvements that were needed.
- Poverty monitoring activities improved and training provided locally by trainees
- Hope to launch a course in program evaluation soon
- Now all the field-office teams in my department have designated M&E personnel

| Question (responses)  | Yes |       | No |       | Extent of Influence |     |      |     |       |    |
|---|-----|-------|----|-------|---------------------|-----|------|-----|-------|----|
|   |     |       |    |       | None                |     | Some |     | Major |    |
|   | #   | %     | #  | %     | #                   | %   | #    | %   | #     | %  |
| <b>C. Changed incentives or mandates to encourage more evaluation. (85)</b> | 29  | 34.1% | 56 | 65.9% | 9                   | 31% | 18   | 62% | 2     | 7% |

*Any Comments?*

- Work in progress
- Mandates established before I attended IPDET.
- M&E is a principal statutory function of my organization
- We were already doing a lot of evaluation work due to our donor contractual agreements.
- New Vice president
- There's a mandate now, but still the need put in practice the policy

| Question (responses)  | Yes |       | No |       | Extent of Influence |     |      |     |       |    |
|---|-----|-------|----|-------|---------------------|-----|------|-----|-------|----|
|   |     |       |    |       | None                |     | Some |     | Major |    |
|   | #   | %     | #  | %     | #                   | %   | #    | %   | #     | %  |
| <b>D. Changed incentives or mandates to encourage better quality evaluation. (87)</b> | 36  | 41.4% | 51 | 58.6% | 9                   | 25% | 24   | 67% | 3     | 8% |

*Any Comments?*

- In progress
- Deepened my knowledge of the use of standards, and meta and synthesis evaluations – helped to strengthen our practice in these areas.
- New Vice President



| Question (responses)   | Yes |       | No |       | Extent of Influence |     |      |     |       |     |
|--|-----|-------|----|-------|---------------------|-----|------|-----|-------|-----|
|  |     |       |    |       | None                |     | Some |     | Major |     |
|  | #   | %     | #  | %     | #                   | %   | #    | %   | #     | %   |
| <b>E. Evaluation is better linked to my organization's priorities and strategies. (87)</b> | 43  | 51.2% | 41 | 48.8% | 12                  | 28% | 22   | 51% | 9     | 21% |

*Any Comments?*

- Through the evaluation unit which is closely linked to the policy and planning processes
- Some progress
- This is because for evaluation to be linked to nay organization's priorities and strategies, the corporate and strategic plans should be strictly adhered to which is not the case with mine.
- Were doing this already.
- New Vice President

| Question (responses)   | Yes |       | No |      | Extent of Influence |     |      |     |       |     |
|--|-----|-------|----|------|---------------------|-----|------|-----|-------|-----|
|  |     |       |    |      | None                |     | Some |     | Major |     |
|  | #   | %     | #  | %    | #                   | %   | #    | %   | #     | %   |
| <b>F. Evaluation has a greater / improved profile within my organization. (87)</b> | 45  | 51.7% | 42 | 48.3 | 17                  | 38% | 20   | 45% | 8     | 17% |

*Any Comments?*

- In progress
- IPDET has, to some extent, enabled me to argue evaluation's case and importance more authoritatively.
- Was created an Evaluation Office
- It is considered as one of the top level functions of the organisation
- As can be seen from promotion notes
- Somewhat - it's a tough fight
- We had a reasonable profile already – probably has helped to improve it.
- Though hearing from other participants how useful and important evaluation can be in other organizations, this is less so in mine.
- Board pressure
- Recognition to the extent that I have extended knowledge in evaluation and that I have international liaison and linkage
- There's a system of quality control and meta evaluations in a year basis

| Question (responses)   | Yes |       | No |       | Extent of Influence |     |      |     |       |     |
|--|-----|-------|----|-------|---------------------|-----|------|-----|-------|-----|
|  |     |       |    |       | None                |     | Some |     | Major |     |
|  | #   | %     | #  | %     | #                   | %   | #    | %   | #     | %   |
| <b>G. More resources are being applied to evaluation. (85)</b> | 33  | 38.8% | 52 | 61.2% | 15                  | 45% | 13   | 39% | 5     | 15% |

*Any Comments?*

- I wish!
- created an Evaluation Office
- Towards personnel, infrastructure and other operational requirements for the recently established evaluation unit.
- Senior management convinced, but not yet part of culture
- No - Unfortunately!!
- Board pressure

**5.2 Other organizational changes.**

| Question (responses)  | Yes |       | No |       |
|---|-----|-------|----|-------|
|   | #   | %     | #  | %     |
| <b>A. Are there any other organizational changes which you attribute to having attended IPDET? (85)</b> | 10  | 11.8% | 75 | 88.2% |

*If yes, please briefly explain.*

- I've seen more clearly that evaluation consulting can be a full-time job
- We hired M&E specialists
- Adoption of more participatory, responsive and client oriented approaches to work.
- More attention on conducting midterm review and evaluations of programs
- Establishment of a committee.
- MORE USUFUL EVALUATIONS ARE NOW BEING EMBARKED UPON
- Organization now holds advantage in region in M&E capacity building

| Question (responses)   | Yes |       | No |       |
|--|-----|-------|----|-------|
|  | #   | %     | #  | %     |
| <b>B. Have you encountered any barriers to making organizational changes? (81)</b> | 31  | 38.3% | 50 | 61.7% |

*If yes, please briefly explain.*

- Budget and personnel constraints: my organization still has a one-person evaluation unit, which definitely imposes constraints.
- the organization still looks at evaluation needs and standards as optional rather than compulsory; no international pressure
- time and budget
- Evaluation hasn't been important for the High Management before
- The very gradual adoption of the desired challenges due to their requirement for a shift in long established organizational culture and practice.
- I'm the only staff member to have attended such a course in M&E. It makes difficult for Program Officers and Senior Management to fully understand the challenges at stake and to make possible a global move of my office
- Evaluation is but a piece in a big puzzle, changed for reasons that are beyond the evaluation section's control or sphere of influence
- A lot of things belong to the administration function and I do not belong there largely.
- hardly any recognition
- Sometimes what one considers to be pertinent issues to be addressed, are put aside due to vested or conflict of interest by decision makers
- Proposal to better assign Responsibilities for evaluation that were not approved

- It is Government Organization. Changes involve ministries Approval.
- big part of my organization role is conducting evaluation and assessment
- Yes. We've adopted new guidelines for DME and they've been widely accepted. But the real goal is behavior change. And that requires a systematic and sustained effort. We're still working out how to provide greater incentives for doing better DME.
- Lack of willingness to adopt evaluation as part of ongoing project management.
- Marginalization of evaluation department
- Management and staff are still not convinced and the environment is still hostile
- There is some misunderstanding about the purpose of evaluation
- Takes a long time to shift culture
- To some extent there is a short-to-medium term barrier of committing resources to design the appropriate change, implement it (putting the systems in place) and to provide continuous training to the managers and staff.
- Resistance to having activities measured - seen as additional work
- The organization was totally against accountability, no support from the top. Paid lip service to evaluation
- Yes, there are still difficulties in how to link evaluation results to decision making. How to deal with the politics of this is a challenge.

| Question (responses)  | Yes |       | No |       |
|---|-----|-------|----|-------|
|   | #   | %     | #  | %     |
| <b>C. Are there any institutional constraints to strengthening the amount or quality of evaluation in your organization? (86)</b> | 34  | 39.5% | 52 | 60.5% |

*If yes, please briefly explain.*

- Enlisting the efforts of project officers for evaluation activities is constrained by the pressure they are under to generate 'new business', rather than to monitor and evaluate.
- Allocation of resources to evaluation and de-linking evaluation to core program management.
- The budget assigned
- Human resource and financial limitations
- Lack of understanding the value and purpose evaluation can serve for an organization and the role an evaluator can play in that.
- Evaluation has enough money to carry out evaluations, but the funding of projects and programs itself causes institutional barriers
- Mainly budget constraints
- No resources and no willingness in the superiors to embrace evaluation as a management tool.
- Evaluation has not been appreciated as a tool for enforcing accountability and transparency.
- Resources available. Lack of a learning approach to evaluation by many donors (too much focus on projects and accountability).
- Lack of skilled personnel and appreciation of the importance of quality evaluation
- We have a very flat organization structure and have always shied away from concrete rules or manuals. Most of the agency believes that this culture of flexibility is the secret of our success – keeps us dynamic and creative. But it also makes it hard to hold people to standards. We're still working on convincing some of our senior colleagues that a certain level of standards actually aids creativity and dynamism.
- Organizational placement of Evaluation Department, with too little linkage to management
- MORE ON THE RESOURCES, FUNDING AND STAFF
- Lack of political will
- An even understanding of the importance of monitoring and evaluation to improve management through the organization
- \$\$\$

- Budgetary
- A new management and evaluation culture is needed. Evaluation cannot introduce that, its much larger than evaluation
- Evaluation is time and resources consuming. How to put high quality evaluations in place in NGOs with limited resources availability is still a challenge

### 5.3 *What other organizational changes would you like to make as a result of attending IPDET?*

- Develop an M & E system for Poverty Reduction Strategies
- I would like to change my current job and return to the development evaluation field.
- After setting up our evaluation system, we now have to ensure that lessons emerging from project evaluations are used in due diligence and project design. A project has been set up to achieve this
- De-link evaluation from Program although working hand in hand with the program
- to ensure a commitment of the organization to comply with the Good Practice Standards of ECG or similar
- Change the culture of evaluation in my organization
- Increase Support to Evaluation capacity development in Africa
- To focus more on qualitative evaluations
- Develop new job descriptions for M&E department
- I'd like to encourage more evaluation and investigation
- More communication and use of evaluation to redesign operations
- set up an organ strictly assigned to carry out evaluation
- There is need for an organization to link its priorities and strategies to evaluation at all stages of the organizational hierarchy.
- to provide systematic increase of the level of qualification of the members of the NGO
- To make impact evaluation for agricultural research mandatory for the organisation using learned methodologies at IPDET
- None - aside from getting people to consistently use (rather than just praise) our DME guidebook.
- Still there is a need to change the traditional thinking of the senior management personnel of the programs
- Adoption of M&E as one of the organisational strategy toward performance management and improvement
- Make the evaluation unit an independent unit with adequate funding
- To come up with a training programme on development evaluation
- Would require managers attend IPDET (but probably a brief version), or other appropriate (and brief) course on evaluation management
- Get the Board interested in asking for evaluations
- Change the organizational culture

### *Other Comments*

#### 6.1 *Do you think IPDET represents a good investment in training?*

|                   | #         | %            |
|-------------------|-----------|--------------|
| <b>Yes</b>        | <b>80</b> | <b>87.9%</b> |
| <b>No</b>         | 5         | 5.5%         |
| <b>Don't Know</b> | 6         | 6.6%         |
| <b>Total</b>      | 91        | 100%         |

## 6.2 If IPDET is not a good investment in training, why not?

14 or 15% of the respondents replied to this question. The comments relate to issues with:

- I. Subject matter – 36%
- II. Delivery - 7%
- III. Design and structure – 3%
- IV. Targeting audiences – 36%

### **I – Subject Matter (36%)**

- not enough value for money if one pays out of his own pocket. In particular it focused too narrowly on WB rather than giving the wide range of different approaches to evaluation.
- program content not oriented strongly enough to results methodologies which prevail in design of today's projects
- I found the courses to be very time consuming relative to content, and spoke with many who found that much of the training was at a very basic level, whereas it was difficult to address more theoretical issues. The training is also very influenced by certain evaluation trends, and does not give a broader picture of evaluation as it is practiced.
- Furthermore, the focus of the course was too much on project-like evaluation and not enough attention was given to newer thinking on programme and impact evaluation (apart from a good workshop by IDRC on outcome mapping). The MDGs for example were only mentioned once and the implications thereof for M&E were not further explored. It is not enough to discuss evaluation as it has been done, as a lot of participants (e.g. from DFID, the Dutch, CIDA, Ugandan government) are now going beyond that, for example when evaluating programmes such as PRSP support. Time should have been allocated to discuss and explore such issues more in-depth even though there might not be ready answers yet.
- Too tailored to public sector or multilateral sector, not enough specifically for NGO sector with limited resources and low level of staff capacity.

### **II – Delivery (7%)**

- It could be better. I found the quality of some of the workshops quite poor and others quite high. For example, the one by Jackson and Kassam was horrible. It really appeared that they just drew up a course outline on their way into work that morning - relied heavily on their own material even though it wasn't that current or even very good etc; like stereotypical tenured professors forced to teach a freshman intro course. I really felt cheated on that one and judging from others' comments (and the fact that a third of the participants dropped out), I was not alone.

### **III – Design and structure (3%)**

- In 2001 I feel there was a lot of training time wasted on logistics. However IPDET is a good investment in training if it can be more efficient which I assume it has become over the past two years.
- 5. If the main course would have been only one week, then the course could proceed more rapidly with the workshops, which were much more valuable precisely because the group split, the workshops were much more focused and the themes could be chosen along particular needs and interests of participants.
- After IPDET-1, I thought it would have been worthwhile to try out regional training- in which case IPDET would be a project for TRAINING OF TRAINERS. In that way the training would help build a critical mass of evaluators even faster. As it is, the training is more for individual expertise which may or may not go along way into having a multiplier effect in various countries, yet this would be a possibility and so a missed opportunity.

### **IV – Targeting audiences (36%)**

- Though the last 2 weeks of the 4-week training was intended for experienced evaluators, actual participants included those new to evaluation work and those with very limited (if at all) experience and responsibilities in their job to evaluation work. Therefore, the courses were geared toward beginners. It did not benefit experienced evaluators, such as myself.
- Not sufficiently attuned to different contracts and levels of knowledge and skills in evaluation.

- Level of participants in evaluation skills varied too much.
- It could be improved by better advertising to the needs of the participants
- It is a good investment but it is not always necessary to attend the full program. Attendants should design the best program themselves according to their capacity, knowledge and skills.

### **6.3 Were there any other impacts from attending IPDET that we have not asked you about?**

21 or 23% of the respondents replied to this question. Other impacts described include:

- I. Interpersonal – 38%
- II. Networking - 24%
- III. Training others – 10%
- IV. Knowledge, skill and capacity – 28%

#### **I – Interpersonal and personal impacts (38%)**

- Yes, cultural interactions
- new friends
- yes, the interchange of culture and the possibility to help others
- Networking with other organizations and friendships with evaluation professionals
- I have met many wonderful people and stay in touch with quite a few of them.
- I have been awarded a very prestigious platform and acknowledgement of the development practitioners for participating such an excellent course from Carleton University
- If you look at IPDET broadly it does also impact on how you plan your personal life and business. The application is not only relevant to development work situation only. It can be easily applied in business
- Refreshment and rejuvenation (a mini sabbatical) in healthy and aesthetic surrounds with stimulating people and programme events.

#### **II – Networking (24%)**

- As an experienced evaluator, the only benefit I gained from IPDET was establishing networks with other professionals in my field and acquiring new and additional resource materials for my work.
- I would emphasize the network and the list server created by IPDET as very important. The knowledge that there is a network of competent people out there that are willing to share their evaluation experience if ever I need input on how to deal with a particular problem
- How IPDET has impacted my work with other M&E related organisations, apart from associations, or firms.
- Yes, some closer memberships with other professionals well established. We as a group of 8 women have created a network called women in development evaluation (WIDE)
- The informal networks that have developed as a result of IPDET are as valuable as the more formalized one on the list serve.

#### **III – Training others (10%)**

- We now have a pool of trainers in the country who if facilitated by IPDET can run local training courses to benefit more people
- Making the IPDET training materials widely and easily available has been a terrific help with our capacity building activities with our programme staff – we of course give full credits to IPDET when we use them.

#### **IV – Knowledge, skill and capacity (28%)**

- After having worked at the commercial side of my organization, and when starting up our evaluation unit, IPDET was a splendid opportunity for re-acquiring a more academic mind-set.

- Yes. I was a private consultant and I am now running an evaluation consultancy firm.
- Its influence on the national evaluation and planning capacities. In Uganda, IPDET has fundamentally influenced the formal establishment and/or strengthening of the Uganda Evaluation Association, and the various PRSP committees in various sectors of the economy.
- Effectiveness of development interventions in the developing country has been strengthened through evaluation.
- It also must be said that the course was very well organized, from the material provided to the facilities at the University of Carleton.
- Having access to the synthesis of the big picture of evaluation topics is a great milestone in the career of any evaluator

#### **6.4 Are there any changes you would suggest be made to IPDET - the core program, workshops or overall?**

42 or 45% of the respondents replied to this question. Changes suggested relate to:

- I. Subject Matter / Content – 46%
- II. Delivery - 12%
- III. Structure and Design – 14%
- IV. Targeting Audience – 19%
- V. Location – 9%

##### **I – Subject Matter / Content (46%)**

- For my own organisation (and, I am sure, for other DFI's), more attention to the specific requirements of evaluating private sector projects would be most welcome. The 2001 program had just the one day on IFC's evaluation approach.
- Maybe a presentation of newer theoretical directions of evaluation and their discourse. Maybe establish a co-operation with evaluation-institutions not specifically involve with development evaluations. As it stands it is a bit compartmentalized.
- address the issues of institutional resistance towards good evaluation and its independence
- Yes, give better presentation on the range and variety of evaluation techniques, rather than presenting the WB style as "best practices" and not to forget community oriented / participatory quality evaluations
- Yes, you might include the theme: Automated Evaluation Systems
- though the core was very valuable in learning evaluation techniques, I have a couple of critiques: the focus was not "development" evaluation, but more evaluation in general. The examples used and case studies were many times from the US and is out of context;
- Private sector has different demands than government.
- There should be more focus on qualitative evaluations and evaluations that focus on programs of NGOs
- It still seems to me some simplification of the types of evaluation are needed. The literature is really cluttered.
- Allow some participants to make presentations on their own evaluation work  
Be less theoretical and have more practical case studies
- It would be interesting and helpful to have a small course of statistics or econometrics course applied to impact evaluation
- I would suggest that the core program focuses on case studies in designing a monitoring and evaluation system
- Expand to include specialized development evaluation workshops – such as evaluation of humanitarian aid, environment and sustainable development, HIV Aids, capacity building (bring in ECDPM), policy level evaluations, evaluation of advocacy and campaigns (bring in Oxfam and Save the Children). It would not be difficult to find workshop leaders for specialized sessions. I can provide contacts for these areas if you wish.
- Continue the organizational assessment sessions. (this is one of my major interests, so this is a biased recommendation!)

- should focus more on case studies and ask the participants to apply.  
if you have already a degree related to development work or M&E, some courses are redundant, different class levels could be an option (some with case studies, some focusing more on theories, etc)
- Include information on old best practices. Evaluation in different content. diversify course/workshop for different groups; evaluators, managers, evaluation, educational managers.
- IPDET needs to be oriented to the needs of (a) national Governments and (b) developing countries. It still has donor bias. For wider impact IPDET should have organic linkage with national development evaluation association.
- Probably the material covered during the two first weeks could be presented in a more focused way and in a shorter period of time, because the full two weeks were a bit slow, even for someone with no previous M&E experience.
- The course contents could be a little bit flexible so that all issues could be memorized
- Give more examples of what worked in different countries under different situations
- I think the course is quite comprehensive.
- offer a course on evaluation of technical assistance
- The workshop programme needs to keep growing in variety and advancing levels of content to keep returnees on a knowledge growth path.
- Include more leadership and management issues for those who already have technical skills.
- There's a need to address evaluation topics oriented to the needs of the NGOs and the civil society work. The need to mainstream gender issues is also of high importance in evaluation, mostly for developmental programs in underdeveloped countries.

## **II – Delivery (12%)**

- Give opportunity to some IPDET participants to come back and share experiences with new graduates
- The course facilitators were very enthusiastic and good lecturers, especially the lecturer from Carleton University. However, not enough of the course was based on their specific specializations and experiences.
- I attended Participatory Evaluation, an area where I feel I have gained a significant experience. My expectancies were high. However the contents were really poor and the lectures demonstrated to be unable to adjust their contents to the actual audience.
- European experience and knowledge should be implanted in the curriculum. Better teaching methods or more diverse not only lower point presentations. Better accommodation
- More practical cases in each field
- improve the practical bit - the case studies were difficult to use and led to a lot of arguments about what was or wasn't meant by what sentence rather than applying the concepts learnt. I know from my own training that this is difficult to achieve, but I felt it was the least useful part of the course, yet practicing is usually the best part of learning.

## **III – Structure and Design (14%)**

- Workshops to take longer time. I.E: in depth discussion of workshop topics say "gender" in evaluation could take 2 days so that in one week one can attend a maximum of three workshops and a minimum of two to ensure in depth understanding.
- core program: to be longer so that more time is devoted to test the applications and to review and discuss the assignments work shop:1) to make them more independent from the internal WB experience; 2) to organize them in order to be able to follow a certain logic also across the streams and from one week to the second to fully profit from the participation to two week workshops
- The written documentation (especially the core course folders) needs to be improved. I found it to be mostly badly written and often badly organized. Somebody should edit it to bring it up to the verbal standards of those who have to read them.
- Use a broader range of examples beyond government and the Bank. Use NGO and other civil society examples and contexts.



- Find a way of accommodating other languages – lack of translation is a major limiting factor but I understand that it is too expensive to translate everything, but perhaps have the francophonie networks lead a session in French or find good francophone instructors and hold some of the sessions in French.
- Try and expand the profile of the instructors beyond North America – and beyond white males!  
From the perspective of a first time instructor – it would be good to have more opportunities for the instructors themselves to get together and exchange views as a group and to develop ideas to suggest for future sessions. They come in and out so quickly that it is hard to meet them and exchange ideas.
- the core program was general and this was expected, while the other 2 weeks (electives) was not arranged in way cover all my need. For that I was jumping from course to another according to my needs.
- The group exercise was very interesting as it enables participants to learn from each other. However, a lot of time was wasted on discussing what the exercise was about and where it should lead to, which could have been avoided if the course facilitators would have circulated around the groups during break-out times.
- It will be good if you can extend the length of the workshops

#### **IV – Targeting Audience (19%)**

- I would suggest that participants should be more homogeneous or that the program be organized for different types of audience at different times
- also, there are too many people at too many different levels of evaluation knowledge in the core course-perhaps think of having a beginner and advanced?
- There should be maybe training for beginners and for advanced participants.
- Certain workshops (not the core program) should be limited to experienced evaluators only (i.e., with a certain number of years of experience in leading or conducting an evaluation).
- Be more selective about the use of developing country scholarships to attend. Focus on sponsoring real evaluation practitioners, and less so the political appointment level. Or perhaps have a stream designed to influence political types (the 'Office of the President' types) and then other streams for more hand on practitioners. The mix of the two is sometimes frustrating.
- Generally, I think things are moving in the right direction. There was a tension in the needs and interests between small NGO types (like me) and senior UNDP, World Bank, USAID or national government types. Granted the theory is the same, but the practical applications and skills needed are really quite different. I think there's a lot to be said for having everybody from the grassroots up to national and international policymakers together in one place however. To the extent possible, I would have appreciated more exercises and practical applications but realize how difficult this can be.
- Need to split class participants in at least two levels, depending on academic background (research and/or M&E experience). The general course of the first two weeks of IPDET was of a too low and general level (e.g. module on presentation of results which focused on different kinds of charts rather than on new ideas for dissemination e.g. use of multimedia).
- First, create a brief version (Evaluation for development 101) and offer it to the busy Heads of reporting units of the development organisations

#### **V – Location (9%)**

- I would suggest to hold more advanced training on development evaluation for IPDET-1 participants and to organise in-country or in-region development evaluation courses.
- IPDET should be evaluated to a Diploma or Masters Program and offered as a professional course at established centres of excellence in evaluation.
- I would encourage such programs like IPDET to be carried out in developing countries and not in countries like Canada. More people from developing world would attend and participants would be dealing with actual examples (existing development projects).
- Overall program could be run with other universities policy research centres or institutes nearer to developing country participants
- Can there be regional IPDET Training?

## 6.5 Do you have any other comments on the impact of IPDET?

32 or 34% of survey respondents provided and answer to this question. They include:

- I. Positive feedback / Kudos – 47%
- II. Program content, delivery and targeting – 14%
- III. More Training Needed – 4%
- IV. Location – 19%
- V. General – 3%

### **I – Positive Feedback (46%)**

- Simply put - I am glad I was given the opportunity to attend.
- It is great the idea of belonging to a group sharing the same theoretical, practical problems and working in the field of development
- only congratulations !
- The impact of IPDET will be more evident after 3-5 years when its associated initiatives have matured to fruition
- Overall I was happy, although sometime I was familiar with the material having work experience.
- IPDET was overall excellent, in many ways.
- There is good facilitation of IPDET.
- Worth to be continued: there are not so many 'short' training on evaluation and with the workshops system it is possible to attend IPDET more than once.
- I think IPDET is a tremendous initiative that has filled a real need. I hope it continues to grow and prosper and reach even more people – particularly in developing regions. I have benefited enormously from being part of the IPDET family, and I look forward to staying in touch and attending more of the specialized sessions, and doing whatever I can to support and contribute to it's future development. Thank you for the opportunity to share my views!
- IPDET might be important in itself, being one of very few M&E courses around and should as such be supported. Furthermore, support for scholarships to participants from developing countries seem very valuable for evaluation capacity building in governments and civil society, both from donor and partner countries.
- The Impact Evaluation Workshop was really good. I learned a lot.
- It is a good course and need to be offered as a graduate formal course to earn more credibility
- Created for me a network of development evaluation professionals and gave me access to their knowledge and experience.
- IPDET as it is even without the various views has been a success.
- This course tremendously boosts the confidence and enthusiasm for those of us who are involved in evaluation or M&E as part of job responsibilities, within own organizations. This is very important, because sometimes the colleagues view these activities as burden/optional and costly. We need to get this "boost" of energy from IPDET to continue doing our jobs.
- Not to be missed.

### **II – Program content, delivery and targeting (14%)**

- It is better include field study program.
- However, a few negative experiences should be mentioned: IPDET should make sure that instructors/evaluators are also from the developing world
- One third of the instructors were not very good speakers or did not have the required background (seminar on PM&E was not worth our time and money)
- Evaluation has a lot to do with facilitation, persuasion and diplomatic skills: these courses could be offered in conjunction
- IPDET should continue this training program as this is very beneficial for development practitioners
- I think program is a good idea...perhaps need to have different "streams" for public sector, multilateral, NGOs (northern/southern) etc.

- There is need to design a course for those who manage evaluation. Please provide opportunities for senior evaluation people to exchange management issues and difficulties.

### **III – More Training Needed (4%)**

- Probably after 3-5 years, a follow-up refresher training for the graduates to further verify the usefulness of the course.
- The potential for IPDET is great and if it is able to encompass the wider reality of evaluations worldwide it will be richer. Variety, diversity and flexibility are necessary as well as a bottom-up approach, rather than the more dogmatic training received which left little place to alternatives
- There should be an option for allowing further opportunity to the IPDET'ers for refreshed their learning. As there were a series of workshop organized simultaneously, so it is not possible for a participant to attend all important workshop in a single offer.
- There are those of our colleagues in Africa working for government that are not yet supportive to evaluation. Can IPDET help to equip them to stimulate demand for evaluation and build local supply through locally organized workshop and seminars. Small competitive grants could be of help.

### **IV – Location (19%)**

- If so, there is a potential to replicate IPDET in Spanish universities through our Spanish Evaluation Society of which I am a member.
- Accommodation and food were very mediocre  
Basically, choose another location, another campus! Why not Boulder, where the NAROPA Institute holds the micro-credit seminars?
- I assume that the room and board conditions were improved from the first year (2001) when I attended. The food at Carleton University was horrible and the rooms were cold and dark.
- IPDET must continue and perhaps be decentralized so that we have two IPDETS in different continents per year
- I would much appreciate if we can have Arabic version of IPDET as many local organizations in the MER lack the language and funds to attend such good course. Moreover, evaluation is a cross cutting topic and the skills that IPDET gave are used in professional work not only in evaluation
- It may have been more equitable to hold it somewhere in Africa, Asia or Latin America given the costs of attendance for folks from those areas.
- Replication of IPDET program would create greater impact given the scarcity of there skills
- Yes, send everybody for the training - better still, decentralize and undertake, in collaboration with others, regional training. This would make it cheaper and therefore reach more people.

### **V – General (3%)**

- IPDET - for my colleagues and organisation - was but one summer week when others were on vacation and I was attending a course. It is very difficult both for them and for me to ascribe possible in long-lasting relationships as a particular effect of IPDET. This is of course a major problem in all impact evaluations, also in this one.
- There should have been follow-up of participants to assist with problems encountered at station.
- Evaluators need the support of the WBank if they have to be effective. Their reporting format has to change. Reporting to implementors nullifies the use.

APPENDIX C –  
**SUMMARY OF FIELD INTERVIEWS**

## **Introduction**

Fieldwork was undertaken in this evaluation:

- to supplement the survey data with more in-depth information from selected IPDET graduates, and
- where possible, to obtain validation from Colleagues and Managers on the impact of IPDET.

This report provides a summary of the information collected during in-person and telephone interviews. In total, the fieldwork included 32 interviews conducted in Kyrgyzstan, Egypt, Uganda, Canada and the USA with 22 IPDET PARTICIPANTS and 10 OTHER SOURCES. Numbers provided in brackets (below) reflect the frequency of mention of respective comments/responses.

## **I - Profile of Sources**

### **1. Please briefly describe your role, notably as it deals with development evaluation?**

#### **1-A IPDET Participants:**

Interviewees are involved in a wide range of roles with varying degrees of monitoring and evaluation responsibilities. The 22 interviewees come from 17 different organizations and included:

- 3 Evaluation Specialists or Officers, whose roles include the conduct, coordination and review of development evaluations,
- 2 Managers<sup>2</sup> of Evaluation programs, one in a government organization and one responsible for a non profit evaluation organization,
- 8 Program / Project Specialists or Officers, who are responsible for the design, management, monitoring and evaluation of development projects and programs in government departments, including aid departments and non profit aid / research-based organizations,
- 2 Managers of line program delivery, one in a Development Bank responsible for business development and one in a government department responsible for agricultural development,
- 3 Managers of central agency programs, two in Finance and one in Women's issues,
- 2 University Professors, who teach evaluation and are involved in government evaluation-related projects,
- 2 Program Specialists who indicated that their current work does not deal directly with development evaluation, one in financial management in a government department and one handling regional coordination issues in a Development Bank. Both of these individuals indicated that they held evaluation positions at the time they attended IPDET, and hope to move back into that work in future.

#### **1-B Other Sources:**

IPDET graduates were asked to identify sources who could comment on the benefits, consequences or impacts of IPDET. These 10 OTHER SOURCES (from 8 organizations) included:

- 2 Clients or Recipients of IPDET Graduates' evaluation services/efforts,
- 4 Colleagues and Associates,
- 4 Managers of IPDET graduates

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2 The term 'manager' is used here for any position, which directs a program and has authority over human, financial and physical resources. It includes position titles such as Director, Chief, Executive Director, etc.

The organizations represented in the field interviews included:

Kyrgyzstan – 2 Government Departments, a Development Bank, 2 Non profit organizations

Uganda - 3 Government Departments

Egypt – 2 Universities, 3 Non profit organizations and 1 Government Department

Canada – 1 Government Department and 1 Non profit organization

Washington – the World Bank

## **II - IPDET Relevance**

### **2. What specific development evaluation skills and knowledge are important for you / work in your area?**

IPDET participants tended to identify the skills and knowledge they required by explaining the types of evaluation challenges they face. These included:

- Understand M&E enough to build and manage it. This requires overall knowledge of M&E concepts, approach, as well as specific knowledge on the design and implementation of M&E systems in projects and programs. These interviewees indicated they needed a strategic or managerial view on what the function should contain and the nature of skills and knowledge that are required to have a competent M&E function (9)
- A need to analyze M&E information for the purposes of planning future projects, making management decisions on the allocation of resources across projects and on the quality of evaluation work done by others in projects (7)
- Fundamental and practical skills to devise and implement monitoring systems, as well as plan and conduct evaluations in development projects and programs (7)
- A requirement to make others understand M&E, including:
  - a) project beneficiaries, including those who form working groups for the implementation of projects in their communities (2)
  - b) potential clients, those who may 'buy' evaluation services (2)
  - c) university students (2)
  - d) government program managers and employees who need to use and request M&E services / approaches in the delivery of their services (3)
  - e) staff (4)

Two interviewees indicated that IPDET was their first exposure to development evaluation, as a discipline and that they were “*both amazed at the variation and challenges*” it involved as well as “*impressed by the comprehensiveness of this program*” to handle the breadth of concepts and approaches.

Two interviewees indicated they are not currently working in an area that requires specific evaluation expertise. However, both find the knowledge and analytical skills gained in the program to be helpful to how they approach and organize current work assignments.

OTHER SOURCES validated the range of development evaluation-related work cited by IPDET graduates. They also emphasized the “*marketing*” value of the program, in terms of IPDET not just teaching skills and knowledge, but also the importance of IPDET in “*putting evaluation on the horizon of program staff and recipient organizations.*”

### 3. **What were your objectives going into the program? Were these met?**<sup>3</sup>

IPDET participants indicated they attended the program to:

- understand the theory and approaches to evaluation (13)
- acquire practical skills needed to undertake this (3)
- enrich existing knowledge of evaluation theories and methodologies (5)
- be exposed to the academic side of this work (4)
- get the basics, as they were completely new to the function (3)
- validate what they have been doing in this area, had some basic knowledge, but needed a systematic approach (6)
- acquire specific skills related to gathering, analyzing and integrating consultations into development plans (1)
- learn what is new in the field, professional development (4)
- acquire information to enhance in academic curriculum (2)
- learn the World Bank approach (4)

The program was reported to be very successful in meeting the participants' objectives (21) and positive comments were provided on the length of the program and the good mix of practical cases and group work with lectures. Suggestions for program improvement are noted later in this summary report. One interviewee felt the program lacked sufficient focus on the private sector to meet his needs.

The most frequently mentioned rationale (21) for attending IPDET was the opportunity to interact, learn and exchange with others working in development evaluation. This aspect of the program was particularly praised, with descriptors such as "*fabulous*," "*amazed*," and "*incredible experience*."

IPDET participants pointed to the benefit of being exposed to the experiences of other regions of the world, notably "*countries where we have no contact*," and learning of the development work and development evaluation work being done there. "*I was amazed to learn the issues they face are the same as ours and hear how they approach the solutions.*"

Interviewees indicated they had benefited from the opportunity to network with others in the field and pointed to the usefulness of ongoing interactions, both through the IPDET list server and through the personal friendships formed.

### 4. **Does IPDET target the right skills and knowledge for development evaluation capacity building?**

Yes, the program contained the right information and topics and the overall experience has made him/her a strong advocate for the function within Government, in own organization/department, with clients and with project delivery personnel (20). Suggestions for changes are recorded later in this summary report (2).

Few OTHER SOURCES were familiar with the details of what the program contained. One Manager commented that he believed the program contained the right material, as evidenced by his employee's work and the information session done by the participant for colleagues upon his return - "*the program was well focussed and has proven to be beneficial to employee.*"

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3 Question 3 was posed only to the IPDET Graduates.

Three OTHER SOURCES held the dual role of being a Manager of IPDET graduates and of being involved in facilitating a portion of the program. While some suggestions for modification to the program were provided (and are recorded later in this report), the overall program is felt to be well thought out and providing comprehensive coverage of development monitoring and evaluation issues.

### **III - IPDET Impact**

#### **5. How has the program been of benefit in your / the IPDET Graduate's work?**

IPDET participants describe the following benefits from attending this program:

- Provided an understanding of the importance and need for M&E, including a better understanding of what it needs to contain and do, notably versus what currently exists (10)
- Understand the language of M&E, able to make the concepts understandable to others without M&E training and promote the use of M&E language in development work (12)
- Access the IPDET CD/materials regularly, drawing from it as a reference tool in ongoing work and using specific tools and techniques for the design and conduct of evaluation (11)
- Provided the foundation for developing a system of M&E in own department and in all projects (3)
- Has given him/her credibility (8), as exemplified through a recent promotion (2), selection for specific projects (3), success in bidding on projects (2), and being consulted by colleagues (4)
- Greater confidence (10)
- Energized about evaluation and has become a strong advocate for the function (10)
- Anticipated the exchange among participants would be valuable, but this aspect of IPDET exceeded expectations. It was extremely helpful to be exposed to other countries challenges and approaches and this network of contacts through out the world has been beneficial in bringing a larger perspective to domestic issues and challenges (5)
- Is now part of everyday work, even that which isn't labeled evaluation. Always looking to define and measure outcomes (5)

Specific, singular examples of IPDET benefits were:

- Prepared a business proposal to augment the evaluation function following attendance at IPDET 2 years ago. However, the department lost evaluation resources during a government-wide process of administrative reform and restructuring. Regardless, the Minister is highly supportive of the function and has recently drawn on this business case to re-instate the function. Confidence, expertise and the credibility from IPDET was instrumental in her ability to successfully lobby for the function and continue to be a strong advocate for evaluation in her department – *“to keep it alive in spite of resource cuts.”*
- Completed M&E frameworks for Science and Technology within the National PRSP.
- Developed a Manual of Guidelines for M&E, which is used by all of her project specialists. This has meant the standardization and institutionalization of monitoring across roughly 7 regions, 42 rural advisory offices and some 150 staff associated with these projects. Funding decisions within the Unit are linked to the measurement of project progress and results.
- Moved to a new role and is confident in the challenge of implementing a monitoring system in these projects. Has already been able to quote successes from projects (a women's cooperative now exporting abroad, a significant increase in tourists in a region, etc.) which have been favourably received by the donor and given the communities added confidence. Has also received positive feedback from donor/client on reports and reporting systems.
- Used knowledge in a \$1M, 4 year Rural Energy project, to assess the monitoring & evaluation components of 26 expressions of interest. Able to conceptualize what should be included and identify strong subm issions.
- Used IPDET to introduce a standard approach to M&E across geographic regions. After attending in 2002, brought 14 people from different offices to IPDET 2003 where they attended standard sessions and were also



able to meet as a group to work together applying the knowledge / skills to their jobs. Now have a designated role in each facility, common language, a strong peer network and the ability to aggregate results across regions.

Even in a non-evaluation position, the knowledge and skills from IPDET were cited as being useful. They allow work to be organized and framed in a manner, which allows for M&E, even if that is not the immediate objective (2).

OTHER SOURCES provided validation of these benefits for their respective contacts and did not have any additional benefits to add.

## **6. Can you identify and describe any impacts from IPDET at an organizational level?**

IPDET participants identified the following impacts at an organizational level:

- The M&E function in the Ministry is about to receive additional funding as a result of participant's advocating and business plan for training, technical assistance and defined functional responsibility.
- Workshops (full day or more) for colleagues within the organization have been done using IPDET materials (6)
- Information sessions, providing colleagues with highlights of the IPDET program, were done and have provided access to the IPDET materials (2)
- Have used materials extensively in a Phd level core course on Policy Analysis and Evaluation and in other university curriculum (2)
- The Policy and Planning Unit within the Ministry has used the IPDET materials and changes in the participants' program unit, to develop a performance monitoring system, including a new, streamlined data base (fewer and more strategic indicators) and results posted on their internal, Ministerial web site. It is being rolled out through presentations with all Ministry project leaders and technical assistants.
- IPDET provides the organization with additional credibility when bidding on projects (2).
- Established an evaluation unit in his organization and is a strong supporter of M&E in work being done with Finance on the next PRSP.

*None (7)*

Comments from OTHER SOURCES (2) suggested that impact may be too strong a word to use. Rather, it was suggested the program had a positive influence in raising the profile of evaluation and monitoring in development partner organizations and projects.

OTHER SOURCES also point out that one would expect the degree of impact at an organizational level to be less or even negligible in those environments where a fairly sophisticated development evaluation function already exists [industrialized countries] (3). Five other sources provided validation for impacts described by graduates.

## **7. Have any impacts reached outside of the organization? Please explain.**

A number of IPDET participants described how the program has reached outside their own organization.

- During IPDET, two participants conceived of and planned the creation of a non profit organization to provide development evaluation services and a third IPDET participant is currently employed as head of the organization (3).
- M&E initiatives within one line department have had a positive impact on the quality of their reporting to the Ministry of Finance and their ability to link financial reporting to project results. This was validated through an MOF OTHER SOURCE, who is promoting the use of such systems in place in other sectors' development reporting.

- Three IPDET graduates were asked by the Minister to spearhead a government-wide performance based management (PBM). The project started January 2003, in pilot form, and initial results are to presented to the Prime Minister in July 2004 (18 months). IPDET materials have been translated and augmented with local learning examples in providing "Train the Trainer sessions" for 21 Ministries. This Introductory training to planning, finance and administration units in each Ministry will be augmented with more advanced training over the next six months (3).
  - Represents her central agency/department on government wide Task Force (with Prime Ministers Office, Bureau of Statistics, Public Service & DFID) to look at M&E across the national government. Building on the PRSP to identify key national indicators and examine how existing systems can provide the required data and information.
  - "With the energy and enthusiasm IPDET provided" three IPDET graduates have established a national Evaluation Association. The Association has an approved Constitution, developed a marketing brochure and currently has 100 members. All three hold positions on the Board. There are plans to hold the first Annual General Meeting and planning session in the spring of 2004. They are also in the midst of working on a web site and building a members skills inventory (3).
  - IPDET is gaining a reputation, as reflected through inquiries received through the OED web site.
  - Hopes to undertake a feasibility study and pursue donor funding for an Evaluation Centre. Believes current evaluation is simplistic and activity based and not really getting at societal impact.
- No (9)

## **8. What challenges, constraints or barriers have you encountered / exist in applying the knowledge and skills acquired at IPDET?**

IPDET participants identified the following challenges:

- Lack of a common language and what monitoring really means within their respective working environments. "Everyone provides M&E, but their own understanding of what it is, which is not the same in each Ministry." (5)
  - Institutional resistance, where managers feel threatened by M&E. Results measurement is new to many of them and we need to build a greater comfort level with this. "The move from variance accounting to results based budgeting is a challenge" (3)
  - It will take time to see more M&E throughout government. At present it is primarily the donor community pushing for this kind of activity (3)
  - Overcoming existing misconceptions of M&E found in program delivery staff and management, notably on the monitoring side. There is an ongoing struggle to move away from activity and output counting to measuring real results and impacts. It requires more people having expertise (more training) – "The real potential value of evaluation is not being realized." (3)
  - Resource constraints and inability to fund evaluation efforts (2)
  - Role clarity and who is actually responsible for monitoring and evaluation (2)
  - Need a clear vision from central agencies for what is required nationally and how to effectively monitor and evaluate.
  - Time to dedicate to the role, as M&E is but one of her responsibilities
  - Having IPDET materials just in English has limited their distribution / dissemination. Would like to see the material translated and packaged for local delivery.
- None (7)

Six OTHER SOURCES could not speculate on the challenges faced in applying IPDET learnings and 4 indicated they believed the challenges include resource constraints, skill levels outside of those who have attended IPDET and the complexity of the work in developing contexts.

## 9. ***Were there any adverse effects, consequences or impacts?***

None - 21 IPDET participants and 5 other sources

Unknown - 5 other sources

One individual indicated that she had lost her position while away at IPDET training. Budget cuts resulted in the elimination of her position and she was unavailable to advocate on her own behalf.

## ***IV – Comments and Suggestions***

### ***10. Do you have any suggestions for changes to IPDET?***

The majority of interviewees did not have any suggestions for substantive changes to the IPDET curriculum (11).

Problems with logistical arrangements (housing and food) during the first year of the program were raised, but most indicated they had heard the program resolved these issues before the second offering (4).

Suggested changes to the overall program included:

- Ensure developing countries are represented in the facilitators and instructors, including possibly past participants (3)
- Provide translation services for verbal presentations
- Comments on specific facilitator, critical of delivery not topic or content
- Would be helpful to have a brief bio of other participants before or at the commencement of the program to help get to know who is there and can seek out people of like/particular interests
- Program was very focussed on development work relating to physical results, not strong on approaches to evaluating research
- Program was weak on gender issues, needs to be integrated through out the workshops
- Program needs more on evaluating technical assistance projects and on private sector role in development
- Program needs to evolve year over year to keep abreast of shifts in the development community – such as a focus on partnerships, PRSP, etc.
- Program should have provided more time for participant interaction and sharing, as opposed to lecture format. *“War stories are a very good way to learn and remember what you learned.”*
- Social agenda is too busy, need more time to work in groups and interact informally on specific sessions and exercises

**11. What other continued learning strategies would be helpful? Are there other ways in retrospect that IPDET could support ongoing learning?**

The IPDET list server is a good mechanism to help participants stay current, keep in touch and maintain a strong network (5). Do not post messages myself but find the ongoing flow of information and sources to be of interest and helpful (6).

More people need these skills and an understanding of M&E. It would be very helpful to have the program offered at a regional level, in local languages and less expensive to attend. Would like to see IPDET materials translated into other languages, that the program may be offered locally. Would like to see partnering with local education organizations to offer IPDET in regionally (4).

Strengthen National Evaluation Associations and their activities, including local training, resource centres and peer review mechanisms (2).

OTHER SOURCES indicated a need for greater availability of the training, including regional offerings, which could be geared for local environments and circumstances (4).

APPENDIX D –  
**PARTICIPANT PROFILE**

## Introduction

The following charts provide a profile of those attending IPDET in 2001 and 2002, compared to the distribution of responses to the IPDET survey. The 'attended IPDET' column was calculated using the participant demographic information from the core course, week 3 and week 4 of both 2001 and 2002.

## Personal Data

| Gender | Attended IPDET | Survey Responses |
|--------|----------------|------------------|
| Female | 49%            | 47%              |
| Male   | 51%            | 53%              |

| Education | Attended IPDET | Survey Responses |
|-----------|----------------|------------------|
| Bachelors | 11%            | 10%              |
| Masters   | 72%            | 79%              |
| Doctorate | 13%            | 11%              |
| Other     | 4%             | 0%               |

## Geographic Data

| Region                     | Attended IPDET |     | Survey Responses <sup>4</sup> |     |
|----------------------------|----------------|-----|-------------------------------|-----|
|                            | #              | %   | #                             | %   |
| Sub Sahara Africa          | 53             | 23% | 23                            | 26% |
| North Africa & Middle East | 9              | 4%  | 2                             | 2%  |
| Europe and Central Asia    | 58             | 25% | 23                            | 26% |
| East Asia & Pacific        | 21             | 9%  | 7                             | 8%  |
| South Asia                 | 14             | 6%  | 6                             | 7%  |
| Latin America & Caribbean  | 18             | 7%  | 6                             | 7%  |
| North America              | 63             | 26% | 20                            | 23% |

<sup>4</sup> There were 93 survey respondents but only 87 provided geographic identification.

| Country         | Attended IPDET | Survey responses |
|-----------------|----------------|------------------|
| Industrialized  | 38%            | 43%              |
| Developing      | 53%            | 44%              |
| Transitional    | 6%             | 6%               |
| No response     | 3%             | 6%               |
| Total (# and %) | 236 or 100%    | 93 or 100%       |

| Region / Country                   | Attended IPDET | Survey Responses |
|------------------------------------|----------------|------------------|
| <b>Sub Sahara Africa</b>           |                |                  |
| Cote D'Ivoire                      | 2              | 1                |
| Eritrea                            | 1              | 0                |
| Ghana                              | 9              | 2                |
| Kenya                              | 4              | 2                |
| Lesotho                            | 1              | 1                |
| Mauritania                         | 1              | 1                |
| Mozambique                         | 2              | 0                |
| Niger                              | 1              | 0                |
| Nigeria                            | 2              | 1                |
| Rwanda                             | 1              | 1                |
| Senegal                            | 3              | 1                |
| South Africa                       | 4              | 2                |
| Swaziland                          | 1              | 1                |
| Tanzania                           | 6              | 1                |
| Uganda                             | 11             | 7                |
| Zambia                             | 3              | 1                |
| Zimbabwe                           | 1              | 1                |
| <b>N. Africa &amp; Middle East</b> |                |                  |
| Iran                               | 1              | 0                |
| Egypt                              | 8              | 2                |
| <b>North America</b>               |                |                  |
| Canada                             | 27             | 8                |
| USA                                | 36             | 12               |

| Region / Country                 | Attended IPDET | Survey Responses |
|----------------------------------|----------------|------------------|
| <b>Europe &amp; Central Asia</b> |                |                  |
| Belgium                          | 2              | 0                |
| France                           | 5              | 2                |
| Germany                          | 4              | 1                |
| Greece                           | 1              | 1                |
| Italy                            | 6              | 3                |
| Netherlands                      | 8              | 2                |
| Norway                           | 2              | 2                |
| Portugal                         | 2              | 0                |
| Spain                            | 1              | 0                |
| Sweden                           | 1              | 0                |
| Switzerland                      | 5              | 4                |
| UK                               | 3              | 2                |
| Albania                          | 6              | 1                |
| Kosovo                           | 1              | 0                |
| Slovakia                         | 1              | 0                |
| Kyrgyz Republic                  | 6              | 5                |
| Russia                           | 3              | 0                |
| Tajikistan                       | 1              | 0                |
| <b>South Asia</b>                |                |                  |
| Bangladesh                       | 4              | 2                |
| India                            | 6              | 2                |
| Pakistan                         | 3              | 2                |
| Sri Lanka                        | 1              | 0                |

| Region / Country                     | Attended IPDET | Survey Response | Region / Country               | Attended IPDET | Survey Response |
|--------------------------------------|----------------|-----------------|--------------------------------|----------------|-----------------|
| <b>Latin America &amp; Caribbean</b> |                |                 | <b>East Asia &amp; Pacific</b> |                |                 |
| Costa Rica                           | 1              | 1               | Cambodia                       | 1              | 1               |
| Honduras                             | 3              | 1               | China                          | 1              | 1               |
| Nicaragua                            | 1              | 0               | East Timor                     | 1              | 1               |
| St. Vincent/Grenadines               | 2              | 1               | Japan                          | 12             | 4               |
| Trinidad & Tobago                    | 1              | 0               | Mongolia                       | 1              | 0               |
| Bolivia                              | 1              | 1               | Myanmar                        | 1              | 0               |
| Columbia                             | 1              | 1               | Philippines                    | 2              | 0               |
| Ecuador                              | 1              | 0               | Vietnam                        | 2              | 0               |
| Peru                                 | 2              | 1               |                                |                |                 |
| Surinam                              | 4              | 0               |                                |                |                 |
| Venezuela                            | 1              | 0               |                                |                |                 |

### **Organization and Function:**

| Organization                | Attended IPDET | Survey Responses |
|-----------------------------|----------------|------------------|
| Bilateral dev agency        | 11%            | 5%               |
| Government                  | 31%            | 22%              |
| Multi-lateral dev agency    | 23%            | 39%              |
| Private Sector              | 7%             | 8%               |
| NGO                         | 14%            | 17%              |
| University                  | 3%             | 4%               |
| Evaluation / Research Inst. | 3%             | 4%               |
| Other                       | 8%             | 1%               |

Comparisons cannot be made between the population and survey sample in 'primary function' due to an error in survey design. IPDET participants are allowed to choose all of the functions that apply to their work when completing the level I questionnaires. The survey was constructed to permit only one response - 'what best describes your role at the time you attended IPDET.'

| Primary Function (Multiple functions p/respondent) | Attended IPDET |
|--|----------------|
| Design and conduct evaluation                      | 49%            |
| Manage the design and conduct of evaluation        | 48%            |
| Request evaluation services                        | 31%            |
| Use evaluation results for program improvement     | 41%            |
| Use evaluation results for policy making           | 33%            |
| Teach evaluation theory and methods                | 14%            |
| Other primary function                             | 7%             |



| Primary Function (Single function p/respondent) | Survey Responses |
|---|------------------|
| Design and conduct evaluation                   | 25%              |
| Manage the design and conduct of evaluation     | 24%              |
| Request evaluation services                     | 7%               |
| Use evaluation results for program improvement  | 13%              |
| Use evaluation results for policy making        | 8%               |
| Teach evaluation theory and methods             | 5%               |
| Other primary function                          | 18%              |

### Survey Representation

- Survey respondents are representative of the population in gender, level of education and region.
- Comfort levels are reduced with the representation by attendance year. IPDET I graduates are under represented by -7%, some of which would be expected in a survey due to the length of time between the evaluation and the actual program. It is reasonable to expect a stronger response from those who have attended more recently.

| Cohort          | Attended IPDET | Survey Responses <sup>5</sup> |
|-----------------|----------------|-------------------------------|
| IPDET I - 2001  | 42%            | 35%                           |
| IPDET II - 2002 | 58%            | 62%                           |

- Survey respondents are almost evenly split between developing and industrialized countries. This results in industrialized countries being over represented by 5% and developing countries under represented by -9%, relative to the population. However, there is also a larger number (+3%) who did not identify their country.
- Government organizations are under represented (by -9%) and multi lateral development organizations are over represented (by +16%) in the survey responses.
- Due to an error in survey design, the primary function of the survey respondents cannot be compared to that obtained in level I questionnaires post program.

<sup>5</sup> Does not total 100% as 2% did not reply to this question and 1% attended in all three years (2001-2003).