International Program for Development Evaluation Training
IPDET

Evaluation of Program Impact
(Volume 1: Main Report)

Prepared by:

J. Bradley Cousins
Catherine E. Elliott
with
Nathalie Gilbert

University of Ottawa

October 2010

Prepared for:
Independent Evaluation Group, World Bank
&
Faculty of Public Affairs, Carleton University

EXECUTIVE SUMMARY

EVALUATION PURPOSE

The International Program for Development Evaluation Training (IPDET) has been offered annually since 2000. As the program marks its 10th anniversary, IPDET has commissioned this evaluation of program impact to assess whether the program is meeting its objectives and to track the longer-term effects of training once participants return to their place of work. Effects include the degree to which knowledge transfer has occurred, the possible organizational impacts of IPDET, and the mediating effects of organizational context in the participants' home environments. This evaluation study represents the second study of its kind, an impact evaluation having being conducted by Buchanan (2004)[1]. Buchanan demonstrated a strong fit between training content and information needs in the workplace; almost all respondents (97%) reported that they applied their new skills and knowledge in their work.

BACKGROUND and CONTEXT

Sponsored by the Independent Evaluation Group (IEG) of the World Bank in conjunction with the Carleton University, (Faculty of Public Affairs), IPDET has gained an international reputation in the field of development evaluation over the last 10 years. During this period, it has attracted approximately 2,000 participants from over 125 countries. The participants are a diverse group of evaluation managers and officers, project officers, economists, social science analysts and researchers, trainers and professors, independent consultants and staff from private sector management firms; and they come from diverse organizations - bilateral and multilateral aid organizations, government ministries and agencies, think tanks and universities, non-profits and foundations. Nonetheless, they share a common bond, an interest in learning more about more about the evaluation of development interventions.

The design of IPDET allows for flexibility in programming and helps to build upon diversity of the participants. Held on campus at Carleton University, (Ottawa, Canada) during the summer months of June/July, it provides a residential setting for all attendees. The program consists of a two-week Core Course followed by a set of workshops in Week 3 and 4. Candidates may choose to participate in only the Core program, Week 3 or Week 4 workshops, or they may elect to complete all or some program components sequentially. Many candidates have completed all components over two or more years.

[1] In keeping with its program philosophy, IPDET is heavily evaluated. Each year, it is evaluated using a common framework. Findings are carefully considered in terms of continuous improvement; and numerous changes have been introduced as a result (see, for example, Trumpower, 2009). A tracer study was conducted in 2005 by the International Development Research Centre (IDRC) and found that IPDET is "an effective way for IDRC partners and staff to build their evaluation capacity". Refer to the IPDET website for a copy of these studies and Buchanan's prior impact evaluation: http://www.ipdet.org/page.aspx?pageId=downloads .

EVALUATION QUESTIONS

Through consultation with IPDET management the following set of evaluation questions were agreed:

1. To what extent has IPDET met its objectives of (a) knowledge and skill development and (b) networking with others in the broader evaluation community?
2. To what extent are IPDET clients able to apply learned knowledge and skill in the context of ongoing evaluation work in their home workplace?
3. What features of IPDET (e.g., core course, workshops, listserv network) do IPDET participants consider most important to its potential impact?
4. To what extent is the transfer of knowledge and skill to the home context mediated by contextual factors? Which factors and conditions are most powerful in explaining successful application of knowledge and skill?
5. To what extent has IPDET had an impact on the organizations to which clients belong? What sorts of effects can be attributed to IPDET?

A non-comparative, retrospective design was employed, using multiple lines of evidence. Two primary sources were an on-line questionnaire survey of IPDET alumni who had attended IPDET since its inception (achieved N=230) and a multiple case study that involved two organizational cases (located in Ottawa and Geneva) and three country-level cases (Botswana, China, Sri Lanka). Cases were selected on the basis of an expectation for demonstrable IPDET contribution to evaluation capacity building (ECB) or evaluation community building. Content analyses were done of two secondary data sources to augment the findings which included: email communications to IPDET (solicited and unsolicited) from alumni; and a recent six-month sample of IPDET listserv traffic.

The strength of this approach was the degree to which data could be triangulated across different data sources (alumni, program key informants, members of evaluation community), and methods (case studies, on-line survey, content analysis of documents and listserv and email correspondence). Limitations of the approach included the retrospective nature of the data, (some alumni had participated up to 10 years ago), and the degree to which program changes had already been implemented and would therefore have affected participants' perceptions.

FINDINGS

Overall, the evidence showed that IPDET is considered by alumni to be a very effective program for providing foundational training in development evaluation. For experienced participants, many mentioned that they had attended thematic workshops rather than the core program and they felt that these in-depth workshops offered an excellent learning opportunity to focus on specialized topics with smaller classrooms and expert instructors in their areas of interest (e.g., environmental sustainability, evaluating HIV/AIDS). One of the top benefits identified across all participants is the degree to which IPDET helps them develop an

international network and fosters a sense of community among fellow participants. More detailed findings, by evaluation question, are highlighted below.

Knowledge and Skill Development: Survey data showed that most participants are very satisfied with IPDET in terms of their knowledge and skill acquisition (e.g., 86% agreed or strongly agreed that IPDET "increased" or "upgraded" their current "level of M&E knowledge and skills"). The strong majority of survey respondents indicated that IPDET had met its other six other training objectives as well (five related to skill and knowledge acquisition; two related to networking). This result was confirmed by the email data and case study results. In general, training participants indicated that they were satisfied with knowledge and skill development at IPDET or related training opportunities such as SHIPDET. Many participants agreed that IPDET curricula provided an excellent foundation in monitoring and evaluation (M&E), that specialized workshops were available for those who are more experienced and/or need more focused content, and that more advanced training opportunities are also of interest (sometimes of high interest).

Networking: All sources of data provided insight into the extent to which IPDET's post-training networking objectives were being met. In general, participants indicated that training provided excellent opportunities to connect with colleagues from other countries and to develop networks that endured well after training. Subsequent professional development opportunities such as conferences and association membership (e.g., IDEAS) were also helpful in this regard. Converging data sources suggest that the IPDET listserv keeps members feeling connected, although they do not necessarily actively engage in discussions or use the medium for problem solving. Participants continue to feel supported after they have left the course; and one of the prime benefits realized from IPDET is the development of a global network and being part of a global community (e.g., 85% agreed or strongly agreed that IPDET helped them "meet people from around the globe who are engaged in development M&E"; and 80% agreed or strongly agreed that IPDET helped them develop their "networks for future collaboration and knowledge sharing"). Another aspect of networking which was identified by case study participants was the development of local connections among IPDET alumni and other members of bourgeoning evaluation communities. While such findings were evident in some jurisdictions, the case studies revealed that this was a challenge in other locations where evaluation is still in its infancy.

Knowledge and Skill Transfer: Questionnaire survey data revealed that, in their home environment, participants most commonly perform evaluation designs which are primarily non-comparative and retrospective, sometimes making use of multiple lines of evidence. More sophisticated and/or technical techniques of monitoring and evaluation (M&E) are used less frequently in their home environments, a finding that was corroborated by the case study evidence. Many IDPET alumni are not directly involved in doing evaluation; accordingly, their learning objectives were more grounded in developing conceptual understanding for oversight or management purposes. There were reports of IPDET training experiences being excellent opportunities to develop foundational knowledge about M&E but it is difficult to ascertain the extent to which the transfer of such knowledge to work practice was taking place. However, IPDET participants felt that the IPDET training instilled them with greater confidence to advocate for M&E systems and to build greater evaluation capacity within their organizations.

Features of IPDET: Although this question was not explicitly addressed in the questionnaire survey, listserv or email communication data streams and case study evidence provided some insights into what features of IPDET (e.g., core course, workshops, listserv network) had the greatest impact. Of course, the quality of the information depended on how recently participants had undergone IPDET training (memory for specifics, such as the names of workshops attended was variable). Yet, favourable perceptions of certain IDPET features surfaced regularly: the practical nature of training activities, the use of case studies, small group activities, and the content focus of selected workshops. Several commented on the quality of resource materials used to support training including textbooks and PowerPoint slide collections.

Mediating Effects of Context: Both case study results and survey results provided insights into the mediating role of context. While the questionnaire data focused on the mediation of knowledge and skill transfer, the conversation expanded in case studies to include considerations for developing local evaluation capacity and evaluation communities. In general, the questionnaire survey results indicate that contextual factors helped slightly more than hindered in the application of new M&E knowledge and skills: organizational policies, collegial and supervisor support were the strongest in terms of "helping" alumni in applying their M&E skills in their own workplaces. The importance of senior management support and the local impetus for developing M&E capacity also surfaced in case study data and email communication. Mediating variables that worked against transfer included limited resources, lack of staff, limited time to devote to M&E due to competing commitments, lack of support from management, and a lack of trained people within the organization who can assist them in championing the cause. Many commented that they felt quite "alone" in advocating the benefits of M&E.

Organizational Impact of IPDET: The last evaluation question related to the organizational capacity to *do* and *use* evaluation as well as IPDET's direct and indirect contributions in fostering such capacity. The overall survey results show that there is a moderate self-reported capacity to *do* evaluation primarily related to reporting and accountability demands. Ranked much lower were the availability of incentives, rewards, and a culture of learning. For some respondents, using the M&E skills and knowledge that they had learned through IPDET provided them with the opportunity to become agents of change or "M&E champions" within their organization.

In many contexts, capacity for M&E remains at an early point of development as organizations and governments struggle to develop and implement results-based management (RBM) systems and governance structures. That being said, the capacity to *use* evaluation will remain highly underdeveloped until M&E is more routinely integrated into organizational cultures. Some evidence of organizational use of evaluation surfaced in a limited way (e.g., reporting, strategic planning, decision making).

CONCLUSIONS AND ISSUES FOR CONSIDERATION

The report provides conclusions and recommendations emerging from the data and issues for consideration by IPDET management. Four main conclusions were reached with overarching recommendations for each. We then presented issues for consideration by IPDET management. We see these issues as fodder for ongoing deliberation and dialogue among IPDET management and sponsors.

Conclusion 1: IPDET is a very successful program that is unparalleled in its ability to develop introductory/ foundational knowledge and skill in development evaluation.

Issue for Consideration 1: Seek additional ways to transfer of knowledge and skill through ongoing curriculum development.

IPDET routinely engages in ongoing curriculum development and renewal, mostly based on evaluative input. To enhance understanding of theory in practical terms, such processes might be augmented in a variety of ways such as: establish an international advisory panel; take advantage of alumni as a curriculum resource; draw from listserv interactions; and require action assignments. New continuing education options may be considered in the longer-term framework.

Conclusion 2: Networking is essential to building local evaluation capacity and a global evaluation community.

Issue for Consideration 2: Promote more active and substantial post-training dialogue and interaction among alumni.

Our data underscore the value of local and global networking. We suggest that IPDET continues with current listserv management practice, but for the longer term, institute weekly broadcasts to alumni; establishes an on-line platform for interactive networking; and develops mentoring options.

Conclusion 3: Recognizing, understanding and even influencing contextual conditions for ECB are difficult problems to which attention should be paid.

Issue for Consideration 3: Increase the capacity to *do* and *use* M&E within the local context.

That context matters in the mediation of learned evaluation knowledge and skill transfer is an important conclusion emerging from the findings. The potential for IPDET to influence context will be limited, yet we believe some action can be taken in this regard. We suggest that IPDET management: support the CLEAR initiative (e.g., help to inform the training aspect); augment its organizational / supervisory intake; and to the extent possible continue to participate in regional conferences. In the longer term consideration should be given to the development of: a database of relevant contextual factors; and a knowledge transfer coach program.

Conclusion 4: Organizational support structures matter for M&E capacity building.

Issue for Consideration 4: Identify strategies for improving organizational support

While we observed considerable transfer of evaluation knowledge and skill to practice evidence concerning the actual use of evaluation by decision- and policy makers was weak. Further, we

note the strong mediating role played by supervisors and organizational leaders in enabling evaluation capacity building. We suggest continuing to seek opportunities to involve alumni as IPDET instructors. For the longer term we suggest: promote professional development for leaders (e.g., one-day sessions on evaluation and its potential impact); and enhance utilization considerations in the IPDET curriculum.

Table of Contents

LIST OF APPENDICES

LIST OF ACRONYMS

AEA	American Evaluation Association
AfDB	African Development Bank
AsDB	Asian Development Bank
AFDC	China's Asia-Pacific Finance Development Center
CLEAR	Centers for Learning on Evaluation and Results
CES	Canadian Evaluation Society
CIDA	Canadian International Development Agency
CUEE	Canada's Consortium of Universities for Evaluation Education
DfID	United Kingdom's Department for International Development
ECB	Evaluation capacity building
GICHD	Geneva International Center for Humanitarian De-Mining
IDB	Inter-American Development Bank
M&E	Monitoring and evaluation
IDRC	Canada's International Development Research Centre
IPDET	International Program for Development Evaluation Training
MoF	Ministry of Finance, People's Republic of China
PM	Performance management
RBM	Results-based management
SHIPDET	Shanghai International Program for Development Evaluation Training
SIDA	Swedish International Development Cooperation Agency
UNFPA	United Nations Population Fund
WB	World Bank

PREFACE

This report is presented in two volumes with the main evaluation report appearing in Volume I. Findings appearing in the main report have been integrated across sources of data and have been streamlined for economy of presentation. Four distinct sources of data contributed to the evaluation findings. Two of these sources – on-line survey of IPDET alumni and multiple case study – are primary and provide the central focus for responses to the evaluation questions guiding the inquiry. The other two sources – email communications and IPDET listserv exchanges – are complementary; they help to augment understanding and interpretation.

More detailed presentations of the findings can be found in Appendix C of Volume I, first summarized by source of data and second, presented as a detailed synthesis of findings integrated across data sources. These appendices are intended for readers who desire a richer, more elaborated treatment of the findings across sources.

One primary source of evidence, the multiple case study, is based on five separate case reports, each being rich in detail and highly illuminating of IDPET effects in a variety of evaluation community contexts. The five case study reports are presented in Volume II as a separate compendium. Interested readers may consult Volume II for detailed description of case study contexts and methods and a rich presentation of case-level findings.

BACKGROUND

The International Program for Development Evaluation Training (IPDET) has been offered annually since 2000. The program is a unique collaboration sponsored by the Independent Evaluation Group of the World Bank in conjunction with the Faculty of Public Affairs, Carleton University and was created in response to the growing demand for quality monitoring and evaluation of development interventions. In 2009, it attracted over 200 candidates from 79 countries in industrialized and developing regions around the globe (Trumpower, 2009). In 2010 IPDET marks its 10th anniversary. Over the 10-year life history of the program IPDET has offered a rich learning opportunity to nearly 2,000 participants from about 125 countries; this number is at least doubled if those participating in shorter regional training are also included. All have the common interest of learning more about the evaluation of development interventions. They are a diverse group of evaluation managers and evaluation officers, project officers, economists, social science analysts and researchers, trainers and professors, independent consultants and staff from private sector management firms. Participants and instructors come from bilateral and multilateral aid organizations, government ministries and agencies, think tanks and universities, non-profits and foundations. Some come with colleagues, some alone and some are new to evaluation, some have done evaluation for years but with little formal training and some have years of experience in evaluation and have had training in this area. Participants come from developing and developed countries with about 25-30 percent receiving scholarship support.

IPDET is held on campus at Carleton University, Ottawa, Canada during the months of June/July, and has been evaluated annually using a common framework since 2002 (see, e.g., Trumpower, 2009). The program consists of a two-week core program which is a basic but comprehensive overview of development evaluation. Some participants follow the core program in Week 3 and 4 with free standing workshops where they are able to customize their program based on their individual interest and to go more in-depth on specific evaluation topics such as designing impact evaluations under constraint, evaluation with hidden and marginal populations, qualitative methods and analysis for development evaluation and participatory monitoring and evaluation. Workshops have generally been from one and a half to three days in duration and have been intended always to offer continuing professional education in development evaluation. IPDET's developers and co-directors are the main instructors for the core and efforts are made to get the best available world instructors for workshops.

Candidates may choose to participate in only the Core program, Week 3 or Week 4 workshops, or they may elect to complete all or some program components sequentially. Many candidates have completed all components over two or more years.

The key learning objectives for IPDET are to:

1. Develop basic knowledge of development evaluation concepts, processes, and methods;
2. Increase or upgrade current depth or level of evaluation knowledge and skills;

3. Enhance specific skills in designing and conducting evaluations of development programs;
4. Meet people from around the globe, who are engaged in development evaluation; and
5. Develop networks for future collaboration and knowledge sharing.

In the last two years, IPDET participants are able to apply for a Diploma Program in Public Policy and Evaluation from Carleton University's School of Public Administration. This may be attractive to candidates for at least two reasons. First, half of the needed credits for the Diploma may be covered off by taking all 4 weeks of IPDET and satisfactorily completing additional assignments; distance learning courses (some still being developed) are intended to be available to cover the other half. Second, typically 85 percent of IPDET participants have graduate degrees and a specialized graduate Diploma may have much more appeal than an additional Masters degree.

IPDET is a heavily evaluated program. An annual evaluation of IPDET assesses immediate satisfaction with the learning experience as well as growth in knowledge about development evaluation. In addition to serving important accountability requirements this evaluation is useful for ongoing review and reflection, and incremental adjustments to the program. The program has evolved over the years as a result of evaluative feedback. Some examples of changes are a greater emphasis on small group work, involving IPDET alumni as instructors, the development and publication of a resource book (Morra Imas & Rist, 2009), round table sessions and so forth. Evaluation is also used by IPDET management to recruit donor agencies to support a scholarship program that is essential in providing opportunities for many candidates from developing countries to participate in IPDET.

Development Evaluation Context

A special forum published by the *American Journal of Evaluation* and introduced by Carden (2010) provides an excellent overview of contemporary issues in development evaluation. The centerpiece of the forum is an article by Hay (2010) on evaluation field building in South Asia, followed by commentary by several knowledgeable contributors. Several of the themes that emerged echo those of prior contributors. Several have direct relevance to the context in which IPDET training outcomes are to be realized.

In the past, evaluation has been primarily *donor-driven and project-based*. As there has been a move towards donor partnerships, sector-wide approaches (SWAPs) and broader conceptions of development assistance, (i.e., a consideration of trade, investment and other economic social activities in the development process). As Hay (2010) notes, while there appears to be considerable enthusiasm and interest in evaluation in South Asia this may in fact reflect largely donor interests.

Carden (2010, 2007) identified what he sees as the "real evaluation gap"; the lack of focus on *supporting evaluation as a profession* in developing countries including interests in training, research and practice. With an emphasis on donor interests in evaluation, capacity building may

be constrained to a project-by-project focus. The call to avoid the "project trap" and to broaden the scope of focus to at least organizational impacts of evaluation (Lusthaus, Adrien, Anderson, Carden & Montalvan, 2002; Sridharan & de Silva, 2010) is entirely consistent with Mayne and Rist's (2006) counsel for the field to broaden scope from specific evaluation studies to streams of evaluation evidence generated over time. According to Hay (2010) there also needs to be an *emphasis on utilization*. In many cases evaluation data have been used (at best) only by donors for accountability purposes, not by local decision-makers or citizens. There is a need to broaden evaluation utilization to multiple users, in addition to donors and government.

Movement away from donor-driven evaluation has led to a growing interest in broader issues of development effectiveness and a *greater range of evaluation approaches* (Conlin & Stirrat, 2008). In some cases, older, traditionalistic methods are not appropriate. However, as some authors have noted, many developing countries are not open to new methodologies; and decision makers and policy makers may not view other types of evidence as "legitimate" (focused on more traditional, empiricist methods). There is also a need to encourage and support critique and dissent – a need for pluralistic approaches, not just orthodox evaluation models. (Bonbright et al., 2009; Hay, 2010). The learning function of evaluation should be privileged if M&E is to be sustainable in the development context.

Finally, *country-level demand for evaluation* is considered by Mackay (2002) to be a key component for ECB and of the effective transfer of M&E knowledge from training to the workplace. Key stakeholders in the country must be convinced of the merits of M&E in order for it to be successful. This is an enduring theme for all development efforts. Those who come back from training can become champions for M&E, but only if there is an *appetite and receptivity* for M&E. Otherwise, they may be "lone wolves". According to the Mackay, this demand has been easier to create in the poorer economies:

> … it appears to be much more difficult to persuade middle-income countries in East Asia or Eastern Europe or Latin America about the merits of M&E. These countries are often fairly self-confident about their systems of governance…" (2002, p. 85).

We would add from our own research (Cousins, Goh & Clark, 2005) that creating such a demand is likely to be easier said than done; having decision and policy makers, through a combination of pressure and support, experience the successful use of evaluation may be essential to sustainability.

The foregoing themes in the development evaluation context have direct relevance for IPDET program management as well as expectations for and the scope of desired training outcomes. They suggest that concern for impact of ECB at the organizational, if not community level, is an important consideration. The emphasis on understanding the context for the realization of training outcomes is underscored.

Program Scope and Interests

After some initial start up monies from the World Band (WB), IPDET became in large part self-financed. The program maintains a formal association with the WB which provides funding for the co-directors, contributors/instructors for workshops, and sends staff each year for training. IPDET faces a market test each year and the WB relationship is important for marketing the program and for securing funds for donor sponsorships which are critical for the program. Over the years, funds for scholarships have been contributed by several donor agencies such as Canadian International Development Agency (CIDA), Swedish International Development Cooperation Agency (SIDA), the United Kingdom's Department for International Development (DfID), the United Nations Population Fund (UNFPA) and several others.

Over the past years, IPDET also has worked with other organizations on the development of regional training initiatives in development evaluation. For example, sponsored by the WB in partnership with the Government of China (Ministry of Finance – MoF), Asian Development Bank (AsDB) and the Asia-Pacific Finance Development Center (AFDC), The Shanghai International Program for Development Evaluation Training (SHIPDET) was developed and implemented in 2007 as a regional offering. SHIPDET is offered twice per year (fall and spring) to international (mostly Asian, some African) participants and Chinese nationals, respectively. The program has been led by IPDET core faculty with support from AsDB and various Chinese officials serving as instructors and workshop leaders.

IPDET co-directors have also been involved in partnering many in-country mini-IPDET training programs in a variety of regions, such as Asia and Eastern Europe, as well as countries. Mini-IPDETs are also instructed by core IPDET faculty, sometimes in collaboration with a local trainer or training institution, and were developed in response to evaluation feedback. Generally, the costs of instruction and organization need to be covered by sponsors of the event. For example, IPDET has collaborated with the Geneva International Center for Humanitarian De-mining (GICHD) and other regional partners to offer training in Bangkok, Tbilisi and Ljubljana. Mini-IPDETs are generally 5-day offerings of the core IPDET program.

Through its association with the WB, IPDET has interests in a new initiative to establish regional centers of evaluation excellence around the globe. The initiative, called regional Centers for Learning on Evaluation and Results (CLEAR)[2] is a new global initiative to help developing countries strengthen their capacities in M&E and performance management (PM). The initiative is being supported by the African Development Bank (AfDB), the AsDB, Inter-American Development Bank (IDB), SIDA, DfID and the WB. It responds to increasing government demands for applied M&E and Performance Management (PM) capacity-building support and to the current limited availability of relevant services in most international development jurisdictions.

[2] For more information see http://www.worldbank.org/ieg/clear/aboutCLEAR.pdf

Finally, Carleton University has an interest in building evaluation expertise in Canada and internationally as demonstrated by its commitment to the Graduate Diploma. Carleton is one of 11 founding members of the Canadian Consortium of Universities for Evaluation Education (CUEE), which was formed in 2008 and has a mandate to make quality graduate education in evaluation widely accessible. Carleton has in interest in developing graduate degree programs in evaluation but has no specific plan at this time for starting one.

Evaluating the Effects of IPDET

For many within the evaluation community, 'impact evaluation' has come to imply traditionalistic social sciences approaches and designs to understanding program consequences. As do many others, we use the term in a broader sense. Our interest is in exploring program effects (direct, indirect, contributory) but we acknowledge and accept existence of a variety of different alternatives ways of doing this.

Since its inception in 2000, one impact evaluation of IPDET has been conducted (Buchanan, 2004). This independent evaluation examined the effects of IPDET on individuals, on work and on organizations (and beyond). The evaluation demonstrated a strong "fit between the program, the job and strategic contexts" (p. 12): over 90% of respondents found the content of IPDET relevant to their work and that the selection of workshops met their needs. Almost all respondents (97%) reported that they applied their new skills and knowledge in their work.

An evaluation of IPDET effects at this time is useful to IPDET management for accountability and donor support. Additionally, such an evaluation can provide insights and deepen understanding about the nature and scope of effects arising from participation in the program. This information is valuable to IPDET management for ongoing planning. Given that the last such evaluation was completed five years ago, IPDET management sought to sponsor a second inquiry into the broader effects of the program. The present evaluation seeks to add value to the approach taken by Buchanan (2004) by examining directly local evaluation community building and looking into possible longer term effects of IPDET. It targets selected regions and locations where such community building has been likely to occur with some input or involvement of IPDET. It also looks closely at selected partnerships that IPDET has developed in the past few years and assesses their implications for ongoing evaluation capacity building (ECB). We now turn to the identification of specific evaluation questions that guide this evaluation.

EVALUATION QUESTIONS

The primary evaluation questions to guide the inquiry were developed in consultation with IPDET management and were tailored to their expressed information needs. The agreed questions are as follows:

1. To what extent has IPDET met its objectives of (a) knowledge and skill development and (b) networking with others in the broader evaluation community?

2. To what extent are IPDET clients able to apply learned knowledge and skill in the context of ongoing evaluation work in their home workplace?
3. What features of IPDET (e.g., core course, workshops, listserv network) do IPDET participants consider most important to its potential impact?
4. To what extent is the transfer of knowledge and skill to the home context mediated by contextual factors? Which factors and conditions are most powerful in explaining successful application of knowledge and skill?
5. To what extent has IPDET had an impact on the organizations to which clients belong? What sorts of effects can be attributed to IPDET?

Responses to these questions will help to meet the information needs of IPDET management and offer insight into the effects of the program and implications for ongoing planning and delivery.

CONCEPTUAL FRAMEWORK

The longstanding and useful outcome framework for the evaluation of training developed by Kirkpatrick (1959, 1994) provides a basic roadmap for investigating training impact. This classic framework conceptualizes four levels of impact as (1) satisfaction, (2) learning, (3) transfer of learning and (4) impact on organizations. Yet the framework fails to adequately address contextual variation associated with the home workplace of trainees. A more recently developed framework developed by Guskey (2000) helps to ensure that context is assessed and that training impact on individuals and organizations are addressed in the light of such contextual variations.

Guskey's framework was developed within the domain of professional development in the k-12 education sector and therefore his ultimate level is impact on student learning, the goal of all district educational organizations. Yet this conceptualization can be easily adapted to the present context according to the following levels:

1. Satisfaction (enjoyment of the learning activity and the extent to which it met perceived needs)
2. Learning (skill and knowledge development)
3. Context (the receptivity or conduciveness of the workplace to the intended skill and knowledge transfer)
4. Transfer (the transfer of individually learned knowledge and skill to the workplace as facilitated or inhibited by contextual factors)
5. Impact (group, organizational and community effects of individual transfer of knowledge and skill).

Of primary interest in the present study are levels 3 through 5 (context, transfer, and impact). The most distinguishing characteristic of Guskey's (2000) approach is the attention to *context*. To that end he suggests examining several potentially influential dimensions and factors. Adapted to the present context these would be:

- Organizational policies (in relation to evaluation as a source of information and knowledge);
- Provision of time (to adequately implement evaluation);
- Collegial support (in carrying out the evaluation);
- Resources (availability in terms of human and fiscal resources);
- Protection from intrusions/allocation of time (minimization of competing demands on those charged with doing evaluation);
- Openness to experimentation (organizational cultural readiness for evaluation);
- Supervisory leadership and support (facilitative support to engage in evaluation activities);
- High-level administrators' leadership and support (overt organizational support for evaluation); and
- Recognition of success (incentives for engaging in evaluation knowledge production).

While most of these factors relate directly to organizational contexts, they might be adapted to extra-organizational contexts, such as networks and communities or even national policy contexts.

The Guskey framework provides a solid basis for examining the impact of evaluation training. Recent work in the domain of ECB (Cousins et al., 2005; Cousins, Goh, Clark & Lee, 2004; Stockdill, Baizerman & Compton, 2003) also adds value. Evaluation training programs such as IPDET are considered to be *direct* approaches to ECB, but other activities such as implementing evaluation thereby applying learned knowledge and skill are, in essence, *indirect* approaches to ECB. Perhaps the most significant recent development in the ECB literature has been a focus not just on the capacity to *do* evaluation, but also the capacity to *use* it (Cousins & Goh, 2005). To that end, and in the present context, we consider IPDET impact and related developments in local evaluation communities from the point of view of organizational capacity to do and use evaluation.

The present follow-up evaluation is informed by such ECB considerations. Specifically it examines the effects of indirect ECB (evaluations carried out by IPDET alumni) and the capacity to use evaluation in the local context.

A final dimension of interest, with respect to intended outcomes of IPDET, is network development and its implications for practice. The study sheds light on the nature and the extent of network activity among IPDET alumni. Moreover, it provides insights into the consequences of networking situated within the conceptual framework of ECB described above (i.e., the capacity to do and use evaluation).

DESIGN AND METHODS

We used a non-comparative, retrospective, within-program design that focused on cross-sectional data from multiple sources. The evaluation was non-comparative in that we did not provide a counterfactual; that is, we did not compare IPDET alumni with a non-IPDET comparable group of persons involved in doing or managing evaluation in development contexts. We did make some comparisons across contexts.

The study was guided by the conceptual framework outlined above, including instrument development and validation, data analysis and interpretation.

We used multiple methods and five data sources to generate evidence for the evaluation. This permitted us to triangulate across methods and sources and to corroborate findings thereby strengthening claims arising from the findings. The methods employed were qualitative and quantitative, including an on-line questionnaire survey, content analysis of documents as well as listserv and email communications, key informant interviews and focus groups. The five sources of data were as follows:

1. IPDET Administrative Records

IPDET's records assisted in establishing demographic trends over the years in addition to providing important contextual information concerning selected sites. IPDET's annual evaluation reports also were used as a source of issues, prior records, and for comparison to the results of this evaluation.

2. On-line Questionnaire Survey

We developed and pilot tested an on-line questionnaire survey that required about 30 minutes to complete. The study's conceptual framework guided its development. A copy of the questionnaire is found in Appendix A-1. An invitation to participate in the survey was sent in March 2010 to existing email addresses of 2024 IPDET alumni who participated in the program over the last several years, dating back to 2001. While we recognized that IPDET alumni who graduated several years ago may be difficult to locate – due to changes in email address, jobs, and so forth – opening the sample to this extended period had the potential to include participants who have had the opportunity to witness/experience significant long-term effects of the program. We also posted an invitation on the IPDET listserv and provided five follow-up reminders. On each mailing approximately 10% of the emails bounced back as undeliverable or with notice of extended or delayed absences[3] .

Two hundred and thirty (230) completed surveys were received, representing a response rate of 11.4%. This is considered to be acceptable rate for on-line surveys, particularly with an

[3] Over the four direct email distributions, the average number of undeliverable responses (bounceback messages) was 191 and automatic notification of absence from office was 39.

international sample group and retrospective data (citation)[4]. Various descriptive, bivariate and multivariate analyses were conducted on questionnaire data using SPSS.

3. **Multiple Case Study**

The primary purpose of the multiple case study was to examine up-close consequences of IPDET training and the extent to which IPDET has combined with local forces, organizations, developments, influences, and so forth, to foster the development of evaluation community in a variety of contexts. Five sites were purposefully selected with the assistance of IPDET management. Sites were selected on the basis of the potential existence of a critical mass of IPDET alumni or prior knowledge of significant involvement or association of IPDET in local capacity building.

Data collection for each individual case study was informed by advanced document and website review. A common interview/focus group guide – based on the conceptual framework for the study – was tailored to the case and used during a 3-4 day site visit. About 12 key informant interviews at each site (face-to-face and telephone) were planned, mostly with IPDET alumni but also with administrators and/or organizational decision makers, evaluation trainers and capacity builders, and evaluation community members. The key informant interviews were sometimes complimented by focus group interviews involving persons in different roles and responsibilities. This occurred in two of the five cases. At each site, documents such as evaluation reports and other evidence relating to evaluation practice and use were gathered for analysis.

Interview and focus group data were recorded and subsequently summarized and analyzed with the assistance of qualitative data analysis software (NVivo).

The five selected sites for the multiple case study are described below. The first two cases are *organization-level* case studies, focusing on organizations which share a common interest with IPDET in ECB and which have developed relationships with IPDET over time. The remaining three cases are essentially *country-level* case studies, although one of the cases has an organizational element in the form of a partnership to offer a mini-IPDET training program. In each of the cases, a substantial number of persons has attended IPDET training in Ottawa and returned to work within the country-level evaluation community. The cases are:

International Development Research Centre (IDRC) (Ottawa, Canada)

The International Development Research Centre (IDRC), a donor agency in Ottawa, Canada) was selected as a case organization for a number of reasons. Over the years IDRC has sent to IPDET many staff and project partners and has sponsored well over 50 participants to attend IPDET. It is also of interest because ECB is an overt aim of the organization. To that end,

[4] Hamilton (2009), concludes that 13.3% was the average response rate over 199 surveys conducted. Due to the international nature of this sample group, we expected the response rate to be lower (as indicated by the undeliverable messages). *Online survey response rates and times: Background and Guidance for industry*. http://www.supersurvey.com/papers/supersurvey_white_paper_response_rates.pdf

IDRC recently conducted file-based tracer study on IPDET ECB and it sent several staff to a recent IPDET (2009). At the time of the present study, IDRC was moving toward an important performance evaluation exercise, which provided the opportunity to gain important insights into its focus on evaluation, both internally and externally.

Geneva International Centre for Humanitarian De-mining (GICHD) (Geneva, Switzerland)

The Geneva International Center for Humanitarian De-mining (GICHD) was established in 1998 as a multilateral not-for-profit NGO based in Switzerland and is funded by over 20 countries and organizations. The Center's mission is twofold: (1) the elimination of anti-personnel mines and the reduction of the humanitarian impact of other landmines and explosive remnants of war and (2) increase the performance and professionalism of mine action. GICHD has a very strong commitment to ECB in the sector and was selected as a case study site based on its longstanding relationship with IPDET. Taking a multi-staged approach toward its ECB agenda, GICHD delivered workshop training at IPDET in Ottawa in 2005 and 2006 and co-sponsored 15 persons from several mine-affected countries to attend. Subsequently, GICHD has cosponsored with IPDET and other partners regional mini-IPDET training programs and it plans to continue with this program as well as focusing on country-specific training and capacity building. GICHD also provides IPDET graduates with an opportunity to participate in evaluations of mine-action programs and regional training initiatives.

Botswana (Gabarone, Botswana)

Botswana was selected as a country-level site for the study because a substantial number of persons have attended IPDET in Ottawa over the years. Approximately 15 persons – mostly from government, but also from civil society – have attended IPDET training since 2004. Through the auspices of the Vision Council, an arms-length organization that represents the interest of government, private sector and civil society, IPDET alumni have been directly involved in enabling 'Vision 2016,' the strategic plan for the national government. Part of the mandate of the Vision Council is to carry out monitoring to check progress against the targets laid out in 'Vision 2016.' Over the past number of years, IPDET has been informally involved in helping to develop the local evaluation community through participation in ongoing evaluation planning and local professional development. Several IPDET alumni have been active in developing the local evaluation community.

***People's Republic of China and the Shanghai International Program for Development Evaluation Training (SHIPDET) (Shanghai, PRC)*:**

The People's Republic of China was selected as a country-level case study since IPDET has two distinct interests here. First, IPDET has provided evaluation training to mostly government managers and persons with M&E responsibility through training in its regular program in Ottawa and through a specialized training session in Beijing in 2006. Second, IPDET (through the World Bank) has a direct partnership with the Shanghai International Program for

Development Evaluation Training (SHIPDET). SHIPDET is housed by the Asian-Pacific Finance Development Center (AFDC) and has been operational since 2007. It offers evaluation training sessions twice per year to 50-70 participants: once in the spring to Chinese nationals (mostly government employees) and once in the fall to persons from over 26 countries, mostly in Asia. SHIPDET was set up on a pilot basis and has recently been renewed for a multi-year period.

Sri Lanka (Colombo, Sri Lanka)

Only about eight individuals from Sri Lanka – mostly from government but also from civil society – have attended IPDET over the years and one person has returned to IPDET to teach in the program. Yet Sri Lanka was selected as a country-level site for the case study because of considerable growth in the local evaluation community, likely due to the contributions of specific individuals. For example, one person has contributed extensively to teaching in the IPDET program, and others organized a study tour in Sri Lanka in 2009 attended by over two dozen IPDET alumni, many from Africa.

Table 1 (Appendix A-1) shows the sources of data for the five case studies. Each case began with a website review and, where possible, a review of documentation in advance of the site visit. It is evident in Table 1 that we interviewed a wide spectrum of participants who were either IPDET alumni, local decision makers or users of M&E, trainers, or members of the evaluation community. We developed with input from IPDET management an interview guide intended for IPDET alumni (See Appendix B-2). The guide was adapted for use depending on the organizational role of the respondent. Interviews lasted about 30-40 minutes but some were much longer (up to 1.5 hours). In some cases focus groups or group interviews were held, mostly as a matter of convenience. Several interviews were conducted by telephone. All focus groups and, with the exception of a few telephone interviews, most of the key informant interviews, were audio recorded with the permission of the participants. Data were also captured in field notes.

4. **Email Communications**

IPDET management occasionally receive emails from past participants who provide updates on activities and describe various ways in which their involvement in IPDET has been beneficial to them in their home communities and workplaces. Some of the testimonials received followed from IPDET management encouraging participants who received funding/scholarships to attend IPDET to write a letter of thanks describing how IPDET had an impact on their M&E knowledge and skills and their organization. While this practice tends to solicit communications that are uniformly positive, the communications as a whole provide a window into the nature and extent of impact that the program has had. A collection of emails was compiled by IPDET management for review and content analysis. The emails were received from past participants between 2004 and 2009; approximately 73 individual testimonials reviewed and manually coded.

5. **IPDET Listserv**

Listserv communications from members of the IPDET listserv community from November 3, 2009 to May 4, 2010 (177 postings), were analyzed for relevance of the emergent themes. Listserv members include not only those persons who attended IPDET in Ottawa but also participants in regional training or mini-IPDETs.

In order to take advantage of the opportunity to triangulate findings, we first analyzed data from each of the five methods and sources for the study separately and then subsequently integrated the findings under each question for the purposes of corroboration. The analysis by source for each question can be found in Appendix C. The individual case study reports appear in Volume II of this report.

Table 2 in Appendix A provides an overview of the extent to which each of the data sources and methods provides relevant information in response to the guiding evaluation question. In brief, administrative records were helpful for assessing the quality of the sample. Primary methods for the evaluation were the quantitative survey of IPDET alumni and the multiple case studies. Email communications and listserv sources provided complementary evidence.

LIMITATIONS

Evaluating a program such as IPDET poses a number of unique challenges. First of all, the data are primarily perceptual in nature, and given the retrospective nature of the study, there are difficulties associated with the participants' recollection of the training course and its various effects. For example, alumni may have taken the core course in 2002, returned for workshops in 2004, and even changed jobs in between. Not only is it difficult for the participants to recall the training itself, it is also problematic to attribute changes in competence due to IPDET, when many other factors may have contributed (new job, new work experience, new organizational context). Related to this is the difficulty of making collective "generalizations" when each individual's experience is extremely unique. Participants come from 125 countries or more, with different cultures and organizational contexts. In this way, IPDET is a 'shared experience' but is only 'shared' in a very broad sense.

Another shifting variable is the IPDET program itself. For instance, the program can be customized by each attendee (i.e., core course + one or two weeks of thematic workshops); at the same time, the course itself has been constantly evolving – in content and format – mostly due to responses by IPDET management to ongoing evaluative feedback. With a commitment to continuous improvement, the IPDET management team has been making modifications to the format and curricula over the last 10 years (e.g., 2009, they introduced a textbook written by core faculty to supplement the course – Morra Imas & Rist, 2009; in 2005 Roundtables were added to enable participants to learn from each other in a more structured way; small sessions with Core instructors at the end of the day became more frequent). As a result, the participants have been exposed to relatively different course content and course delivery; and this variation cannot be controlled within the selected evaluation design. Finally, for some respondents, there is a

language barrier in responding to the on-line surveys and this can pose challenges in their interpretation of the questions, their responses, and the response rate itself may be reduced. Technology can magnify this latter problem, as international participants are reliant upon the world-wide web for accessing the survey and the amount and quality of access may be highly variable.

With these limitations in mind, we now turn to a summary of the main findings of the evaluation. A more elaborated version of the integrated findings appears in Appendix C and case study reports are available in Volume II of this evaluation.

SUMMARY OF FINDINGS

This section presents a summary of findings from the primary data sources (questionnaire survey and multiple case study), complemented by data from email communications and the listserv content analyses. It is organized by evaluation question. For each question, a general response is first provided (bolded), followed by explanatory detail and elaborations. For further detail, refer to Appendix C1 (Findings by instrument) or Appendix C2 (Integrated Findings by research question).

Knowledge and skill development

To what extent has IPDET met its objectives of (a) knowledge and skill development?

Whether participants came to IPDET for the core course, workshops (or both), SHIPDET or mini-IPDET's, almost all of the respondents agreed that IPDET met its objectives for knowledge and skill acquisition.

The on-line questionnaire survey asked participants to indicate the degree to which IPDET helped them to achieve the learning objectives. The overall average (M)[5] was 5.58 on a 7-point scale, indicating a high level of overall agreement. These results show that the vast majority of participants believe that IPDET has met its objectives in terms of knowledge and skill acquisition. The highest scores were related to networking and general knowledge and skills; and the least were related to specific skills (e.g. designing and using a design matrix; and applying sampling concepts and strategies).

The case study data and email testimonials confirmed these survey results. Respondents indicated that they came to IPDET for a variety of reasons. Many come with a very limited understanding of M&E and developed their understanding of concepts, the field of evaluation, and professional standards. Those with more experience tended to come to IPDET to develop more technical and/or content-specific knowledge; as a result, they were typically more likely to participate in the workshop sessions. These sentiments are articulated by two alumni, the first attending the core course and the latter attending the workshops:

[5] The symbol 'M' is used to denote the average or mean score.

> I found the whole course to be very rewarding. Before attending the course I did not really know the details of, for example, Theory of Change (Appendix B-2d, p.5).
>
> Workshops were extremely important and provided me with skills on designing M&E systems, planning and conducting normal and complex evaluations, assessing organizational effectiveness, planning and conducting surveys – all of which are pertinent in my work (email communication).

Overall, all participants believed that IPDET, (or related opportunities such as SHIPDET), had helped them acquire new knowledge and skill in development evaluation. This finding was consistent across people coming with different goals (i.e., managers vs. those intending to engage in evaluation practice) and perspectives (e.g., IDRC staff vs. partners; trainers vs. training participants). There was often acknowledgement that IPDET curricula provided an excellent foundation and that more advanced training opportunities are of interest (sometimes of high interest).

Networking

To what extent has IPDET met its objectives of (b) networking with others in the broader evaluation community?

> **Overall, there was strong agreement among IPDET alumni that IPDET has met its networking objectives. Most participants indicated that, because of IPDET, they feel part of a large community of global development evaluators. However, the degree of active participation is variable across participants and locations, particularly with respect to the IPDET Listserv.**

All sources of data provided insights into the extent to which IPDET's post-training networking objectives were being met. As a starting point, the on-line survey questionnaire provided ample data on networking. Section E, for example, was dedicated to this topic with the first section asking questions about IPDET in general and the second section posing questions about the listserv (refer to Appendix D-1, Table E). Overall, the results of the first section show that participants feel quite strongly that IPDET has helped them join a 'large global network' (M=5.95 out of 7) and become 'part of a large community of development evaluators' (M=5.83). These results were corroborated by the content analysis of email communications (n=73) which showed that one of the most valuable aspects of IPDET was the opportunity to develop a global network which continues after the course, largely supported by the listserv.

We observed some variability across participants and lines of evidence. For example, the organizational case studies – GICHD and IDRC – demonstrated that network development varies across individual participants. For some, IPDET was more or less peripheral to network enhancement, due to the very specialized nature of the participants' interests (e.g., de-mining, environmental sustainability); at the same time, several of the partners at IDRC for example, felt that IPDET was crucial for making important networking connections – and this varied according to the individual's job role and local circumstances (e.g., maturity and professionalism of evaluation within the region and/or country, availability of other local evaluation

organizations and events). Similarly, in the individual case studies, while IPDET (and/or SHIPDET) provided excellent opportunities for participants to connect with colleagues while at training, whether this connection endured was variable. Subsequent professional development opportunities such as conferences and association membership (e.g., IDEAS) were helpful in this regard.

With respect to the IPDET listserv, the on-line survey responses were much lower across the board than those for general networking; and there was a greater degree of variability across respondents. For instance, the top scores related to 'reading listserv emails' (M=5.52 out of 7) and continuing 'to learn' through the listserv (M=5.46); however, the lowest scores were related to being an 'active listserv participant' (M=3.48) and regularly 'submitting questions to the listserv' (M=2.78). This suggests that participants may fall into two groups: those who are very active listserv users and those who are more passive, using the listserv much less frequently or not at all. This result is corroborated by interviews from the case studies: many respondents indicated that they followed the IPDET listserv but seldom posted to it. Nonetheless, many appreciated being a part of the "conversation" and keeping abreast of interesting developments, events, problem identification and resolution, and the like. Content analysis of the listserv indicated that the majority of information related to announcements (13%), employment opportunities, (41%), resources or publications (15%), requests for assistance and responses to these requests (30%).

Knowledge and Skill Transfer

To what extent are IPDET clients able to apply learned knowledge and skill in the context of ongoing evaluation work in their home workplace?

> **In general, the results show that there is a fairly high degree of knowledge transfer of M&E skills learned at IPDET to the participants' home work environment. Another related benefit was the fact that IPDET provided some participants with the confidence needed to advocate for M&E systems with their organizations.**

Questionnaire survey data revealed a general trend toward a relatively high level of use of evaluation skills in the home work environment (the majority of mean scores are greater than 5 on a 7 point scale). Overall, these results indicate that participants are less likely to perform more sophisticated and/or technical techniques or M&E designs in their home environments, a finding that was corroborated by the case study evidence. Evaluation designs tended to be mostly non-comparative and retrospective, sometimes making use of multiple lines of evidence.

These results were augmented by responses to the open-ended survey questions about knowledge transfer (Section C - 72 responses). Content analysis of these data (72 responses) identified two main themes: 1) specific knowledge and skills learned; and 2) ability to communicate the rationale for M&E. With respect to the former, the most frequently identified area for knowledge transfer was learning about different evaluation approaches and designs. Others mentioned the importance of learning about terms of reference (ToR's), logic models, and

the theory of change, and how these skills have been useful in their home environments. The second theme is very illuminating. Approximately 10% of those who responded to this question commented that IPDET gave them more confidence to advocate for having M&E systems within their organizations. With IPDET training, they felt better equipped to explain the main concepts and principles of M&E to their colleagues.

Many IDPET alumni are not directly involved in doing evaluation, their learning objectives being more grounded in developing conceptual understanding for oversight or management purposes. For some of these participants, IPDET provided an opportunity to develop a heightened appreciation for the roles that M&E can play. For example, several IDRC participants noted that they had developed a new, more evaluative 'M&E' perspective through IPDET – and they now bring this approach to project/program management. Other case study participants reported that IPDET (or SHIPDET) provided an opportunity for evaluation community building in their local jurisdictions. Evidence of this phenomenon was observed in China, Sri Lanka and Botswana; however, each context was unique.

Other observations from the survey include: respondents are slightly more likely to perform qualitative analysis than quantitative; and among the many M&E skills, they are least likely to use the following in their workplace: 1) 'apply sampling concepts / strategies / approaches;' 2) 'apply knowledge of country / sector M&E;' or 3) 'design and use a design matrix' (see Appendix D). In terms of the listserv content analysis, the only section which related to knowledge transfer was "requests for assistance and responses". This comprised 30% of the emails.

Effectiveness of Features of IPDET

What features of IPDET (e.g., core course, workshops, listserv network) do IPDET participants consider most important to its potential impact?

> **Although the survey did not explicitly address this question, data from the case studies, email correspondence and open-ended survey responses provided some insights. In general, participants seemed to most appreciate the aspects of IPDET which most facilitated small group discussion, hands-on activities, and an appreciation of content and context (e.g., case studies, content-specific workshops).**

Case study data provided some input into this evaluation question. Of course, the quality of the information depended on how recently participants had undergone IPDET training (memory for specifics, such as the names of workshops attended was variable). Yet, favourable perceptions of certain IDPET features surfaced regularly. Specifically, participants identified the practical nature of training activities and the use of case studies as being most effective. They particularly enjoyed small group activities and the content focus of selected workshops. For instance, in China, SHIPDET participants appreciated the project site visit and associated problem solving and discussion which followed. More generally speaking, several case study participants commented on the quality of resource materials used to support training, (e.g., 'Road

to Results', being translated into Chinese; mine-action manual prepared by program developers), including texts and PowerPoint slide collections. Many of these findings are corroborated by findings from annual evaluations of IPDET (e.g., Trumpower, 2009, 2008).

Generally, concerns raised about IDPET training features were few in number. Some had to do with cross-cultural issues relating to instructional delivery and the relevance of some of the curriculum materials (cultural fit, limited diversity). Other general suggestions from participants included: integrating as many context-specific practical exercises as possible within the core training; increasing the accessibility of IPDET training in other organizations or countries around the world; and considering ways of offering follow-up or continuing education. It is important to note, however, that annual evaluations of IPDET, SHIPDET, and mini-IPDET have illuminated many of these concerns and that IPDET management has already implemented many changes and will continue to respond to recommendations from IPDET participants.

Mediating Effects of Context

To what extent is the transfer of knowledge and skill to the home context mediated by contextual factors?

> **Contextual factors were important mediators of knowledge transfer. The most salient factors which had a *negative* impact on transfer were a lack of resources within the workplace, (limited financial resources, lack of trained staff, or limited time to devote to M&E), and lack of support from senior management. The latter was also related to the need to 'champion the cause' for M&E. On the other hand, the strongest *positive* factors were: organizational policies which support M&E, collegial and supervisor support for M&E, and strong leadership and commitment from key decision-makers who understand and value the importance of M&E.**

Both case study results and survey results provided insights into the mediating role of context. While the questionnaire data focused on the mediation of knowledge and skill transfer, the conversation expanded in case studies to include considerations for developing local evaluation capacity and evaluation communities.

In general, the questionnaire survey results indicate that contextual factors helped slightly more than hindered in the application of new M&E knowledge and skills. However, most of the scores were not high, hovering just above the midpoint on the scale. The top three results indicated that organizational policies, collegial and supervisor support were the strongest in terms of "helping" alumni in applying their M&E skills in their own workplaces. On the other hand, the lowest three scores were related to a lack of incentives for performing M&E (limited "recognition of success"), lack of resources (human and financial resources), and competing demands (lack of "protection" from intrusions/allocation of time).

The quantitative results were augmented by open-ended comments from 58 alumni who responded. From these qualitative responses, there were far more contextual factors identified

that hampered participants' abilities to transfer knowledge than those which were facilitating. First, the participants identified limited resources within their workplace as a limiting factor (limited financial resources, lack of staff, or limited time to devote to M&E as a result of having multiple responsibilities within the workplace). Secondly, participants identified a lack of support from management and a lack of trained people within the organization that can assist them in championing the cause. In contrast, some past participants had experienced success since IPDET; and these alumni felt optimistic that their organization would continue to benefit in the future from having an M&E system. Some of the positive factors which were identified by these participants included: strong leadership and commitment from key decision-makers, recognition of the importance of having a strong M&E system in place and awareness of the positive effects on program development when M&E results are used in the planning phase.

The importance of senior management support emerged consistently from case studies as well. The conversation tended to revolve around the importance of educating senior officials about evaluation or otherwise getting them on-side with it. Such factors were particularly salient in Botswana and China. Another mediating factor related to the impetus for developing M&E capacity, most often related to government reform, accountability requirements from donor agencies, or explicit identification of priorities. The availability of local expertise and experience as well as ongoing training and professional development opportunities were also found to be essential to realized or anticipated evaluation capacity building.

Organizational Impact of IPDET

To what extent has IPDET had an impact on the organizations to which clients belong? What sorts of effects can be attributed to IPDET?

> **There is a moderate organizational capacity to do and to use evaluation, with the strongest capacity related to performance reporting, planning and accountability functions. Through its partnerships with other organizations in developing economies, IPDET is helping to build local capacity and an appetite for development evaluation. Through the efforts of alumni who are 'championing' M&E, IPDET is also helping to make inroads in contexts which have a readiness for development M&E.**

This question addressed organizational capacity to *do* and to *use* evaluation and IPDET's role in fostering such capacity. While our design does not permit strong claims about attribution of observed organizational capacity development to IPDET training, it does permit an assessment of IDPET's *contribution* to evaluation capacity. The questionnaire survey and case study data helped to provide insights into these complex questions.

The overall survey results show that there is a moderate self-reported capacity to *do* evaluation. The top-performing scores are primarily related to reporting and accountability. However, the bottom three ranked statements have fairly low scores and they are related to incentives, rewards, and a culture of learning. Only 59% agreed to the statement that "my

organization has the capacity to conduct M&E effectively". In terms of IPDET's impact, 63% agreed or strongly agreed that "IPDET has had a positive impact on our organization's capacity to do M&E", another 13% were indecisive, and the remaining 24% disagreed or strongly disagreed. Once again, this indicates moderate agreement.

Participants were asked to add further commentary about their organization's capacity to perform M&E and most importantly about how 'IPDET may have contributed'. There were 54 responses to the open-ended questions; and the most common positive responses related to the contextual variables of: supportive senior management, having a learning culture, and having past success with M&E. Some of the respondents did credit IPDET with contributing to this capacity. For example, they mentioned the importance of IPDET in providing them with the skills, knowledge, confidence and knowledge sharing necessary to become 'agents of change' or 'M&E champions' with their organizations. This was also evident among case study participants. For example, IDRC partners indicated that they held information and/or M&E training sessions with colleagues and provided some on-the-job coaching on M&E. Case studies also revealed that organizational capacity for M&E was sometimes related to M&E systems development; this was particularly notable in Sri Lanka and Botswana. While such initiatives derive from existing and emerging government priorities it seems plausible that M&E knowledge transfer from IPDET training would contribute to such development at least at a conceptual level.

But in many contexts, capacity for M&E remains at an early point of development as organizations and governments struggle to develop and implement RBM systems and governance structures. Once these systems, policies, and governance structures are in place, the capacity to *use* evaluation will nonetheless remain highly underdeveloped until M&E is more routinely integrated into organizational cultures. From the on-line survey we may conclude that capacity for organizational *use* of evaluation was also not high. "Report to the board'; 'learn about how programs are functioning' and 'feed into strategic planning' were the three most highly rated uses of M&E, each exceeding an average of 5 on the 7 point scale. Yet corresponding scores associated with IPDET's role in contributing to such uses showed lower ratings. IPDET was reportedly more important in developing knowledge about M&E methods, demonstrating the power of M&E as a force for change and developing professional networks.

CONCLUSIONS AND ISSUES FOR CONSIDERATION

In this final section we present conclusions and recommendations emerging from the data and issues for consideration by IPDET management. The section is structured by our central conclusions or messages arising from the data. Following each conclusion, we provide recommendations, and issues for considerations sorted into two categories: (1) those intended for 'priority consideration' and those intended for 'longer-term consideration' focused more on broader strategic reflection in the interest of adding value. We see issues for consideration as fodder for deliberation and ongoing strategic planning by IPDET management. At the outset we acknowledge that it would not be feasible or possible for IPDET management to act on all of the issues that we identify. Some issues touch on new strategic directions for IPDET that may go

well beyond the scope and mandate of program as we have come to know it today, celebrating its 10th anniversary

Conclusion 1: IPDET is a very successful program that is unparalleled in its ability to develop introductory/ foundational knowledge and skill in development evaluation.

Participants, in general, believe that IPDET provides excellent foundational training in development M&E. This is particularly true of the core course; participants with more experience and/or specific training needs are more satisfied with the thematic workshops. Suggestions for improvement coming from the participants were primarily centered around: providing more opportunities for interaction among participants (more small group sessions, facilitated dialogue, or discussions of real-life case studies); leveraging the participants' rich experience and diversity; increasing the participation of "the South" (e.g., looking at possibilities for partnering with local institutions / agencies and possibly involving more locally engaged experts); and diversifying curricula to promote alternative approaches to M&E. Overall, participants from developing / transitional economies have higher levels of satisfaction than those from the developed world. Part of the explanation for this observation is that persons from developing contexts tend to be most interested in developing knowledge and understanding about M&E systems, their fit with governance structures and what they look like in practice. Relative to their counterparts from developed contexts, they may be less interested in specialized technical skills for doing M&E.

Issue for Consideration 1: Enhance transfer of knowledge and skill through ongoing curriculum development.

The IPDET curriculum has evolved quite remarkably over the years, based on input from a variety of sources, not the least of which is the annual evaluations of IPDET. As reported by Cousins (2006) significant curriculum renewal coincided with IPDET's 5th anniversary. This renewal took into account "the needs of current audiences, as well as comments and suggestions of past participants, presenters, and the trends in the field of development evaluation." (p. 4).

While there is considerable emphasis in developing practical and relevant curricula, IPDET might include even more practical M&E exercises and lectures that are more closely related to the participants' specific work contexts. With regard to the core program, some respondents commented that there was too much emphasis placed on theory and more practical experience should be incorporated. There was also an indication that concrete practical examples were highly appreciated. As such, IPDET management might consider ways to build on this strength thereby enhancing the transfer of knowledge and skill to the participants' home environments. Consider the following issues and suggestions:

- *Establish international curriculum advisory committee*: It might be possible to set up an international curriculum advisory committee such that case studies targeting specific regional or country-level contextual issues / challenges could be developed and discussed. Such a committee would be relatively informal and might consist of only

about 4-5 regional representatives. (Alumni would be a significant resource for such a committee.) Its role would be to advise the IPDET planning team / curriculum design team on current issues and M&E challenges in their home contexts and to locate and develop / recruit specific case examples of M&E challenges and solutions that are current and region-specific.

- *Identify IPDET alumni as a resource*: In addition to the foregoing comment about curriculum development, IPDET might consider leveraging the experience of the alumni by occasionally informally soliciting challenges faced in applying development M&E in their home environments. Narratives about specific challenges and solution strategies would be the focus. We note that IPDET already encourages faculty and workshop instructors to connect and interact with participants during program delivery to discuss contextual constraints and issues from the home environment. Such participants might also be a source of sector- or country-level case study material for use in future offerings of the program.
- *Draw from and build on listserv interactions*. Similar to the aforementioned issue, a way of increasing the power of the existing IPDET listserv would be to monitor the questions which are posed and the dialogue which ensues to then consider including some of these topics for discussion at ensuing IPDET offerings. Current issues might serve to supplement the core program and workshops or might even lead to the development of new specialized workshops.

- *Invoke action planning assignments*: IPDET core training could include a working session whereby participants could prepare a personal action plan to attempt to increase application of knowledge back on the job. This could be facilitated by "experts" who could make suggestions, recommendations, and so forth. Follow up on action plans might be possible using web-based platforms as discussed below.

- *Consider the development of continuing education options*: A small number of past participants suggested that some continuing education after IPDET be offered, in order to ensure that what was learned is not lost and that alumni can stay abreast of new M&E approaches. For example, some type of follow-up after IPDET would be useful. Refresher courses were also suggested. A third idea was to invite IPDET alumni to come back to the course to "fill in new knowledge gaps" in evaluation and/or add a stronger contextual element to the course content. Implementing such suggestions would likely cost intensive and would therefore require ongoing partnership development and building on extant and emerging resources (e.g., CLEAR).

Conclusion 2: Networking is essential to building local evaluation capacity and a global evaluation community.

Developing a global M&E network was consistently identified as a valuable benefit of IPDET. Alumni described in many different ways how they continue to feel supported by IPDET and colleagues in the international evaluation community following training. Yet some members were relatively isolated and disconnected, mostly due to a paucity of IPDET alumni in their jurisdiction or demands of their roles or other constraints. Direct email exchanges with instructors, memberships to professional evaluation associations, sponsorship to attend international conferences and evaluation professional development sessions, and IPDET listserv membership were the principal modes of IPDET-driven network development that were identified. While the IPDET listserv remains an important delivery mechanism for facilitating this ongoing dialogue, many participants were not active contributors, yet they continue to benefit by feeling connected and up-to-speed. The power of networking for knowledge consolidation and support cannot be overstated in our view.

Issue for Consideration 2: Promote more active and substantial post-training dialogue and interaction among alumni.

In the interest of stimulating more interaction among international community members, IPDET might consider alternative ways of strengthening networking capabilities among its members. Further, IPDET might continue to explore other methods that will work to enhance and augment the networking element and facilitate engagement by a broader numbers of participants. Consider the following issues and suggestions:

- *Continue current listserv management practice:* IPDET alumni appreciate the consistent level of traffic and discourse encountered on the listserv, in large part due to the ongoing and consistent engagement of core faculty. Despite the fact that only a relatively small percentage of alumni actively engage with the listserv (by, for example, posting notices), we are persuaded that a large contingent of 'lurkers' routinely connect with and benefit from listserv postings.

- *Institute weekly broadcasts*: While email works extremely well to catch readers' attention (as it arrives in their in-box), it is variable and relatively unpredictable. A more regularly timed notification would help to provide a digest to highlight topics for discussion or recent updates of interest. A good example of this would be the Canadian Evaluation Association's (CES) weekly broadcast, where alumni are notified each Sunday of news broadcasts that have been posted through the week.

- *Establish and manage platform for on-line interaction*. IPDET might consider taking advantage of on-line technology by providing a web-based platform or forum for interaction. Similar forums have been set up by the American Evaluation Association (AEA) (EVALTALK) and CES (EDE-L) and permit threaded conversations among clusters of users or interest groups about descriptive topical information, problems to be

solved, debates and deliberations, and the like. A few respondents shared with us that they sometimes have questions or challenges and send emails to core faculty in lieu of posting them on the listserv. The problem with this private mode of communication is that no one other than the initiating party stands to benefit. An on-line platform would provide core faculty with a forum to post (anonymously if desired) the initial concern and his or her response to it. Others could benefit by reading the exchange and would even have the opportunity to join the dialogue. A web forum, as such, would require resources for ongoing monitoring and management.

- *Develop a mentoring program*: Such a program, offered to interested parties, could provide heightened support for younger and less experienced development evaluators. Once again, however, it would require fiscal resources as well as time/effort to manage and IPDET would need to consider whether such a venture is within its program mandate. Alternatively, IPDET might consider working with regional partner organizations to provide such an offering.

Conclusion 3: Recognizing, understanding and even influencing contextual conditions for ECB are difficult problems to which attention should be paid.

Once back on the job, the local environment (and organizational context) becomes critical for transfer and longer-term, sustainable ECB – that is, the capacity to *do* and *use* M&E data. The availability of financial resources, local expertise, time, support from senior management and organizational policies, and strong leadership all surfaced as potent contextual factors that mediate the transfer of knowledge and skill. IPDET has a strong record of contributing towards building and maintaining a local as well as a global community of evaluation practice. Despite the challenge of understanding context and tailoring capacity building initiatives to meet local needs, we see this attention in this direction (by IPDET in association with its partners) as being essential to long term sustainability of ECB and growth in local and regional evaluation communities.

Issue for Consideration 3: Increase the capacity to *do* and *use* M&E within the local context.

While it is unrealistic to think that IPDET can strongly influence the participants' home environments, there may be some ways in which the program in association with its partners (e.g., WB, ASDB) may be able to influence contextual conditions which affect local capacity building. A good starting point would be to diagnose local contexts and devise a multi-faceted approach. For instance, IPDET could look to expanding its opportunities to influence local contexts by continuing to conduct training with local partners and involving local expertise. In this way, capacity building can be tailored to the community's needs and indigenous / local talent can be nurtured. IPDET's commitment to the development and implementation of mini-IPDET training opportunities is a good example. Consider the following issue for consideration, some of which are already being realized:

- *Support the establishment of a center of excellence with regional affiliates*: Preliminary discussions and work are under way concerning the establishment of a center of excellence in development evaluation – CLEAR. Under such a center four regional centers would be created (i.e., Africa, East Asia, South America, South Asia). The potential benefits of such a centre would be considerable: research, resource development, expertise, teaching and instruction. IPDET could play a strong role in helping regional affiliates develop evaluation training and instruction tailored to regional interests.

- *Augment organizational / supervisory intake*: Our data strongly suggest that leadership among senior administrators and officials are essential to local capacity building. When participants register for training, IPDET might consider augmenting its current intake practices. The letter of support from supervisors, for example, might include an indication of current M&E practices and challenges in addition to the supervisors' and organizations' commitment to supporting IPDET training. Supervisors might also be involved in follow-up activities concerning the action plans discussed above.

- *Continue to participate in regional conferences:* IPDET leaders travel extensively throughout the year and often take advantage of visiting various regions or countries to participate in local conferences or professional development activities. Such opportunities are highly valued in the local setting and have great potential to encourage dialogue.

- *Document contextual factors*: Through routine travel and interaction with colleagues about development M&E IPDET might document and or establish a data base of factors which mediate the transfer of knowledge and the use of evaluation results. This could be informed by IPDET alumni (through, e.g., post-training surveys) and may be used to educate the participants' organizations about the importance of evaluation, and to encourage them to support evaluation capacity building for newly trained IPDET participants and the home organization.

- *Invoke a knowledge transfer coach program*: As an integral part of the training design, IPDET could have interested participants pair up with a "KT coach" who has similar interests, geographic location or experience. Then, each would agree to keep in touch during a post-training period at agreed intervals. Discussions might focus on challenges and suggestions for M&E implementation in the home environment.

Conclusion 4: Organizational support structures matter for M&E capacity building.

Organizational support is an essential ingredient for IPDET alumni to be "enabled" – to effectively transfer their M&E knowledge and provide M&E leadership in their home organizations (for capacity building efforts). The appetite for evaluation needs to be strong in the local environment and the role of senior decision makers is critical in this regard. If there is little understanding of M&E, little incentive for conducting M&E, or few rewards for using M&E findings (and process) in the home environments, then IPDET participants have difficulty putting their newly acquired skills into practice or in consolidating knowledge. Data from this evaluation showed considerable transfer of knowledge and skill to practice but evidence of the use of evaluation by program decision makers, policy makers and other potential users was thin. We believe that attention to organizational support will work to improve the potential for evaluation use.

Issue for Consideration 4: Identify strategies for improving organizational support

IPDET might have a role in raising awareness or educating senior stakeholders (officials, decision makers, policy makers) on the benefits of M&E. It might also consider ways to foster first hand use of M&E findings by such individuals. Consider the following suggestions for facilitating organizational support in the participants' home environments:

- *Continue to involve alumni as IPDET instructors*: IPDET has a strong record of recruiting IPDET alumni from developing countries to participate in program delivery, mostly as workshop instructors or co-presenters. Such practice promotes leadership and engagement from the developing world, can provide such individuals with additional expertise and visibility, and may even contribute toward the possibility of local training program development.

- *Promote professional development for leaders*: Further to the essential nature of leadership, IPDET might promote special communication and / or 'primer' training sessions for audiences such as key decision makers or users of evaluation results. One possibility would be to support IPDET alumni with curriculum resources so as to enable them to develop and deliver local workshops to senior decision- and policy makers. To encourage participation, alumni in the respective regions or evaluation communities could team up with their supervisors or other key decision-makers to attend these events. Various action roles for leaders might be covered to generate ideas for capacity building and for developing the capacity to use evaluation locally. Alternatively, M&E primer sessions could be delivered via internet to promote widespread involvement and to reduce costs. Program alumni might team up with local evaluation associations to host and publicize these events.

- *Enhance utilization considerations in the IPDET curriculum:* The topic is currently covered in the IPDET core course and curriculum materials but it might be augmented by developing a specialized workshop or having participants develop a utilization action

plan as a capstone project. The uptake of innovation – and M&E arguably falls into this category – is more likely when experienced by the user: some would argue that practice *follows* belief. If senior decisions makers or users are able to experience the successful use of M&E (instrumental, conceptual, process use), they will be more receptive to it as a force for change. IPDET alumni may have a role in developing strategies to bring about such experience.

REFERENCES

Buchanan, H. (2004). *Evaluation of the International Program for Development Evaluation Training*. Ottawa: Jua Management Consulting Services.

Bonbright, D., Carden, F., Earl, S., Khangram, S., Macpherson, N., Offir, Z., & Rogers, P. (2009). Impact evaluation for improving development: Rethinking, reshaping and reforming. Retrieved April 2009, from http://www.keystoneaccountability.org/files/IE4ID.RRR.2pager.FINAL.pdf

Carden, F. (2010). Introduction to the forum on evaluation field building in South Asia. *American Journal of Evaluation, 31*(2), 291-221.

Carden, F. (2007). The real evaluation gap. *Alliance Magazine, 12*, 4. (as cited by Carden, 2010).

Conlin, S., & Stirrat, R. L. (2008). Current challenges in development evaluation. *Evaluation, 14*, 193-208.

Cousins, (2006). *Evaluation report: The International Program for Development Evaluation Training (IPDET)*. November, 2006.

Cousins, J. B. (2007). *Process use in theory, resesarch and practice. New Directions for Evaluation. No. 116*. SanFrancisco: Jossey Bass.

Cousins, J. B., Goh, S., & Clark, S. (2005). Data use leads to data valuing: Evaluative inquiry for school decision making. *Leadership and Policy in Schools, 4*, 155-176.

Cousins, J. B., Goh, S., Clark, S., & Lee, L. (2004). Integrating evaluative inquiry into the organizational culture: A review and synthesis of the knowledge base. *Canadian Journal of Program Evaluation, 19*(2), 99-141.

Hay, K. (2010). Evaluation field building in South Asia: Reflections, anecdotes, and questions. *American Journal of Evaluation, 31*(2), 222-231.

Guskey, T. (2000). *Evaluating Professional Development*. Thousand Oaks: Corwin.

Kirkpatrick, D. L. (1959). Techniques for evaluating training programs. *Journal of the American Society for Training Development, Nov*.

Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco, CA: Jossey Bass.

Lusthaus, C., Adrien, M.-H., Anderson, G., Carden, F., & Montalvan, G. P. (2002). *Organizational assessment: A framework for improving performance*. Ottawa: International Development Reserch Centre.

Mackay, K. (2002). The World Bank's ECB experience. In D. Compton, M. Baizerman & S. H. Stockdill (Eds.), *The art, craft and science of evaluation capacity building. New Directions for Evaluation. No 93* (pp. 81-99). San Francisco: Jossey-Bass.

Mayne, J., & Rist, R. (2006). Studies are not enough: The necessary transformation of evaluation. *Canadian Journal of Program Evaluation, 21*(3), 93-120.

Morra Imas, L., & Rist, R. (2009). *The road to results: Designing and conducting effective development evaluations*. Washington, DC: World Bank.

Patton, M. Q. (1997). *Utilization-focused evaluation: A new century text (3rd ed.)*. Thousand Oaks, CA: Sage.

Stockdill, S. H., Baizerman, M., & Compton, D. (2002). Toward a definition of the ECB process: A conversation with the ECB literature. In D. Compton, M. Baizerman & S. H. Stockdill (Eds.), *The art, craft and science of evaluation capacity building: New Directions in Evaluation, No. 93* (pp. 7-25). San Francisco: Jossey-Bass.

Trumpower, D. (2009, Dec.). *Evaluation Report: The International Program for Development Evaluation Training, 2009.* Ottawa: Centre for Research on Educational and Community Services

Trumpower, D. (2008, Nov.). *Evaluation Report: The International Program for Development Evaluation Training, 2008.* Ottawa: Centre for Research on Educational and Community Services

APPENDICES

LIST OF APPENDICES

APPENDIX A-1

IPDET EVALUATION

ON-LINE QUESTIONNAIRE SURVEY INSTRUMENT

Dear IPDET participant,

The purpose of this questionnaire is to gather information about your experience with the *International Program for Development Evaluation Training* (IPDET). IPDET management is interested in learning more about the nature and scope of any outcomes and impacts resulting from participation in the program. They have requested this survey, as part of a larger evaluation study, and will use the information obtained for the ongoing planning and improvement of the program.

A secondary objective is to learn more about monitoring and evaluation (M&E) capacity building activities in your organization or setting. Information from this questionnaire will provide insight into how to build capacity for doing and using M&E results in, for example, in strategic decision making, program design, and improvement. In addition, the results will help to promote a deeper understanding of how to integrate M&E into organizational management functions.

We thank you in advance for your willingness to participate in this evaluation. This survey should take about 20 minutes to complete. Your responses will remain confidential and the results of the survey will be pooled for analysis (so that individual responses cannot be identified). A summary of the findings will be made available to you through the IPDET listserve.

Sincerely,

Brad Cousins, Ph.D., Principal Investigator
Professor, Faculty of Education,
University of Ottawa
145 Jean Jacques Lussier, Ottawa, Ontario
Canada K2M 2N3
(613) 562-5800 ext. 4036
(613) 562-5146 fax
bcousins@uottawa.ca

and

Catherine Elliott
Ph.D. Candidate
University of Ottawa

A. IPDET EXPERIENCE

A1 We are interested in knowing which year(s) and which component(s) of IPDET you attended. Indicate your participation below.

***NOTE These options will provide drop down lists of years for selection (2001 to 2009)**

☐	Core (2 week program)
☐	Week 3 Workshops
☐	Week 4 Workshops
☐	SHIPDET
☐	Mini-IPDET. Specify location: _____

Note: Monitoring and Evaluation (M&E) are defined as processes of *systematic inquiry to provide information for decision and policy making about some object – a program, project, process, organizational unit, or product.* Use of M&E results might lead, for example, to making refinements to a program or to offering better alternative programs or options. Monitoring generally implies ongoing systematic description of (e.g., program) performance whereas evaluation implies evidence-based judgments about such performance. In this questionnaire, the terms "monitoring" and "evaluation" will be referred to as M&E. Questions refer to both activities.

B. LEARNING OBJECTIVES - KNOWLEDGE AND SKILL DEVELOPMENT

Indicate the degree to which you **AGREE OR DISAGREE** that IPDET has helped you to achieve the following learning objectives:

		1 Strongly Disagree						**7 Strongly Agree**
B1	Develop my basic knowledge of development M&E concepts (e.g., formative evaluation, impact evaluation).	1	2	3	4	5	6	7
B2	Develop my basic knowledge of development M&E processes (e.g., evaluation design, baseline data, data collection).	1	2	3	4	5	6	7
B3	Develop my basic knowledge of development M&E methods (e.g., case studies, evaluability assessments, questionnaires, randomized control trials).	1	2	3	4	5	6	7
B4	Increase or upgrade my current depth or level of M&E knowledge and skills.	1	2	3	4	5	6	7
B5	Enhance my specific skills in designing and conducting M&E of development programs.	1	2	3	4	5	6	7
B6	Meet people from around the globe who are engaged in development M&E.	1	2	3	4	5	6	7
B7	Develop networks for future collaboration and knowledge sharing.	1	2	3	4	5	6	7

Comments -- elaborate on any specific learning objectives that you may have had and IPDET's contribution to meeting these objectives:

C. KNOWLEDGE TRANSFER

We are interested in the degree to which you found that the knowledge and skills **that you learned at IPDET** are relevant to your work environment.

Indicate the extent to which **you use the following knowledge or skills in your workplace** followed by **the degree to which you believe that IPDET has contributed** to their application.

Note: a 'not applicable' option will be provided for the left column; and a DK for the right column.

		Skills Used in Your Workplace							**Contribution of IPDET**							
	Knowledge/Skills:	**1 Never**						**7 Always**	**1 None**							**7 Much**
C1	Applying different approaches to development M&E (e.g., participatory, multisite)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C2	Applying different types of M&E (e.g., process, outcome, cost effective)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C3	Understanding M&E processes (e.g., designing the evaluation, collecting baseline data)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C4	Identifying and involving stakeholders	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C5	Identifying types of M&E questions	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C6	Selecting appropriate M&E designs for evaluation questions	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C7	Selecting data collection approaches	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C8	Applying sampling concepts/strategies/approaches	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C9	Performing quantitative data analysis	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C10	Performing qualitative data analysis	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C11	Communicating data analysis results	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C12	Designing and using a design matrix	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C13	Developing an M&E 'terms of reference' (TOR)	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C14	Assessing the quality of an M&E report or product	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C15	Writing an M&E report	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C16	Designing and using performance based M&E systems	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C17	Managing the M&E process	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C18	Applying standards for ethical practice in the conduct of M&E	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C19	Ensuring that quality standards for M&E are met	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
C20	Applying knowledge of Country/sector M&E	1	2	3	4	5	6	7	1	2	3	4	5	6	7	

C21	Other – *specify* _____	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Comment further upon those elements of IPDET which have been most useful in your workplace. Why were they useful? How did you use this knowledge/skill?

How could IPDET be improved to better enable knowledge transfer to your home environment (i.e., skills and knowledge from the course)?

D. CONTEXTUAL FACTORS

Indicate the extent to which the following **organizational factors** have helped (aided, facilitated) or hindered (limited, interfered with) you in applying M&E knowledge and skills **learned at IPDET** in your workplace.

Note: a 'not applicable' option will be provided.

		1 Hindered						**7 Helped**
D1	**Policies** of my organization in relation to M&E as a source of information and knowledge.	1	2	3	4	5	6	7
D2	**Provision of time** to adequately implement M&E.	1	2	3	4	5	6	7
D3	**Collegial support** (e.g., expertise or advice from colleagues in carrying out M&E).	1	2	3	4	5	6	7
D4	**Resources** (i.e., availability of human and fiscal resources to do M&E.)	1	2	3	4	5	6	7
D5	**Protection** from intrusions/allocation of time (i.e., minimization of competing demands on those charged with doing M&E).	1	2	3	4	5	6	7
D6	**Openness to experimentation** (i.e., organizational cultural readiness for M&E).	1	2	3	4	5	6	7
D7	**Supervisory support** (i.e., facilitative support to engage in M&E activities).	1	2	3	4	5	6	7
D8	**High-level administrators' support** (i.e., overt organizational support for M&E).	1	2	3	4	5	6	7
D9	**Recognition** of success (i.e., incentives for engaging in M&E).	1	2	3	4	5	6	7

Please provide any further comments on your responses above or on any other factors which have helped or hindered you in applying M&E knowledge or skills in your workplace:

E. NETWORKING

We are interested in the extent to which IPDET has contributed to the development of your network of M&E professionals.
Indicate the degree to which you **AGREE OR DISAGREE** with the following statements about IPDET.
Note: a 'not applicable' option will be provided.

		1 Strongly Disagree						**7 Strongly Agree**
E1	An important aspect of IPDET is the global network that I joined/developed.	1	2	3	4	5	6	7
E2	Because of IPDET I am part of a large community of development evaluators.	1	2	3	4	5	6	7
E3	I communicate with other IPDET "participants" directly to share information (via direct communication such as email or phone calls).	1	2	3	4	5	6	7
E4	I network with IPDET "experts" or "resource personnel" to ask their advice (e.g., IPDET course instructors, workshop leaders, or other "experts").	1	2	3	4	5	6	7
E5	I find that IPDET colleagues are responsive to direct queries that I send them.	1	2	3	4	5	6	7
E6	My network within my own local evaluation community has been strengthened because of IPDET.	1	2	3	4	5	6	7
E7	Networking through IPDET has enabled me to continue learning about M&E.	1	2	3	4	5	6	7
E8	Networking through IPDET has helped me to solve everyday M&E problems.	1	2	3	4	5	6	7
E9	Networking through IPDET has helped me advance my career (e.g., connections made which led to employment, contracts, or promotion).	1	2	3	4	5	6	7

We are also interested in the degree to which the **IPDET listserv**, in particular, has contributed to the development of your M&E network.
Indicate the degree to which you **AGREE OR DISAGREE** with the following statements about the **IPDET listerv.**

		1 Strongly Disagree						**7 Strongly Agree**
E9	I use the IPDET listserv to keep in touch with IPDET colleagues.	1	2	3	4	5	6	7
E10	I regularly submit questions to the listserv.	1	2	3	4	5	6	7
E11	I routinely read the listserv emails.	1	2	3	4	5	6	7
E12	I get answers to my queries on the IPDET listserv.	1	2	3	4	5	6	7
E13	I consider myself to be an active participant in the IPDET listserv.	1	2	3	4	5	6	7

E14	The IPDET listserv has helped to strengthen my local evaluation community.	1	2	3	4	5	6	7
E15	The IPDET listserv has enabled me to continue learning about M&E.	1	2	3	4	5	6	7
E16	The IPDET listserv has helped me solve everyday M&E problems.	1	2	3	4	5	6	7
E17	The IPDET listserve has helped me advance my career (e.g., connections made which led to employment, contracts, or promotion)	1	2	3	4	5	6	7

If you disagreed with E13 or E15 please explain how the listserv be more useful.

Comment upon how IPDET has contributed to the development of your local and/or global development evaluation network or how it could be improved.

F. Capacity to Do Monitoring and Evaluation (M&E)

In this section, we would like to find out about your **organization's** capacity to conduct M&E. Indicate the extent to which you **AGREE or DISAGREE** with the following statements.
Note: a 'don't know' option will be provided.

		1 Strongly Disagree						**7 Strongly Agree**
F1	My organization has the capacity to conduct M&E effectively.	1	2	3	4	5	6	7
F2	Employees are given sufficient time to reflect on organizational successes or failures.	1	2	3	4	5	6	7
F4	We have a "champion" on staff who supports our M&E efforts.	1	2	3	4	5	6	7
F5	Overall, my organization possesses the technical competencies to conduct all aspects of M&E (e.g., instrument development, data collection and analysis).	1	2	3	4	5	6	7
F6	My organization can effectively oversee M&E performed by external professionals.	1	2	3	4	5	6	7
F7	My organization provides positive incentives to conduct evaluation.	1	2	3	4	5	6	7
F8	We are rewarded for using performance information.	1	2	3	4	5	6	7
F9	We have formal requirements to report on performance.	1	2	3	4	5	6	7
F10	Performance measurement is integral to our organizational accountability framework.	1	2	3	4	5	6	7

F11	IPDET has had a positive impact on our organization's capacity to do M&E.	1	2	3	4	5	6	7

Comment further upon your organizational unit's capacity to perform M&E and how IPDET may have contributed to this capacity.

Comment upon your own **personal** capacity to perform M&E by responding to the following statements.

		1 Strongly Disagree						**7 Strongly Agree**
F12	I have the personal capacity to *do* M&E effectively (i.e., conduct M&E activities myself).	1	2	3	4	5	6	7
F13	I have the personal capacity to *manage* M&E effectively (i.e., oversee staff or contractor(s) who are performing M&E activites).	1	2	3	4	5	6	7

F14 Please rate your own level of knowledge about the practice of M&E below:
(please check √ ONE)

Level of Knowledge about the **Practice** of M&E:

- ☐ Very good
- ☐ Good
- ☐ Adequate
- ☐ Poor
- ☐ Very Poor

G. Specific Types of Monitoring and Evaluation (M&E) Activities

Indicate the extent to which your organization has engaged in the following **M&E activities** in the **past five years**. (**Note:** These may be internal or externally contracted evaluation activities.)
Note: a 'don't know' option will be provided.

		1 Never						**7 Always**
G1	Reviewed program documentation (e.g., participant records, case notes).	1	2	3	4	5	6	7
G2	Conducted firsthand observation of program activities.	1	2	3	4	5	6	7
G3	Conducted formal program evaluations.	1	2	3	4	5	6	7
G4	Established performance targets (e.g., serve 200 people, 80% complete training).	1	2	3	4	5	6	7
G5	Monitored implementation (i.e., verify that programs are delivered as intended).	1	2	3	4	5	6	7
G6	Monitored program outcomes (i.e., verify that program results are as intended).	1	2	3	4	5	6	7
G7	Assessed the degree to which program goals/objectives are met.	1	2	3	4	5	6	7

G8	Engaged in formal M&E planning processes.	1	2	3	4	5	6	7
G9	Used comparative group designs (e.g., randomized control trials, quasi experimental).	1	2	3	4	5	6	7
G10	Employed single-case mixed-method designs (e.g., interviews and questionnaire surveys).	1	2	3	4	5	6	7
G11	Used program theoretical designs (i.e., used theory of change/logic models).	1	2	3	4	5	6	7
G12	Produced annual reports based on outcome performance measures.	1	2	3	4	5	6	7
G13	Produced reports about program activities.	1	2	3	4	5	6	7
G14	Produced evaluative reports for Boards of Directors and/or senior management.	1	2	3	4	5	6	7
G15	Used a performance measurement system.	1	2	3	4	5	6	7
G17	Used <u>other</u> evaluative systems (e.g., performance audits, credit reviews, quality assurance activities): (*Specify below)*	1	2	3	4	5	6	7

_____

_____

H. USE OF MONITORING AND EVALUATION (M&E)

Indicate the extent to which you have observed the following **consequences of evaluation** in your organization. Also indicate the extent to which you believe that **IPDET contributed** to each of these consequences.
(*Circle ONE option for each*)
Note: a 'don't know' option will be provided.

		Consequences							**Contribution of IPDET**						
	M&E has been used to:	**1 Never**						**7 Always**	**1 None**						**7 Much**
H1	learn about how programs are functioning.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H2	make changes to existing programs.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H3	feed into strategic planning.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H4	obtainnew funding.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H5	Justify decisions about programs (e.g., justify program existence, continuation or program termination).	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H6	make decisions about staffing.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H7	report to the board (or equivalent).	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H8	perform outreach and public relations.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H9	make decisions about fiscal allocations.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H10	meet external accountability requirements.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H11	develop knowledge about M&E methods.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H12	foster a shared understanding of organizational functioning.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
H13	improve management practices.	1	2	3	4	5	6	7	1	2	3	4	5	6	7

H14	develop professional networks.	1	2	3	4	5	6	7		1	2	3	4	5	6	7
H15	question underlying assumptions about what we do.	1	2	3	4	5	6	7		1	2	3	4	5	6	7
H16	demonstrate the power of M&E as a force for change.	1	2	3	4	5	6	7		1	2	3	4	5	6	7
H17	Other: (*Specify below)*	1	2	3	4	5	6	7		1	2	3	4	5	6	7

_____

_____

I. COMMENTS

In this section, add any further comments about your experience at IPDET and the degree to which it has had an impact on you, your organizational unit, or your organization (i.e., how you think about or conduct development evaluation).

J. CONTINUING EDUCATION

We are also interested in knowing what services IPDET could offer to meet your needs in the future for continuing education and professional development. Please describe these needs below.

J1 Training_____

J2 Other Services_____

J3 Additional Needs_____

K. BACKGROUND INFORMATION

K1 Which of the following best describes your organization: *(√ONE*)

☐ Bilateral development agency
☐ Multi-lateral development agency
☐ Private sector
☐ Non Governmental Organization (NGO)
☐ University
☐ Evaluation and research institution
☐ Government
☐ Other: (specify) _____

K2 Indicate the number of paid staff employed by your organization (full-time equivalents). _____

K3 Describe your country of origin:

☐ An industrialized country ☐ A developing country ☐ A transitional country

K4 Which of the following describes your primary evaluation function? *(√ as many as apply.)*

☐ Design and conduct evaluation
☐ Manage evaluation unit
☐ Design & implement management monitoring system(s)
☐ Request evaluation services
☐ Use evaluation results for policy making
☐ Manage the design and conduct of evaluation
☐ Request evaluation services
☐ Manage evaluation knowledge learning function
☐ Use evaluation results for program improvement
☐ Teach evaluation
☐ Other: (Specify) _____

K5 How long have you been working in this function?

____ Number of years (round up).

K6 What percentage of your time do you spend on evaluation activities?

____ Out of 100% (round up).

K7 What is your gender?

☐ Male ☐ Female

K8 To which age category do you belong?

☐ less than 30
☐ 30-39
☐ 40-49
☐ 50-59
☐ 60 +

K9 What is your highest diploma/degree attained? *(√ ONE)*

☐ High School
☐ College
☐ University - Undergraduate
☐ University – Masters
☐ University - Doctoral

K10 To what extent would you be interested in pursing a degree or graduate diploma program in evaluation? *(√ ONE*)

☐ Very interested
☐ Somewhat interested
☐ Not interested

Thank you for your input!

Note: A summary results of this evaluation will be circulated on the IPDET listserve as soon as it is available.

APPENDIX A-3: Questionnaire Survey Participant Demographic Profile

As mentioned in the main report, 230 completed questionnaires were received, representing a response rate of 11.4% (considered acceptable for on-line surveys – see Footnote 3, p.7). Participants in each of the years IPDET has been offered since 2000 responded to the questionnaire; however, there was increased participation in the survey by more recent graduates (e.g., 35% of respondents attended the two-week core in 2008 or 2009). Participant enrollment in IPDET, SHIPDET and Mini-IPDET can be observed in Table A-3.1. In terms of mini-IPDET, survey respondents were primarily from the Czech Republic representing almost one-third of all Mini-IPDET participants (see Table A-3.2) for details.

Table A-3.1: Participant Enrollment in IPDET, SHIPDET and Mini-IPDET

Year	CORE	Week 3 Workshops	Week 4 Workshops	SHIPDET	Mini IPDET
	No. of Respondents	No. of Respondents	No. of Respondents	No. of Respondents	No. of Respondents
2001	6	7	8	2	0
2002	5	4	1	1	1
2003	10	7	6	1	1
2004	12	16	13	1	2
2005	14	14	16	1	1
2006	15	17	17	0	3
2007	11	14	13	0	4
2008	45	27	19	2	4
2009	35	41	44	4	24
Did not attend	77	83	93	219	190
Total	**230**	**230**	**230**	**230**	**230**

Table A-3.2: Mini IPDET Locations

Countries	Frequency	Percent
Czech Republic	10	28.6
Ethiopia	3	8.6
South Africa	3	8.6
Uganda	2	5.7
Thailand	4	11.4
Papua New Guinea	4	11.4
Portugal	3	8.6
Australia	2	5.7
Trinidad & Tobago	2	5.7
China	1	2.9
Grenada	1	2.9
TOTAL	**35***	**100**

* 5 participants did not specify the location.

Overall, the survey respondents' countries of origin were reported as 37% from industrialized nations and 63% from developing or transitional economies. These data show a slightly higher representation of respondents from industrialized countries than do annual IPDET attendance figures, possibly reflective of language or technical barriers in responding to the on-line survey (Cousins, 2006; Trumpower, 2009, 2008). The majority were employed by bilateral or multi-lateral development agencies (31%), NGO's (18%), or government (27%) (see Tables A-3.3 and A-3.4). These findings compare with demographic patterns in recent IPDET offerings (Cousins, 2007; Trumpower, 2009, 2008).

Table A-3.3: Country of Origin of Respondents

Country Type	Frequency	Percent
Industrialized country	86	37.4
Developing country	128	55.7
Transitional country	16	7.0
Total	**230**	**100.0**

Table A-3.4: Type of Home Organization Respondents

Type of agency	Frequency	Percent
Bilateral development agency	27	11.7
Multi-lateral development agency	44	19.1
Private sector	9	3.9
Non Governmental Organization NGO	41	17.8
University	15	6.5
Evaluation and research institution	8	3.5
Government	62	27.0
Other:	23	10.0
Total	**229**	**99.6**

Displayed in Tables A-3.5 to A-3-7 are participant demographics associated with gender, education and age. All patterns are consistent with patterns from recent offerings of IPDET (Cousins, 2007; Trumpower, 2009, 2008). In terms of gender, the respondents were equally likely to be male (53%) or female (47%); and overall, they were a highly educated group with 88% having graduate degrees (70% with masters; 18% with doctoral). Age is fairly evenly split between three groups: less than 40 (36.5 %), 40-49 (36.5%) and 50+ (27%).

Table A-3.5: Gender of Survey Respondents

	Frequency	Percent
Male	121	52.6
Female	109	47.4
Total	**230**	**100.0**

Table A-3.6: Education (highest degree/diploma) of Respondents

Educational Attainment	Frequency	Percent
High school	2	.9
College	1	.4
University - Undergraduate	23	10.0
University - Masters	162	70.4
University - Doctoral	42	18.3
Total	**230**	**100.0**

Table A-3.7: Age of Respondent

Age Category	Frequency	Percent
Less than 30	11	4.8
30-39	73	31.7
40-49	84	36.5
50-59	53	23.0
60	9	3.9
Total	**230**	**100.0**

Another characteristic that we looked at was background experience in evaluation. Measured as years of experience in the evaluation function(s), almost half reported that they had 2-5 years of experience (47%) and one-third (32%) indicated that they spend 75-100% of their time on evaluation activities. It is likely that a good number of those remaining are either managers who do not practice evaluation or novices interested to become a practicing evaluator.

To further examine demographic characteristics, we recoded some of the background variables to ensure valid comparisons. Table 10 shows the distributions of recoded variables of interest. We used crosstabulation analysis[1] among the variables in Table 10 to identify relationships and, as shown in Figure 1 (panels a through i), we found several.

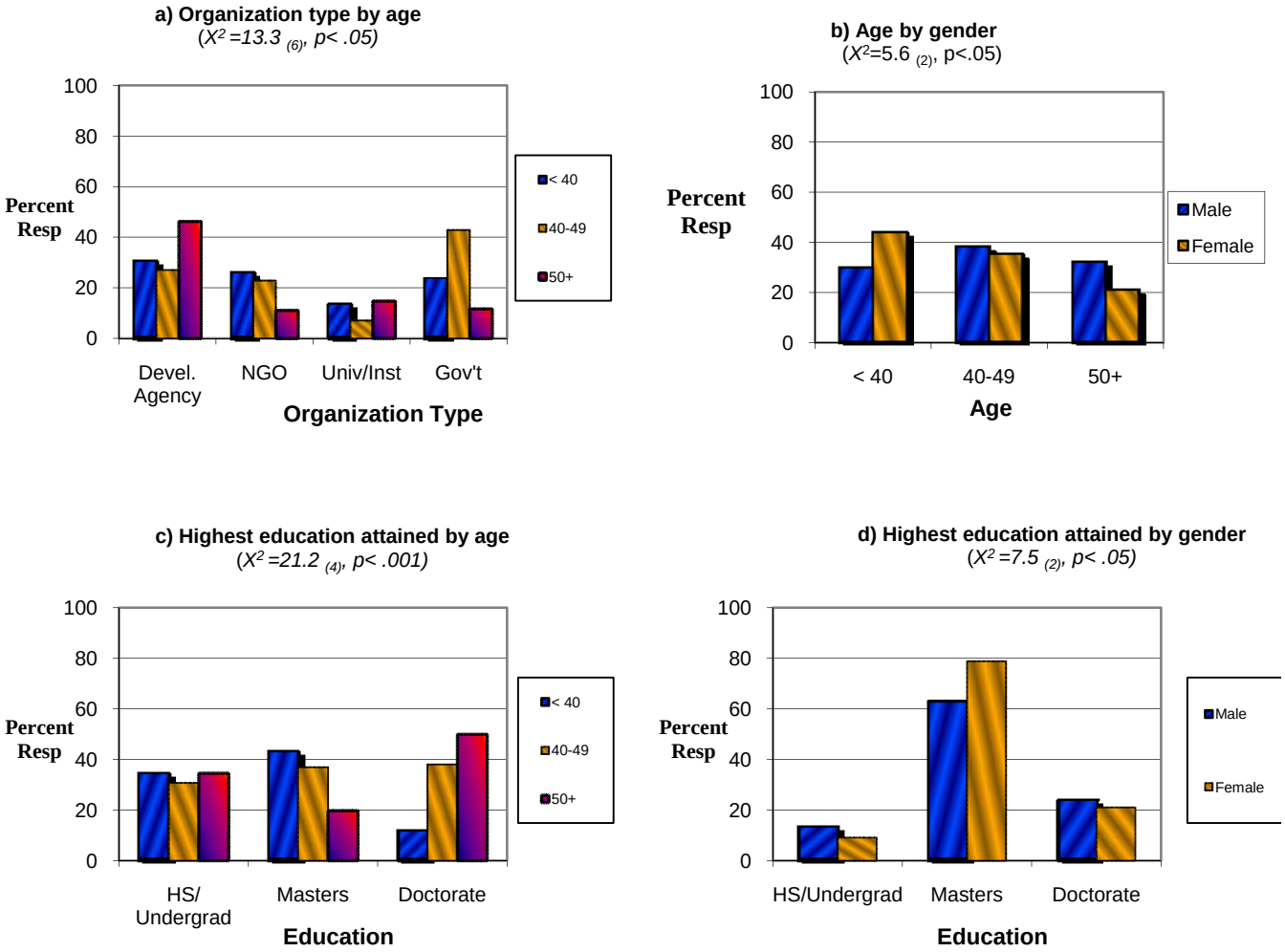
[1] We used crosstabulation analysis to test for differences between two categorical variables. A statistically significant chi-square (χ^2) statistic indicates that a relationship between the variables exists.

Table 10: Recoded Demographic Indicator Variables

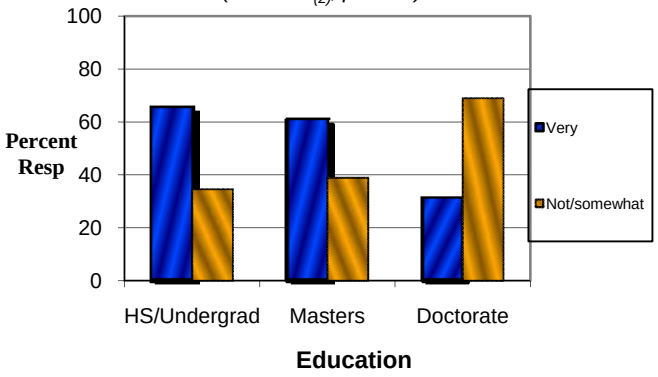
Indicator Variable	Recoded Categories	N	%
Organization type	Development agency	71	36
	Non-governmental organization (NGO)	41	20.8
	University/research institution	23	11.7
	Government	62	31.5
	TOTAL (valid responses)	**197**	**100**
Country of origin	Developing country	128	55.7
	Industrial/transitional country	102	44.3
	TOTAL (valid responses)	**230**	**100**
Age	Less than 40 years of age	84	36.5
	40-49 years of age	84	36.5
	50 years of age and over	62	27.0
	TOTAL (valid responses)	**230**	**100**
Highest Education Attained	High School/Undergraduate	26	22.3
	Masters	162	70.4
	Doctorate	42	18.3
	TOTAL (valid responses)	**230**	**100**
Educational Interest	Very interested in graduate degree/certificate in program evaluation	129	56.1
	Somewhat/not interested	101	43.9
	TOTAL (valid responses)	**230**	**100**
Gender	Male	121	52.6
	Female	109	47.4
	TOTAL (valid percent)	**230**	**100**

Respondent's age category was related to a few different demographic variables, the first being organization type (panel a). Participants who worked for development agencies tended to be older, whereas most of those working with government tended to be middle aged (40-50 yrs.). Participants working for NGOs were younger. Age was also related to gender (panel b) with females being more likely to be younger. Very few younger participants had attained a doctoral degree, as might be expected, but most had a master's degree (panel c). The older the participant, the more likely a doctoral degree had been attained. Age category was also related to interest in studying advanced courses in program evaluation (panel g): the younger the participant the more likely they were to express an interest in such training. Finally, participants originating from developing countries tended to be older than their counterparts from industrial or transitional economies (panel h).

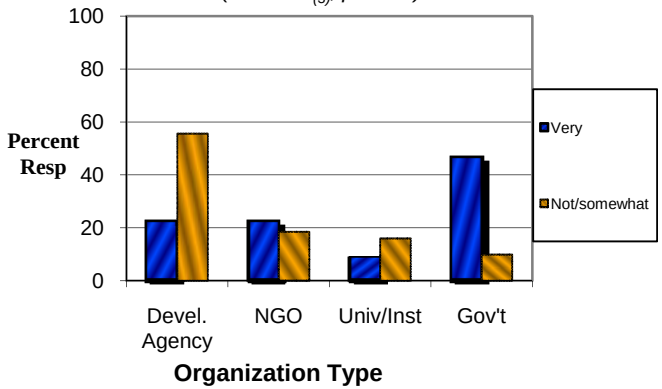
Figure 1: Relationships among demographic variables



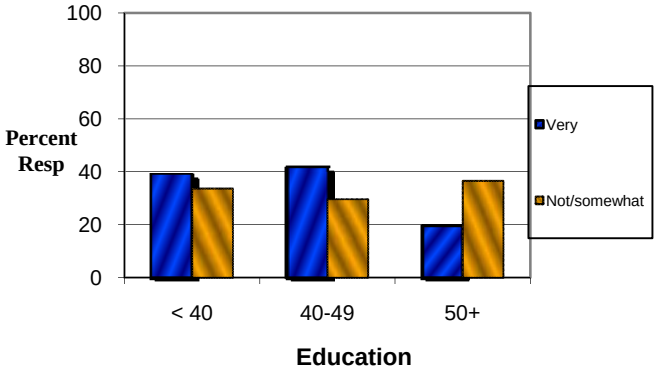
e) Educational attainment by interest in advanced education
(X^2 =13.3 $_{(2)}$, p< .001)



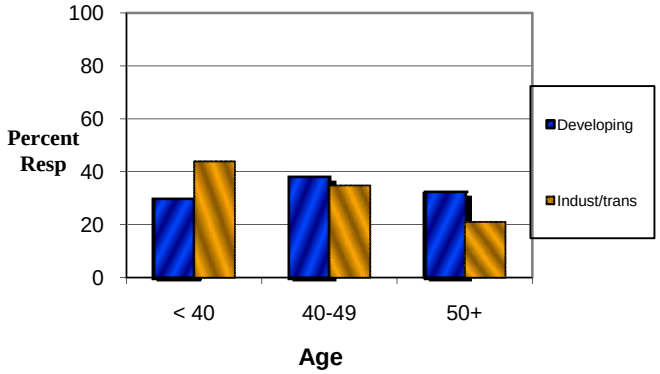
f) Organization type by interest in advanced education
(X^2 =37.5 $_{(3)}$, p< .001)

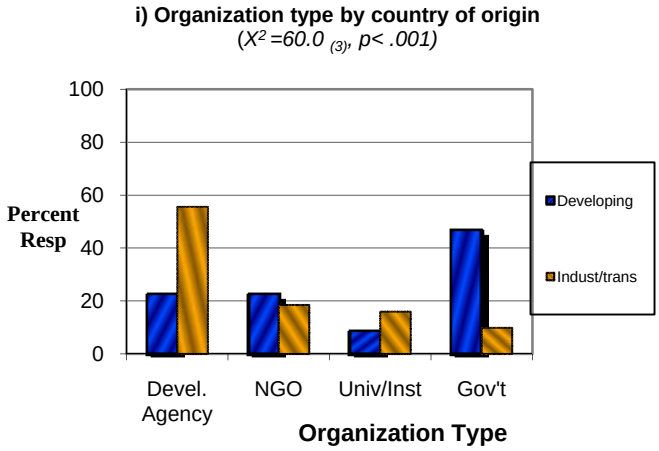


g) Age by interest in advanced education
(X^2 =8.9 $_{(2)}$, p< .01)



h) Age by country of origin
(X^2 =8.0 $_{(2)}$, p< .05)





In addition to being related to age, gender was related to educational attainment with female participants being somewhat more likely to hold a master's degree than their male counterparts (panel d). Panel e shows a relationship between educational attainment and interest in further studies in program evaluation; not surprisingly, those with higher levels of education were less likely to be interested in such programs. Participants working in government were considerably more likely to express such an interest than colleagues from other organizations, whereas those working in development agencies were far less inclined to have this interest (panel f).

Finally, it is apparent in panel i that persons employed in government were far more likely to originate from developing countries, whereas members of development agencies were more often from industrial or transitional countries. We now turn to a brief overview of the main findings of the evaluation.

APPENDIX A-3

Table A-4: Data Sources and Sample Information by Case Study Site

Data Source	**IDRC Ottawa**	**GICHD Geneva**	**Botswana**	**Peoples Republic of China**	**Sri Lanka**
Document and website review	-website review - tracer study - activity report - publications	- website review -on-line examination of documents	- website review - Government policy documents	- website review - evaluation report - policy paper	- website review - government policy documents
Interviews and focus groups	- 2 staff including head of eva.l - 6 IDRC staff alumni - 5 partner alumni (scholarship recipients)	-3 staff including head of eval. - 4 eval/mine action community members - 3 alumni (scholarship recipients) - 4members of devel eval or mine action community	- 3 staff of Vision Council including head - 1 external consultant - 3 IPDET alumni - 2 government officials	-Focus group with SHIPDET staff - Head of host organization - 1 SHIPDET manager/trainer - 1 external trainer - 1 partner org member - 2 IPDET alumni - 3 SHIPDET alumni	-Focus group, Ministry of Planning and Impl. staff (4) - Focus group 2 IPDET alumni - Focus group 2 eval community members - 3 IPDET alumni - 1 member of sponsoring agency

APPENDIX A-4

IPDET Impact Evaluation: Interview Protocol

Introductions; overview of IPDET evaluation; letter of consent. Permission to tape record.

A. Introduction & Context

A1 What is your current role? To what extent and how does it relate to evaluation and monitoring?

A2 To what extent is evaluation and monitoring valued here in [XXXXX]? Is this changing? How and why?

A3 To what extent are training programs like IPDET of interest here in [XXXXX]? Why?

A4 What has been your experience with IPDET? *Prompt: if repeat participant, evolving goals, expectations?*

Attended	Date/Specifics/Workshops taken
Core	
Week 3 workshops	
Week 4 workshops	
Other (specify)	

A5 Are you aware of others from [XXXXX] who have attended IPDET? Do you keep in touch professionally with these people? Elaborate.

B. IPDET Program Objectives

B1. What were your expectations heading into IPDET? (i.e., why did you go?) Were your expectations unique in any way?

B2 To what extent were your expectations met? Elaborate.

B3 To what extent have you developed networks with IPDET alumni here in [XXXXX]? With others from outside [XXXXX]? Explain. (nature/extent of networks, frequency/type of communication, topics discussed, degree to which it has helped on the job)

Domestic: International:

C. IPDET Features

C1 What features or aspects of the IPDET course do you feel were the most useful to your acquisition of new evaluation / monitoring knowledge and skill? Why? *(Prompts: Written resources, lectures/presentations, small group activities, networking with colleagues, specific workshops, listserv)*

C2 What features or aspects of the course were the least useful to your acquisition of new evaluation/monitoring knowledge and skill? Why? *(Prompts: Written resources, lectures/presentations, small group activities, networking with colleagues, specific workshops, listserv)*

D. Transfer of Knowledge and Skill

D1 To what extent do you believe that you have been able to apply the E&M knowledge and skill that you acquired at IPDET here in your own workplace?
(Prompt: Very much so, somewhat, a very little, not at all) Elaborate.
D2 To what extent are the knowledge and skill that you have developed relevant in your workplace? In what ways have the following either helped or hindered your ability to apply evaluation and monitoring knowledge and skill learned at IPDET?

Direct Prompts:

Factor	*Impact*
Organizational policies (in relation to evaluation as a source of information and knowledge);	
Provision of time (to adequately implement evaluation);	
Collegial support (in carrying out the evaluation);	
Resources (availability in terms of human and fiscal resources);	
Protection from intrusions/allocation of time (minimization of competing demands on those charged with doing evaluation);	
Openness to experimentation (organizational cultural readiness for evaluation);	
Supervisory leadership and support (facilitative support to engage in evaluation activities);	
High-level administrators' leadership and support (overt organizational support for evaluation);	
Recognition of success (incentives for engaging in evaluation knowledge production).	
Other	
Other	

E Capacity to DO Evaluation

E1 Describe your personal capacity to *do* evaluations and monitoring. *(Prompt: High/Med/Low)* Elaborate. *(Prompt: strengths and weaknesses)*

E2 Describe your organization's capacity to do evaluation and monitoring *(High/Med/Low) (Prompts: infrastructure, human resources, fiscal resources)* Is evaluation part of the organizational culture? Elaborate.

E3 Describe typical evaluation and monitoring processes *(Prompts: in-house vs. external; std methodology/approach; stakeholder involvement).*

F Capacity to USE Evaluation

F1 In what ways is evaluation and monitoring used in your organization by managers and decision makers? *Prompts: Support for decisions? Learning about programs, organization, functions, etc.? (Symbolic, persuasive and political uses?)*

F2 What sorts of effects have evaluation and monitoring processes had on your organization? *Prompts: Process use? development of inquiry skills? development of evaluative thinking? Creation of new positions?*

F3 What sorts of factors or forces help to integrate evaluation and monitoring into the culture of organizational culture?

F4 What sorts of barriers or forces inhibit the integration of evaluation and monitoring into your organizational culture?

G. Other

G1. To what extent and how has IPDET led to other evaluation-related activities here in [XXXXX]? *(Prompts: training and professional development, development of infrastructure; networking; unanticipated consequences).*

Thank you very much for taking the time to speak with me today. A summary of our findings will be made available to you.

APPENDIX B-1: Table B-1 Descriptive Results – IPDET On-Line Survey

Panel 1: B. Learning Objectives - Knowledge and Skill Development

Indicate the degree to which you AGREE OR DISAGREE that IPDET has helped you to achieve the following learning objectives:

	N											
	Valid	Missing	*SD (1)**	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*SA (7)*	Mean	SD	Rank
B1. Develop my basic knowledge of development M&E concepts (e.g., formative evaluation, impact evaluation).	230	0	4%	1%	4%	13%	18%	25%	35%	5.53	1.571	4
B2. Develop my basic knowledge of development M&E processes (e.g., evaluation design, baseline data, data collection).	230	0	3%	2%	6%	10%	21%	30%	27%	5.43	1.519	6
B3. Develop my basic knowledge of development M&E methods (e.g., case studies, evaluability assessments, questionnaires, randomized control trials).	230	0	3%	2%	7%	17%	22%	27%	20%	5.16	1.514	7
B4. Increase or upgrade my current depth or level of M&E knowledge and skills.	230	0	2%	1%	4%	7%	21%	30%	35%	5.77	1.324	2
B5. Enhance my specific skills in designing and conducting M&E of development programs.	230	0	2%	1%	5%	11%	24%	30%	27%	5.52	1.347	5
B6. Meet people from around the globe who are engaged in development M&E.	230	0	2%	1%	4%	9%	8%	27%	50%	5.97	1.414	1
B7. Develop networks for future collaboration and knowledge sharing.	230	0	1%	1%	7%	10%	17%	28%	35%	5.67	1.388	3

* Strongly Disagree (1); Strongly Agree (7).
M=5.58
SD=1.12

Panel 2: C. Knowledge Transfer

1. We are interested in the degree to which you found that the knowledge and skills **that you learned at IPDET** are relevant to your work environment.
2. Indicate the extent to which **you use the following knowledge or skills in your workplace** followed by **the degree to which you believe that IPDET has contributed** to their application (Note: the shaded areas indicate responses to the second scale).

	N										Diff. in		Separate
	Valid	Missing	*N(1)**	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*A/M(7)*	Mean	Means	SD	Rank
C1. Applying different approaches to development M&E	226	4	2%	5%	6%	17%	25%	20%	34%	5.14	-0.23	1.54	
C1. Applying different approaches to development M&E - IPDET	227	3	3%	1%	7%	14%	24%	23%	28%	5.37		1.48	2
C2. Applying different types of M&E	225	5	2%	7%	8%	17%	24%	19%	20%	4.99	-0.11	1.57	
C2. Applying different types of M&E - IPDET	225	5	4%	1%	9%	14%	27%	24%	19%	5.10		1.53	
C3. Understanding M&E processes (e.g., designing the evaluation, collecting baseline data)	227	3	1%	2%	5%	10%	20%	27%	32%	5.61	0.21	1.38	1
C3. Understanding M&E processes (e.g., designing the evaluation, collecting baseline data)	229	1	3%	1%	9%	12%	20%	27%	28%	5.40		1.50	1
C4. Identifying and involving stakeholders	226	4	1%	3%	3%	13%	22%	27%	30%	5.54	0.54	1.39	2
C4. Identifying and involving stakeholders	224	6	4%	2%	9%	21%	22%	18%	21%	5.00		1.56	
C5. Identifying types of M&E questions	225	5	2%	4%	7%	14%	20%	23%	28%	5.33	0.07	1.54	
C5. Identifying types of M&E questions	226	4	3%	4%	8%	15%	18%	24%	27%	5.26		1.60	3
C6. Selecting appropriate M&E designs for evaluation questions	228	2	2%	4%	7%	17%	19%	22%	28%	5.26	0.01	1.57	
C6. Selecting appropriate M&E designs for evaluation questions	225	5	3%	3%	8%	14%	19%	31%	21%	5.25		1.50	
C7. Selecting data collection approaches	227	3	3%	6%	6%	13%	19%	24%	29%	5.29	0.23	1.63	
C7. Selecting data collection approaches	228	2	4%	4%	9%	17%	20%	21%	24%	5.06		1.66	
C8. Applying sampling concepts/strategies/approaches	227	3	6%	7%	7%	17%	21%	20%	20%	4.85	0.05	1.75	19
C8. Applying sampling concepts/strategies/approaches	225	5	7%	4%	10%	18%	17%	25%	17%	4.80		1.71	
C9. Performing quantitative data analysis	227	3	6%	7%	9%	17%	17%	18%	25%	4.90	0.31	1.80	
C9. Performing quantitative data analysis	226	4	7%	6%	14%	18%	21%	15%	18%	4.59		1.76	

C10. Performing qualitative data analysis	228	2	4%	4%	6%	14%	19%	26%	26%	5.23	0.3	1.62	
C10. Performing qualitative data analysis	227	3	5%	4%	12%	15%	20%	22%	21%	4.93		1.69	
C11. Communicating data analysis results	228	2	3%	4%	4%	11%	19%	23%	35%	5.51	0.66	1.58	3
C11. Communicating data analysis results	226	4	6%	4%	12%	15%	21%	21%	19%	4.85		1.70	
C12. Designing and using a design matrix	224	6	6%	6%	12%	17%	17%	18%	22%	4.78	-0.18	1.81	20
C12. Designing and using a design matrix	222	8	7%	8%	7%	12%	15%	20%	28%	4.96		1.93	
C13. Developing an M&E "terms of reference" (TOR)	224	6	10%	4%	8%	14%	17%	19%	26%	4.88	0.34	1.94	
C13. Developing an M&E "terms of reference" (TOR)	222	8	7%	5%	16%	17%	20%	16%	16%	4.54		1.77	19
C14. Assessing the quality of an M&E report or product	228	2	5%	5%	5%	11%	22%	23%	29%	5.27	0.44	1.68	
C14. Assessing the quality of an M&E report or product	223	7	6%	4%	10%	15%	24%	20%	17%	4.83		1.69	
C15. Writing an M&E report	225	5	4%	7%	9%	14%	13%	23%	30%	5.16	0.51	1.78	
C15. Writing an M&E report	220	10	6%	8%	11%	19%	17%	17%	19%	4.65		1.80	18
C16. Designing and using performance based M&E systems	222	8	4%	6%	10%	15%	16%	24%	23%	5.04	0.04	1.69	
C16. Designing and using performance based M&E systems	218	12	6%	4%	11%	14%	19%	18%	25%	5.00		1.76	
C17. Managing the M&E process	224	6	3%	6%	6%	11%	17%	21%	34%	5.39	0.42	1.68	
C17. Managing the M&E process	221	9	5%	5%	9%	18%	15%	22%	22%	4.97		1.72	
C18. Applying standards for ethical practice in the conduct of M&E	227	3	6%	6%	9%	13%	18%	22%	24%	4.99	0.25	1.78	
C18. Applying standards for ethical practice in the conduct of M&E	220	10	6%	7%	9%	19%	16%	21%	19%	4.74		1.78	
C19. Ensuring that quality standards for M&E are met	228	2	4%	3%	7%	13%	16%	28%	28%	5.34	0.31	1.62	
C19. Ensuring that quality standards for M&E are met	222	8	5%	6%	9%	15%	14%	22%	26%	5.03		1.78	
C20. Applying knowledge of Country/sector M&E	222	8	7%	6%	9%	15%	18%	18%	24%	4.86	0.58	1.85	18
C20. Applying knowledge of Country/sector M&E	219	11	12%	8%	14%	16%	14%	17%	14%	4.28		1.93	20

***** The scale for the 1st question=Never;7=Always; the scale for the second question is None=1; Much=7. 1. M=5.06 SD=1.11; 2. M=5.04; SD=1.11

Panel 3: D. Contextual Factors

Indicate the extent to which the following **organizational factors** have helped (aided, facilitated) or hindered (limited, interfered with) you in **applying M&E knowledge and skills learned at IPDET in your workplace.**

	N	Missing										
	Valid	N/A	*Hinder (1)**	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*Helped (7)*	Mean	SD	Rank
D1. Policies of my organization in relation to M&E as a source of information and knowledge.	211	19	5%	8%	6%	14%	14%	21%	26%	5.05	1.832	1
D2. Provision of time to adequately implement M&E.	211	19	4%	9%	16%	17%	15%	17%	14%	4.46	1.746	5
D3. Collegial support (e.g., expertise or advice from colleagues in carrying out M&E).	215	15	5%	8%	9%	14%	17%	22%	18%	4.80	1.768	2
D4. Resources (i.e., availability of human and fiscal resources to do M&E.)	211	19	7%	13%	15%	16%	16%	15%	11%	4.18	1.800	9
D5. Protection from intrusions/allocation of time (i.e., minimization of competing demands on those charged with doing M&E).	202	28	6%	10%	17%	17%	15%	15%	9%	4.20	1.717	8
D6. Openness to experimentation (i.e., organizational cultural readiness for M&E).	214	16	9%	11%	8%	17%	18%	18%	13%	4.37	1.864	6
D7. Supervisory support (i.e., facilitative support to engage in M&E activities).	215	15	7%	7%	10%	15%	18%	21%	16%	4.67	1.801	3
D8. High-level administrators' support (i.e., overt organizational support for M&E).	215	15	7%	10%	9%	17%	14%	22%	16%	4.60	1.844	4
D9. Recognition of success (i.e., incentives for engaging in M&E).	210	20	10%	10%	9%	19%	15%	18%	10%	4.27	1.845	7

*1=Hindered 7=Helped
M=4.53
SD-1.5

Panel 4: E. Networking

We are interested in the extent to which IPDET has contributed to the development of your network of M&E professionals.
Indicate the degree to which you **AGREE OR DISAGREE** with the following statements about IPDET.

	N									Mean	SD	Rank
	Valid	Missing	*SD (1)**	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*SA (7)*			
E1. An important aspect of IPDET is the global network that I joined.	228	2	2%	1%	4%	8%	14%	20%	51%	5.95	1.421	1
E2. Because of IPDET I am part of a large community of development evaluators.	226	4	1%	3%	5%	9%	16%	19%	46%	5.83	1.436	2
E3. I communicate with other IPDET "participants" directly to share information (via direct communication such as email or phone calls).	220	10	7%	12%	10%	16%	16%	13%	23%	4.58	1.937	8
E4. I network with IPDET "experts" or "resource personnel" to ask their advice (e.g., IPDET course instructors, workshop leaders, or other "experts").	216	14	9%	12%	14%	16%	14%	11%	18%	4.27	1.952	9
E5. I find that IPDET colleagues are responsive to direct queries I send them.	175	55	3%	5%	6%	8%	15%	18%	22%	5.20	1.722	4
E6. My network within my own local evaluation community has been strengthened because of IPDET.	197	33	7%	7%	7%	15%	14%	14%	29%	4.71	1.921	6
E7. Networking through IPDET has enabled me to continue learning about M&E.	219	11	3%	4%	4%	7%	14%	21%	42%	5.70	1.603	3
E8. Networking through IPDET has helped me to solve everyday M&E problems.	202	28	5%	7%	7%	19%	16%	16%	19%	4.76	1.777	5
E9. Networking though IPDET has helped me advance my career (e.g., connections made which led to employment, contracts, or promotion).	193	37	9%	10%	7%	11%	12%	13%	23%	4.62	2.078	7
E2: LISTSERV - Indicate the degree to which you AGREE OR DISAGREE with the following statements about the IPDET listerv.												
E10. I use the IPDET listserv to keep in touch with IPDET colleagues.	220	10	14%	10%	7%	12%	16%	11%	26%	4.46	2.159	3
E11. I regularly submit questions to the listserve.	204	26	27%	18%	14%	17%	6%	4%	3%	2.78	1.668	9
E12. I routinely read the listserve emails.	225	5	4%	4%	3%	10%	19%	24%	35%	5.52	1.615	1

	N									Mean	SD	Rank
	Valid	Missing	*SD (1)**	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*SA (7)*			
E13. I get answers to my queries on the IPDET listserve.	165	65	9%	13%	5%	13%	10%	10%	12%	4.12	2.025	5
E14. I consider myself to be an active participant in the IPDET listserve.	218	12	20%	19%	10%	16%	12%	8%	10%	3.48	1.982	8
E15. The IPDET listserve has helped to strengthen my local evaluation community.	193	37	12%	14%	12%	10%	12%	10%	13%	3.95	2.037	6
E16. The IPDET listerve has enabled me to continue learning about M&E.	223	7	3%	4%	6%	8%	17%	27%	31%	5.46	1.621	2
E17. The IPDET listerve has helped me solve everyday M&E problems.	202	28	8%	11%	13%	18%	11%	13%	14%	4.21	1.903	4
E18. The IPDET listserve has helped me advance my career (e.g., connections made which led to employment, contracts, or promotion)	192	38	19%	11%	7%	12%	8%	11%	15%	3.90	2.218	7

* Strongly Disagree (1); Strongly Agree (7).

General:
M=5.06; SD=1.43

IPDET Listserv:
M=4.24; SD=1.5

Panel 5: F. Capacity to *Do* Monitoring and Evaluation (M&E)

In this section, we would like to find out about your **organization's** capacity to conduct M&E.
Indicate the extent to which you **AGREE or DISAGREE** with the following statements.

	N									Mean	SD	Rank
	Valid	Missing	*SD (1)**	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*SA (7)*			
F1. My organization has the capacity to conduct M&E effectively.	220	10	4%	7%	13%	13%	26%	14%	19%	4.72	1.71	5
F2. Employees are given sufficient time to reflect on organizational successes or failures.	219	11	6%	14%	14%	18%	20%	14%	10%	4.18	1.71	9
F3. We have a "champion" on staff who supports our M&E efforts.	209	21	6%	17%	7%	13%	14%	21%	18%	4.64	1.91	6
F4. Overall, my organization possesses the technical competencies to conduct all aspects of M&E (e.g., instrument development, data collection and analysis).	216	14	5%	9%	12%	15%	19%	20%	14%	4.59	1.75	7
F5. My organization can effectively oversee M&E performed by external professionals.	215	15	4%	4%	10%	17%	22%	21%	17%	4.89	1.61	3
F6. My organization provides positive incentives to conduct evaluation.	214	16	10%	12%	11%	11%	16%	18%	14%	4.32	1.96	8
F7. We are rewarded for using performance information.	214	16	13%	12%	11%	15%	13%	18%	11%	4.09	1.96	10
F8. We have formal requirements to report on performance.	218	12	4%	4%	7%	10%	14%	26%	30%	5.32	1.72	1
F9. Performance measurement is integral to our organizational accountability framework.	218	12	7%	5%	7%	12%	13%	26%	26%	5.09	1.84	2
F10. IPDET has had a positive impact on our organization's capacity to do M&E.	205	25	7%	10%	7%	13%	15%	24%	24%	4.77	1.94	4

* Strongly Disagree (1); Strongly Agree (7).
M=4.66
SD=1.41

Panel 6: G. Specific Types of Monitoring and Evaluation (M&E) Activities

Indicate the extent to which your organization has engaged in the following **M&E activities** in the **past five years**. (**Note:** These may be internal or externally contracted evaluation activities.)

	N									Mean	SD	Rank
	Valid	Missing	*N (1)**	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*A (7)*			
G1. Reviewed program documentation (e.g., participant records, case notes.)	222	8	2%	6%	7%	12%	21%	22%	28%	5.25	1.63	5
G2. Conducted firsthand observation of program activities.	220	10	3%	4%	6%	13%	22%	24%	24%	5.23	1.58	8
G3. Conducted formal program evaluations.	221	9	7%	5%	7%	12%	13%	25%	28%	5.13	1.84	10
G4. Established performance targets (e.g., serve 200 people, 80% complete training).	219	11	4%	6%	7%	9%	18%	23%	29%	5.25	1.74	5
G5. Monitored implementation (i.e., verify that program are delivered as intended).	224	6	1%	5%	6%	9%	20%	26%	31%	5.50	1.51	3
G6. Monitored program outcomes (i.e., verify that program results are as intended).	225	5	2%	5%	7%	13%	18%	26%	27%	5.30	1.58	4
G7. Assessed the degree to which program goals/objectives are met.	224	6	1%	4%	6%	10%	18%	28%	30%	5.54	1.44	2
G8. Engaged in formal M&E planning processes.	222	8	3%	5%	7%	14%	17%	26%	25%	5.24	1.62	7
G9. Used comparative group designs (e.g., randomized control trails, quasi experimental).	213	17	24%	17%	19%	12%	10%	5%	4%	2.97	1.73	15
G10. Employed single-case mixed-method designs (e.g., interviews and questionnaire surveys).	218	12	5%	6%	8%	14%	21%	26%	15%	4.86	1.68	13
G11. Used program theoretical designs (i.e., used theory of change/logic models).	217	13	8%	5%	11%	15%	21%	20%	15%	4.64	1.78	14
G12. Produced annual reports based on outcome performance measures.	220	10	6%	4%	9%	12%	16%	24%	25%	5.08	1.78	11
G13. Produced reports about program activities.	223	7	4%	3%	4%	9%	17%	27%	34%	5.55	1.61	1
G14. Produced evaluative reports for Boards of Directors and/or senior management.	222	8	7%	6%	7%	10%	14%	24%	30%	5.16	1.86	9
G15. Used a performance measurement system.	223	7	6%	7%	8%	13%	20%	22%	22%	4.93	1.77	12

* 1=Never; 7=Always M=5.04; SD=1.25

Panel 7: H. Use of Monitoring and Evaluation (M&E)

1. Indicate the extent to which you have observed the following **consequences of evaluation** in your organization.

2. Also indicate the extent to which you believe that **IPDET contributed** to each of these consequences
(NOTE: these results are shown in the shaded areas).

	N									Diff. in Means	Mean	SD	Rank
M&E has been used to:	Valid	Missing	*N(1)**	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*A/M (7)*				
H1. Learn about how programs are functioning.	226	4	2%	4%	7%	10%	27%	26%	23%	0.83	5.29	1.46	2
H1. Learn about how programs are functioning – Contribution of IPDET	212	18	13%	5%	10%	15%	17%	17%	17%		4.46	1.96	
H2. Make changes to existing programs.	226	4	3%	7%	8%	15%	24%	13%	18%	0.78	4.96	1.58	
H2. Make changes to existing programs – Contribution of IPDET	210	20	15%	7%	12%	17%	14%	12%	16%		4.18	2.02	
H3. Feed into strategic planning.	226	4	4%	5%	6%	14%	2%	29%	18%	0.94	5.09	1.58	3
H3. Feed into strategic planning.	212	18	17%	7%	10%	14%	17%	12%	16%		4.15	2.06	
H4. Obtain new funding.	215	15	10%	8%	10%	15%	17%	19%	15%	1.01	4.47	1.88	
H4. Obtain new funding.	202	28	24%	12%	11%	13%	9%	8%	11%		3.46	2.10	16
H5. Justify decisions about programs (e.g., justify program existence, continuation or program termination).	224	6	5%	4%	5%	16%	24%	24%	20%	1.08	5.06	1.62	
H5. Justify decisions about programs (e.g., justify program existence, continuation or program termination).	205	25	18%	8%	10%	16%	12%	10%	14%		3.98	2.08	
H6. Make decisions about staffing.	216	14	13%	7%	14%	21%	17%	12%	10%	0.7	4.06	1.83	16
H6. Make decisions about staffing.	193	37	27%	9%	8%	12%	13%	10%	7%		3.36	2.06	16
H7. Report to the board (or equivalent).	223	7	4%	3%	6%	12%	20%	22%	29%	1.44	5.30	1.65	1
H7. Report to the board (or equivalent).	204	26	19%	9%	10%	14%	15%	11%	11%		3.86	2.04	
H8. Perform outreach and public relations.	219	11	9%	9%	9%	17%	23%	16%	13%	0.81	4.43	1.80	14
H8. Perform outreach and public relations.	195	35	20%	10%	12%	12%	13%	12%	7%		3.62	1.99	

M&E has been used to:	N Valid	Missing	*N(1)**	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*	*A/M (7)*	Diff. in Means	Mean	SD	Rank
H9. Make decisions about fiscal allocations.	213	17	11%	12%	8%	17%	17%	15%	13%	0.84	4.24	1.92	15
H9. Make decisions about fiscal allocations.	191	39	26%	10%	7%	10%	13%	9%	8%		3.40	2.12	15
H10. Meet external accountability requirements.	218	12	5%	2%	8%	16%	19%	24%	20%	1.07	5.08	1.63	4
H10. Meet external accountability requirements.	203	27	16%	9%	10%	15%	13%	14%	12%		4.01	2.03	
H11. Develop knowledge about M&E methods.	223	7	5%	5%	7%	18%	20%	26%	17%	0.18	4.94	1.63	
H11. Develop knowledge about M&E methods.	211	19	9%	6%	11%	12%	15%	16%	24%		4.76	1.96	1
H12. Foster a shared understanding of organizational functioning.	219	11	6%	7%	15%	14%	20%	20%	14%	0.56	4.58	1.72	
H12. Foster a shared understanding of organizational functioning.	204	26	15%	12%	10%	10%	14%	15%	13%		4.02	2.07	
H13. Improve management practices.	224	6	4%	6%	11%	18%	18%	24%	16%	0.69	4.79	1.66	
H13. Improve management practices.	206	24	14%	11%	10%	14%	13%	13%	15%		4.10	2.05	
H14. Develop professional networks.	222	8	8%	12%	8%	15%	25%	14%	15%	-0.09	4.44	1.82	
H14. Develop professional networks.	212	18	11%	8%	11%	10%	13%	26%	22%		4.53	2.07	3
H15. Question underlying assumptions about what we do.	221	9	6%	9%	12%	14%	18%	21%	17%	0.32	4.66	1.78	
H15. Question underlying assumptions about what we do.	210	20	13%	7%	15%	10%	13%	18%	16%		4.34	2.03	
H16. Demonstrate the power of M&E as a force for change.	223	7	5%	8%	11%	18%	19%	20%	16%	0.08	4.65	1.72	
H16. Demonstrate the power of M&E as a force for change.	210	20	12%	6%	10%	14%	14%	15%	21%		4.57	2.03	2

***** The scale for the 1st question=Never;7=Always: M=4.44 SD=1.39; the scale for the second question is None=1; Much=7: M=4.41; SD=1.41

APPENDIX C : Elaborated Presentation of Results

APPENDIX C-1: Overview of Findings by Data Source

In this section we provide an overview of the findings for each of the two principal sources of data (questionnaire, multiple case study) and the two complementary sources (Email communications, Listserv).

C-1.1: On-Line Questionnaire Survey

Results are summarized here according to descriptive patterns revealed by the questionnaire items. Descriptive statistics for the responses to most survey items, particularly those corresponding to elements of our conceptual framework appear in the tables in Appendix B-1. We summarize these tables in the same order as the items appeared on the questionnaire (Appendix A-2).

Participants were asked to indicate the extent to which knowledge and skill objectives had been met. Average responses for these items were uniformly high, with all values exceeding 5 on a 7 point scale, indicating high levels of satisfaction.

To assess the degree to which knowledge and skill transfer from training to the workplace, a long list of items were rated by participants on two criteria: the extent to which participants used specific knowledge and skills in their workplace, and the extent to which they perceived IPDET to have contributed to the development of such skills. Again, most of the items were rated quite highly (for both criteria) but some averages fell between 4 and 5 on the 7 point scale. We calculated difference values for each item stem and found that the majority of them were positive meaning that IPDET contributes to knowledge and skill development but the specific knowledge or skill is not being used to as great an extent in the workplace. Having said this, the difference values were frequently not large. From this observation we might infer that what is being used in the workplace corresponds to what is being learned at IPDET.

A variety of items were identified as possible contextual factors that may facilitate or impede the transfer of knowledge and skill to the workplace. Average ratings of these revealed that respondents generally believed that contexts for transfer were receptive although their ratings were only marginally in this direction (between 4 and 5 on the 7 point scale).

Self-reported ratings about networking were quite variable, some averages being quite high while others were not so high, yet still in a positive direction. Moreover, there seemed to be considerable difference of opinion about networking as reflected by relatively high standard deviations[1].

Generally, ratings about self-reported capacity to do evaluation were comparatively low, although still mid-range (above 4) on the 7 point scale. There was some variation across specific

[1] Standard deviation (SD) is a measure of the spread of scores in a distribution. About 2/3 of the scores will fall within the average plus or minus one SD unit. The bigger the SD the greater the variability of the scores.

types of activities. We also asked about the kinds of M&E activities that are being implemented in the workplace. These were rated fairly high (above 5) with some of the more complex M&E challenges (e.g., comparative group designs) receiving lower ratings.

Finally, a wide range of possible uses of M&E were presented to participants for assessment. In general, self-reported organizational uses were comparatively low (mid-range) although there was considerable variability across types of use (changing averages) and within types of use (as revealed by high standard deviations). It is not likely that M&E is well integrated within most organizations. We also provide respondent's with an opportunity to rate the extent to which they believe that IPDET has contributed toward the realization of such organizational uses of evaluation. Generally the results showed that IPDET is perceived to have played some role in contributing to organizational uses of IPDET with some variation across the different items.

Overall, these results indicated that that self-reported evidence from the questionnaire survey paints a fairly positive picture of IPDET and its post-training effects.

C-1.2 Multiple Case Study

In this section we provide a very brief summary of the five case studies and then consider patterns across the different contexts. Findings from the case studies are examined in full detail in relation to the evaluation questions in Volume II of this report.

International Development Research Center (IDRC) (Ottawa, Canada)

The IDRC, a donor agency in Ottawa, Canada, was selected as a case organization for a number of reasons, the most salient of which were its commitment to evaluation capacity building and its long history of sponsoring staff and field based partners to participate in IPDET. The case study was based on interviews with staff and partners, and document analysis based on website information, and published and evaluative reports. The findings of the case study were clearly positive and are summarized below according to the main objectives of the evaluation:

- Knowledge and skill development: There was affirmative evidence that both staff and partner expectations coming into IPDET were met.
- Networking: IPDET did not foster networking to a significant degree with IDRC staff but networking was certainly a benefit noted by partners.
- Knowledge and skill transfer: Participants were able to apply knowledge and skill learned at IPDET in their respective workplaces.
- Effectiveness of features of IPDET: Participants commented on a variety of strengths (i.e., small group activities, workshops, resource materials, guest speakers) and areas for improvement (i.e., pedagogical approach, content, textbook) for IPDET as well as future directions.
- Mediating effects of context: A wide range of contextual variables were identified to either foster knowledge transfer and ECB (e.g., learning culture, focus on outcomes, champions) or inhibit it (i.e., fear of evaluation, time-sensitivity)

- Organizational impact of IPDET: Participants provided considerable evidence to show the existence of organizational capacity to do evaluation. Staff and partners had different perspectives on identified uses of evaluation and both commented on additional effects of evaluation.

All of the participants valued their learning experience at IPDET. The scholarship recipients were extremely appreciative of having the opportunity and financial support from IDRC to be able to attend such an internationally renowned event. They also felt that they had acquired a greater understanding of the different approaches to development M&E which they would be able to immediately apply in their work environments. Several participants – IDRC staff and partners – felt that they had acquired 'a new way of thinking' from IPDET. They felt supported in their workplaces and did not identify any insurmountable barriers to knowledge transfer. They also felt "linked in" to a new, global evaluation community. For many, this consisted primarily of "passive" use of the listserv; but nonetheless, this was highly valued. In the case of a few participants, IPDET had served as a catalyst in building a very active evaluation network. The IDRC staff were extremely positive about the 'learning culture' in which they work and the way in the evaluation unit works as a partner with them in continuously seeking new and improved ways to utilize M&E.

Geneva International Centre for Humanitarian De-mining (GICHD) (Geneva, Switzerland

The GICHD is a multilateral not-for-profit organization established in 1998, dedicated to the elimination of anti-personnel mines and the reduction of the humanitarian impact of other landmines and explosive remnants of war. Among its many activities aimed at augmenting performance in mine-action, GICHD has an overt commitment to evaluation capacity building in the sector. In 2005 it formed an ongoing relationship with IPDET providing workshops in 2005 and 2006 in Ottawa and partnering in delivering mini-IPDET training sessions in the mine-action sector. To date, three such regional sessions have been offered and more are planned. The case study focused on IPDET's role in assisting GICHD in developing its evaluation capacity building strategies. The case study was based on interviews with Center staff, IPDET training participants, and others associated with mine-action in addition to website and document analysis. IPDET's role in helping the Center is summarized under the overarching questions guiding the overall evaluation:

- Knowledge and skill development: GICHD is satisfied that persons it sponsored to attend IPDET achieved desired knowledge and skill objectives. Participants corroborated this observation.
- Networking: Networking outcomes were relatively limited mostly due to the unique aspects of the sector and the relatively small community of members within it.
- Knowledge and skill transfer: Participants were able to apply knowledge and skill learned at IPDET; some are working in M&E roles including many who have been recruited by GICHD to participate in regional evaluation projects.
- Effectiveness of features of IPDET: Participants commented on a variety of strengths (i.e., small group activities, on-site networking) but were particularly appreciative of sector

specific workshop materials. Suggestions for improvement centred on expanding the curriculum to include more exposure to technical tools (e.g., SPSS).

- Mediating effects of context: Respondents identified meditating variables that enhance knowledge transfer (organizational and senior administrative support, nature of work in the sector) and impede it (competing demands on time, lack of expertise in the area, resource limitations).
- Organizational impact of IPDET: We concluded that GICHD has developed its capacity to provide evaluation leadership and training in the area and that IPDET has played a role in such development. IPDET alumni also indicated evaluation-related developments and uses in their own organizations.

The case study is unique in that it focuses on a partnership between IPDET and a multilateral not-for-profit organization whose mission is to provide leadership in the elimination of land mines and anti-personnel explosive devices. The sector is small and very highly specialized. Yet it is recognized as a development context given the significant social and economic consequences of this pervasive global problem. IPDET's association with GICHD over the past five years has been highly fruitful. IPDET has played a key role in helping develop sector-specific evaluation training materials and has aided greatly in helping the Centre with its evaluation capacity building agenda. IPDET will continue to assist with the delivery of mini-IPDET regional training opportunities and will also help with the Stage 3 of GICHD's strategy: country-level training and capacity building. This activity will involve the translation of evaluation training materials into country-specific languages which promises to extend the reach of evaluation capacity building. It will also involve IPDET and potentially mini-IPDET alumni in training delivery and evaluation practice.

Botswana (Gabarone, Botswana)…
To come…

People's Republic of China and the Shanghai International Program for Development Evaluation Training (SHIPDET) (Shanghai, PRC)

This case study is unique in that IPDET is simultaneously involved in stimulating M&E capacity building in the PRC through its main program in Ottawa as well as a direct partnership with the Shanghai International Program for Development Evaluation Training (SHIPDET). SHIPDET, housed by the Asian-Pacific Finance Development Center (AFDC), has been operational since 2007 and offers evaluation training sessions twice per year: once in the spring to Chinese nationals (mostly government employees) and once in the fall to persons from over 26 countries, mostly in Asia. The case study was based on interviews with program developers, trainers, and training participants, as well as document analysis based on website information, and other related program documents and evaluative reports. The findings of the case study were clearly positive and are summarized according to the main objectives of the evaluation:

- Knowledge and skill development: There was affirmative evidence that training objectives for participants in IDPET and SHIPDET were met, although recognition that instruction is at a fairly basic level.

- Networking: There was some indication that networking had occurred, particularly at the training events but the extent to which post-training connections endured, was variable.
- Knowledge and skill transfer: Participants were able to apply knowledge and skill learned at IPDET in their respective workplaces. There was some indication that the training was effective in developing conceptual understanding for M&E, perhaps more so than developing technical skills.
- Effectiveness of features of IPDET: Participants commented on a variety of strengths (i.e., practical applications, on-site networking, resource materials) and, to a limited extent, general dislikes (i.e., lunchtime presentations at IPDET; adaptations of curriculum to Chinese context for SHIPDET). Suggested improvements were also identified, many of which align with strategic directions for SHIPDET.
- Mediating effects of context: Several context variables were identified as mediating not only the transfer of training but also, prospects for M&E capacity building in the PRC (i.e., impetus for capacity building, current status, cultural considerations, prospects for alternative training options, leadership, resources).
- Organizational impact of IPDET: Much of the discussion of organizational capacity development focused on strategic directions for AFDC and SHIPDET. There was modest evidence to show other organizational impacts but it was generally acknowledged that M&E capacity building in China is in its infancy and that it will be some time before it is fully integrated in to major systems of governance.

The case study in the PRC is unusual to the extent that IPDET has had two distinct interests, one being the provision of training to mostly government managers and persons with M&E responsibility, the other being to work in partnership with other organizations in support of a local version of the IPDET program, namely SHIPDET. It is clear that SHIPDET has attained some prominence in the region and is becoming recognized as a leader in the provision of M&E training. For the most part, persons attending SHIPDET are satisfied that their learning goals are attained although it is recognized that the program is targeted at a very basic level and that it can only reasonably be expected to lay a good foundation for future development. Although it is changing slowly, it would appear that the context for ongoing training and development in M&E is encouraging. This is perhaps best indicated by the healthy strategic directions under consideration by SHIPDET and AFDC.

Sri Lanka (Colombo, Sri Lanka)
To come…

C-1.3: Thematic Review of Email Communications

Overall, the testimonials received from 2004 to 2009 were overwhelmingly positive. According to many past participants, IPDET appears to have improved their knowledge and skills, as well as provided them with opportunities to enhance the M&E systems within their organizations. One of the many benefits for many IPDET alumni was the development of strong M&E networks that were developed during the course, but also maintained via the listserv. Five major themes emerged from our content analysis of the sample of 73 email communications:

sponsorship, networking, building evaluation capacity, knowledge acquisition and impact, and areas for improvement for IPDET.

Sponsorship

Many of the testimonials received focused on acknowledging and thanking sponsoring agencies for the scholarships they had received that provided them with the opportunity to attend IPDET. Many participants commented on the strengths of IPDET and the impact this type of training had on them and in many cases their country. Participants also encouraged the sponsoring agencies to continue to financially support other individuals around the world to attend IPDET, so that others can reap the benefits as well.

Networking

A large number of participants commented on the benefit of being with other professionals working on similar issues from different parts of the world. The exchange of ideas among participants during the group work was greatly appreciated and in many cases contributed to the development of future working relationships and the creation of networks. These comments are very reflective of several participants who shared that IPDET not only provided them with improved M&E knowledge and skills, but also allowed them to develop some important working relationships and networks around the world

Building Evaluation Capacity:

Many of the testimonials shared with IPDET management related to how they were trying to share what they had learned from IPDET with others within and outside of their organization. A number of past participants commented that they were offering training sessions or informally sharing what they had learned with their colleagues.

Other comments centered on the importance of using the knowledge attained from IPDET and having the responsibility of being a champion for M&E best practice, especially in areas where there are limited resources and trained professionals.

Knowledge Acquisition and Impact

Many testimonials focused on the knowledge and skills that participants had gained and how they were applying the knowledge they had learned from IPDET. Comments ranged from providing very concrete examples (e.g., evaluation approach or methodology being used), to the development of M&E systems. For example, one participant shared that since taking IPDET he has been actively involved with his municipal politicians in an attempt to build an M&E system within his community. Another example of some far reaching benefits was a letter of support from the Permanent Secretary for the Ministry of Public Administration and Information from Trinidad and Tobago that acknowledged the benefits of an IPDET workshop they had received in their country.

There were also numerous comments from past participants praising the quality and professionalism of the IPDET lectures and facilitators. Many participants were very appreciative of the level of expertise the lectures/facilitators had and how approachable they were.

Finally, a few participants commented on the materials they received from the training and how for some participants they refer to them on a regular basis within their workplace. Yet others were of the view that some of the materials provided were not necessarily as relevant to them, mostly because of the type of evaluations with which they are involved. For example, some participants are involved in disaster relief efforts and need materials that can provide them with a framework or strategies to monitor and evaluate, but within a shorter time frame.

Areas of Improvement for IPDET

Despite the majority of the testimonials being overwhelmingly positive, there were a small number of participants that along with sending very positive comments about IPDET, offered suggestions for future improvements. One area of improvement that was shared among a few past participants was the need to have more practical/hands on experience during the IPDET course. Some participants found it challenging to merge the theory being taught into practice. Several comments also suggested that more time be devoted to evaluation design and analysis of results, since those areas required more attention.

C-1.4 IPDET Listserv Content Analysis

We conducted a content analysis of all the postings in the sample for the recent six month time. Six major themes emerged. The results are summarized in Table C-1.1 and described in more detail below.

Table C-1.1: Results of Listserv Content Analysis

Theme	Description	% of Postings
1. Announcements	Conferences, continuing education & funding opportunities	6%
2. Employment opportunities	Various types of announcements regarding employment opportunities	41%
3. IPDET announcements	Dissemination of IPDET newsletter and other IPDET announcements	7%
4. Requests for Assistance	General requests from listserv members	12%
5. Responses	Responses to listserv requests	18%
6. Resources	Announcements of new M&E resources	15%

1. *Announcements related to Conferences, Continuing Education and Funding Opportunities*: There were 11 postings (6%) that related to this theme. Comments most often related to raising awareness of upcoming conferences, calls for papers and advertising continuing education opportunities that could be of interest to members.

There were also a couple postings to inform IPDET members of potential funding opportunities.

2. *Employment Opportunities*: The listserv network is most heavily used to share potential employment opportunities with members. During the six month period, of the 177 overall postings on the listserv, 73 postings (41%) related to employment opportunities; these ranged from advertising full-time positions, seeking experienced consultants, to calls for requests for proposals (RFPs).

3. *IPDET Announcements, Newsletter or Requests:* The coordinator of the IPDET listserv also used this networking tool on 13 (7%) separate occasions in a six month period to disseminate the IPDET Newsletter, data collection tools (e.g., surveys), and special IPDET announcements or requests for assistance.

4. *Requests for Assistance on a Specific Evaluation Topic*: There were 22 postings (12%) in this theme that related mainly to networking and asking for advice/assistance on specific areas of interest (e.g. materials on a particular evaluation topic, examples of evaluation reports). There were also a number of requests to participate in a discussion topic on the IPDET website. Members used the listserv to invite members to participate in a virtual discussion on a particular topic in an attempt to generate a meaningful exchange of ideas on-line.

5. *Response to Request for Assistance*: The IPDET listserv community were quite responsive to requests for assistance from other members. Of the 24 requests posted on the listserv, there were a total of 31 (18%) responses that included suggestions such as websites, suggested readings related to the topic of interest, links to reports of similar nature to the request, and so forth. It is important to note, however, that some members have responded off-line, directly to the requestor's personal email, which does not allow us to determine the full extent of responses received.

6. *Resources, Publications or Reference Materials to Share*: There were 27 postings (15%) that related to publicizing the launch of new websites, new evaluation tools, newly published guidelines, etc. Some members also posted messages on the listserv informing members of new publications that they had authored or that might be of interest to the broader IPDET community.

Of particular interest are themes 4 and 5 which relate specifically to whether the IPDET listserv is facilitating the ability of members to network with others in the broader evaluation community. We conducted additional content analysis of the postings *requesting assistance* from members and their respective *responses* in order to further analyze the types of assistance members were asking for and the types of assistance they were receiving.

Many of the requests posted on the listserv relate to seeking advice on a monitoring and evaluation issue with which they are involved within their workplace. Members post a range of questions ranging from very specific (e.g., sample size formula, consultancy fees) to very general questions (e.g., requests for materials and resources). There were also requests/invitations to

members to participate in virtual discussions on a particular evaluation topic, which tended to be fairly general in nature.

In a couple of instances the listserv seemed to be facilitating collaboration among members with content expertise on a particular topic in the development of data collection tools. For example, one member actively sought contributions and suggestions from members in assisting her with the development survey questions. This request received a number of responses with suggestions of possible questions that could be asked of youth involved in gangs, but also alternative approaches to a survey for reaching this cohort. The responses received appeared to have helped her according to one of her postings thanking members for their assistance and included in that posting was an attachment of the final survey to share with all members.

Other examples of requests for assistance included postings asking members about some of their experiences, challenges, and advice in conducting evaluation work on a particular topic. These types of requests were the most common of all requests posted and came in different formats, such as asking members to answer a set of specific questions or sharing reports/literature/links to websites related to a specific evaluation topic. The majority of the requests reviewed in the six month period appeared to receive responses that ranged from sending links to reports, journal articles and websites on the topic of interest. Some members also went so far as attaching certain evaluation tools.

Overall, most of the requests did receive multiple responses and the responses ranged from offering web links to related materials, attaching evaluation data collection tools on a particular topic, to members of the IPDET listserv community actively participating in the development of a data collection tool. It is important to note, however, that many of the requests posted included an option that members could contact them directly at their personal email address. As a result, we are unable to determine the full scope of responses that individuals received when posting a request. Nevertheless, our analysis reveals that the listserv is being used as a problem solving tool but at least some of the participants.

APPENDIX C-2: Detailed Findings Integrated Across Data Sources

This section examines the findings from the primary data sources (questionnaire survey and multiple case study) complemented by data from email communications and the listserv content analyses. It is organized by questions guiding the evaluation. Particularly emphasis is placed on the extent to which emergent findings corroborate across data sources and methods.

Question 1a: Knowledge and Skill Development

To what extent has IPDET met its objectives of (a) knowledge and skill development and (b) networking with others in the broader evaluation community?

Whether participants came to IPDET for the core course, workshops (or both), SHIPDET or mini-IPDET's, almost all of the respondents agreed that IPDET met its objectives for knowledge and skill acquisition.

Questionnaire survey section B (Appendix A-2) asked respondents to indicate the degree to which IPDET helped them achieve the learning objectives (1=strongly disagree and 7=strongly agree). The results indicate that IPDET alumni, in general, believe moderately strongly that the IPDET learning objectives were met. (See Appendix B-1, Panel B). The overall average (M)[2] was 5.58 on a 7-point scale, indicating a high overall level of agreement. On the individual items, all of the mean scores were well above the mid-point (4 out of a 7 point scale); and the degree of variability was relatively small. As depicted in Figure 2, the learning objective with the highest mean score was related to "meeting people from around the globe" (M=5.97) and the third highest was also related to networking: developing "networks for future collaboration and knowledge sharing" (M=5.67). This indicates a perception that IPDET was generally quite successful in helping participants develop their global networks. The lowest score was related to developing knowledge of "M&E methods"; however, it was still relatively high agreement with an average of 5.16.

Participants come to training at IPDET for a variety of reasons, according to case study and email testimonial data. Many participants come with a very basic and limited understanding of M&E and develop their understanding of concepts, the evaluative field, professional standards. Others come in as seasoned evaluators and have a strong interest in developing identified technical skills; such persons are generally more focused on training offered in the workshop sections of the annual IPDET program.

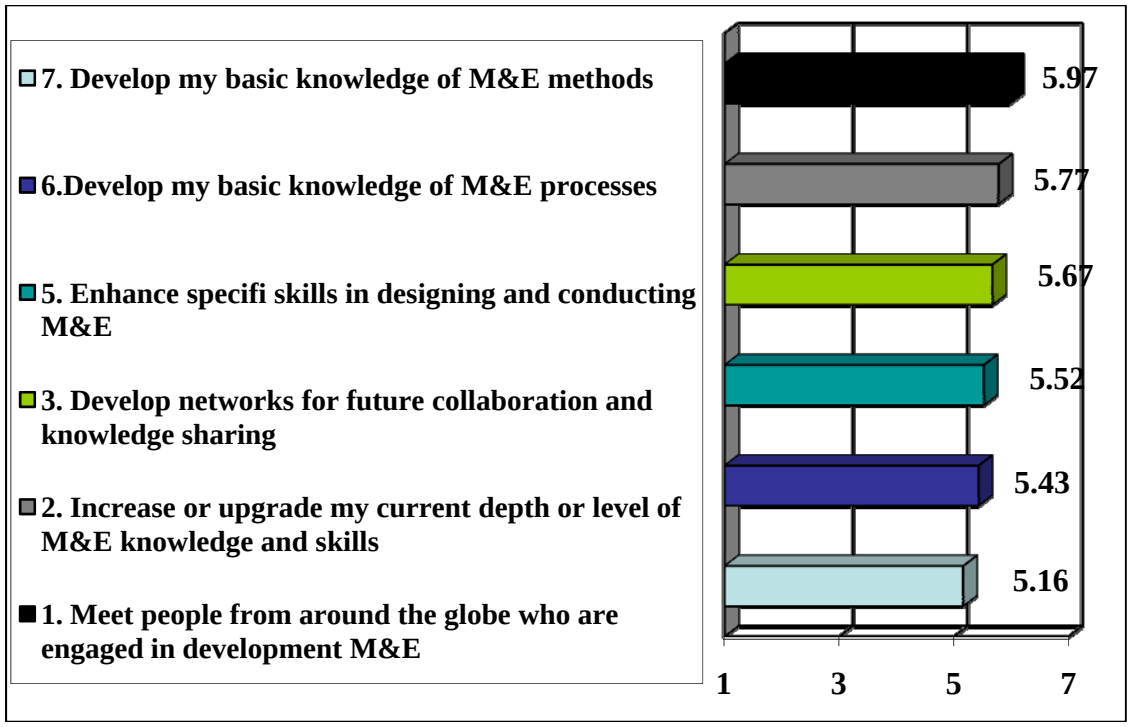
The extent to which participants indicated that their objectives had been met was generally very positive. Email contributors were quite appreciative as suggested by the following two excerpts.

> IPDET 2006 has armed me with the weaponry to add value to my reports. And most importantly my reports will be a dependable source of advice to Government on various options of intervention from an authoritative position.

[2] We use the symbol 'M' to denote the average or mean score.

> Workshops were extremely important and provided me with skills on designing M&E systems, planning and conducting normal and complex evaluations, assessing organizational effectiveness, planning and conducting surveys – all of which are pertinent in my work.

Figure 2: Extent to which learning objectives were met (7 point scale)



Similar accolades came from the case studies. One person attended SHIPDET to learn M&E concepts and was quite satisfied that he had done so.

> Yes, I thought the whole course was very well designed, even though time was a bit short, especially for me because I did not want to get all the details. The concept is probably more important than the hands-on details. I found the course very rewarding. Before attending the course I did not really know the details of, for example, Theory of Change. (Volume II-D)

This person went on to comment that the SHIPDET course is very beneficial in this way but perhaps not so much so for those looking to develop more advanced technical skills. With regard to the main IPDET program, IDRC staff agreed that it helped to elevate their understanding of M&E and the general profession and perhaps equip them to better handle external evaluators. One participant from the GICHD case, also referencing the main IPDET program spoke of the development of a critical eye.

> Yes. Helped to systematize what I was sort of doing in practice and to look with a more critical eye at the material I work with… pointing out aspects and approaches that colleagues are missing. In fact, I think, contributing considerably to work with teams of international consultants who also have no training but think they know it all. (Volume II-B)

Another commented: "[I] wanted to find out what was happening in this field and learn as I had no formal training in M&E but over time had acquired a lot of practical experience." (Volume II-C). In Sri Lanka, one of the respondents was a parliamentarian who came to IPDET to learn about M&E and implications for the political process. He was satisfied that his learning was beneficial in this respect.

Several participants from a variety of settings commented about the opportunities for on-site networking at IPDET. Generally, they found the opportunity to meet people from all over the world quite exciting, especially since they all share a common interest in M&E. Some commented that it is also nice to meet evaluators from all over as well. No doubt some of these people would be participants who are practicing evaluators but also it seems likely that meeting instructors who do evaluation was also part of this sentiment.

For those coming with good levels of experience, IPDET provided a great opportunity to consolidate knowledge and skills, as illustrated by the following excerpts:

> Workshops were extremely important and provided me with skills on designing M&E systems, planning and conducting normal and complex evaluations, assessing organizational effectiveness, planning and conducting surveys – all of which are pertinent in my work. (Email communication).
>
> My expectations were fully satisfied… [following IPDET training] I understood what I wanted to do with M&E when I returned to work (Volume II-B)

Learning about M&E systems development was particularly important in Botswana, where a major central government strategic initiative is underway with direct implications for M&E. Finally, a respondent from one of the case studies applauded the timing of the IDRC scholarship because it coincided nicely with the beginning of a significant project for which there would be evaluation expectations.

Concerns that emerged with regard to knowledge and skill learning objectives were somewhat infrequent and often associated with participants', sometimes unrealistic, expectations for technical skill development. That is, sometimes expectations may not have been realistic at the outset of training thereby limiting IPDET's success in meeting them. An example:

> I would say that I got exposed to a lot of tools to a lot of approaches, but after I would say I was not able to say 'yes, I have *the* tool and I have *the* approach and I know how I will evaluate this project now.'…I think that I was probably putting the wrong expectation on the wrong problem! Because it's not… because my understanding after I went to IPDET, it's not the place where you can really master a tool or two and apply them. (Volume II-A)

Generally there were no concerns about course sequencing. In what may have been an isolated instance, a concern was raised about a SHIPDET offering that came about as a result of timing constraints for the presenter: a workshop was offered prior to the main program and before participants had the basic knowledge required to follow the workshop input. Again, such concerns were very rare.

All in all, we may conclude that participants come to IPDET with a range of knowledge and skill expectations and for the most part they depart satisfied that learning objectives had been met. We now turn to findings about another aspect of IPDET learning objectives, networking.

Question 1b: Networking

To what extent has IPDET met its objectives of (a) knowledge and skill development and (b) networking with others in the broader evaluation community?

Overall, there was strong agreement among IPDET alumni that IPDET has met its networking objectives. Most participants indicated that, because of IPDET, they feel part of a large community of global development evaluators. However, the degree of active participation is variable across participants and locations, particularly with respect to the IPDET Listserv.

The questionnaire survey section E was dedicated to networking - learning more about the alumni's perceptions of the degree to which IPDET has contributed to the development of their network of M&E professionals. In the first section, the questions asked about IPDET in general and in the second section, the questions asked specifically about the listserv. The results demonstrate that the alumni, in general, agree strongly that IPDET has contributed to the development of their network (M =5.06 out of 7)

Responses to the general networking questions are detailed in Appendix B-1 (Panel 1). The responses were rank-ordered by average value, with the top two responses related to developing a 'large global network' (M=5.95); and being 'part of a large community of development evaluators' (M=5.83). For the former, an overwhelming 85% of respondents agreed or strongly agreed to the following statement: 'An important aspect of IPDET is the global network that I joined/developed'. In contrast, the bottom two items were related to taking specific, direct actions to 'communicate with other IPDET participants' (M=4.58) or with IPDET "experts" or "resource personnel" to share information or ask for advice (M=4.27). These findings suggest that respondents believe that IPDET has contributed to the building of their global network. However, while they feel a part of this community, they are less likely to take proactive, individual action to reach out to other individual members.

In the second section, participants were asked 9 questions specifically about the IPDET listserv and the degree to which it has contributed to their M&E network. Overall, results indicate that most participants do use the listserv to a fairly considerable extent, but some of these are only passive users. The highest level of agreement was related to two statements: 'I routinely read listserv emails,' (M=5.52; 85% agree or strongly agree), 'the listserv has enabled me to continue learning...' (M=5.46; 81% agree or strongly agree); and then there was a large decrease in mean scores for the next statement: 'I use the listerv to keep in touch with IPDET colleagues' (M=4.46). There was also a significant gap between the top three mean scores and the bottom three. The lowest ranking scores were related to being an 'active listserv participant' (M=3.48) and regularly submitting 'questions to the listserv' (M=2.78).

Overall, compared to the general networking questions, these scores were much lower across the board and there was a greater degree of variability. This would suggest that participants may fall into two groups: those who are very active listserv users and those who are use it more passively or not at all. It is also possible that there is greater variation in responses because the specificity of the questions elicits a stronger response. That is, individuals are more likely to respond 'definitely' when they are asked about a particular networking vehicle like the listserv than they are to respond to general questions about networking. Refer to Appendix B-1 (Panel 1) for detailed results.

Our qualitative data shed some deeper insight into the issue of post-training network development. The extent to which such development occurred sometimes depended on local circumstances. An individual affiliated with GICHD, for example, lamented that he feels somewhat isolated and eager to meet other IPDET grads in his own country, if that opportunity should ever arise. Staff members at IDRC commented that IPDET was more or less peripheral to their own network development. Often such networks are program-based and therefore have a narrow range of interests. Also, that IDRC has its own evaluation unit diminishes the need for external evaluation related support.

Similarly, the program community of mine action is quite small and specialized. As such, networking linkages through IPDET are rather limited; participants tended not to have a great deal in common with others working in human, social, or educational programs and services, for example. Still IPDET provides a focal point for post-training interest, even for such highly specialized clients: "I follow the IPDET listserv but more because of the issues raised than the people" (Volume II-B).

Despite the foregoing limitations on networking headway, most of the past participants with whom we spoke or met were quite positive about connections they had made and how networking continues to evolve. Here is a sample of comments to this effect.

> The interesting thing about networks is that you start at the node and the node starts expanding by linking up to different nodes and that takes you a little bit away from the area…so, for example, evaluation. *But the most important starting point has been IPDET.*…I have been able to get connections with people in different areas, for example, climate change… (emphasis in original) (Volume II-B)

> I receive news about IPDET. I have made several friends. We often talk by MSN or by email about evaluation things or family things. … I also attended the IDEAS international meeting this year in South Africa. I met a lot of friends in IDPET who went to that meeting. IDEAS came up with scholarships, we all met together and we could discuss our jobs very deeply. [This was] very good for me. (Volume II-B)

An interesting point about the second comment is an implicit reference to IPDET's policy of providing IPDET graduates with free membership to IDEAS – International Development Evaluation Association. We encountered references to IDEAS as a forum for beneficial networking on more than one occasion and in completely independent case sites (China, Botswana, Sri Lanka, African partner of IDRC).

> One participant was extremely enthusiastic, citing IPDET as the reason that he got involved in IDEAS and AfrEA, two organizations from which he has subsequently gained much (he is now a life member with

> IDEAS). IPDET also provided a forum for him to meet other African colleagues with whom he kept in contact back home and with whom he subsequently collaborated on different projects. (Volume II-A).

Another important consideration is IPDET staff's ongoing participation in local in-service and training as well as international conferences and learning events. In addition to mini-IPDET program development and delivery, one-off workshops have been given in several regions. Interview participants in Sri Lanka and Botswana commented on the value of these events. IPDET alumni also hosted a major study tour in conjunction with IPDET that brought several IPDET associates from a wide range of countries to the region to learn about M&E system development and other local developments. Such opportunities are clearly beneficial to developing international networks of colleagues.

Mentioned above is the IPDET listserv which is designed specifically to foster networking. Survey questionnaire data suggest that a majority of people continually monitor but rarely, if ever, opt to post messages. In and of itself, our qualitative data confirm that such use of the listserv can be beneficial in terms of learning and community building. Many past participants expressed a strong sense of appreciation for the listserv and the sense of community that it brings. Here are a string of comments emerging from the email testimonials.

> IPDET does not just leave you there in the cold when the course closes, the richness and the worthiness of debates, knowledge you continue to acquire through the IPDET listserv, facilitated by the expertise of [IPDET core faculty] just puts you at a different class from all your peers!

> Three months after IPDET, my first learning is that doing things right is not easy. I am encouraged by all the emails I get through the IPDET listserv that there is an IPDET community out there, who are individually trying to do the right things too.

> I found networking is a very important outcome of the training. Now I am using the IPDET listserv and informal communication methods to maintain strong links and support networks with other participants as well as with the faculties around the world after the program.

Our direct analysis of a sample of the listserv postings suggests that much of the traffic is transmission-oriented (announcements, employment opportunities, resource identifications), as opposed to being exchange-oriented (problem solving, requests for assistance and responses) (see Table C-1.1). Yet the latter sorts of communications were not uncommon. Here is an illustrative example,

> [Request for help]: I am currently in the process of developing a survey instrument to be administered in a community that is notably violent. The survey targets youth between the ages of 15 and 30 who are members of criminal gangs. The purpose of the survey is to get some basic information on the youth and their background and primarily to gauge from them what proactive activity would generate their interest. This is of course in an effort to reduce youth violence. Can anyone suggest what sort of questions should be asked and more importantly how to ask them so we can get the best answer?
>
> [Sample response a]:Given the purpose of the survey and the target group, some questions may be:
> A) Is there any career or job or you have an interest in?
> B) Are you willing to attend training courses or classes in the field of work you would like to pursue?
> C) Is there any sport activity that you may wish to pursue?

> [Sample response b]:I am not sure that it is really an issue of which questions, but rather how to ask them so it's meaningful for them to provide an answer.... Sending a survey to gang members or at risk might generate a rather low response rate.... You might want to see what we [are] being involved with at NCPC. Addressing Youth Gang Problems: An Overview of Programs and Practices: See: http://www.publicsafety.gc.ca/res/cp/res/2007-yg-03-eng.aspx

In addition to web links, sometimes members attached resources such as evaluation tools or instruments, such as this example:

> I have attached methodology for measuring sustainability of community-based rural water supplies at different stages (before, during and after construction). Perhaps you can revise it and use to measure the variables you need.

Overall, most requests received multiple responses. It is important to note, however, that many of the requests posted included an option that members could contact them directly off-list to their personal email address. As a result, we are unable to determine the full scope of responses that individuals received when posting a request.

The evidence we obtained supports the conclusion that post-IPDET networking is happening to a good degree but that such development is variable. IPDET policies and procedures – especially encouraging association with professional societies and listserv communications – appear to be effective in stimulating networking and a sense of community among members. Yet, such patterns are by no means pervasive among IPDET alumni, as this comment suggests: "we don't keep in touch except on the occasional work issue…. Lots of good intentions at the time but we were all busy people" (Volume II-B). We now turn to an examination of the extent to which knowledge and skill developed at IPDET are successfully transferred to the field.

Question 2 – Knowledge and Skill Transfer

To what extent are IPDET clients able to apply learned knowledge and skill in the context of ongoing evaluation work in their home workplace?

> **In general, the results show that there is a fairly high degree of knowledge transfer of M&E skills learned at IPDET to the participants' home work environment. Another related benefit was the fact that IPDET provided some participants with the confidence needed to advocate for M&E systems with their organizations.**

In the on-line survey, section C addressed the following aspects of knowledge transfer: first, the degree to which the respondents actually *used* a particular M&E knowledge element or skill in their own workplace; second, the degree to which the IPDET program *contributed to its application*. Two different seven-point scales were used: Never (1) to Always (7) for skills used in their workplace; and None (1) to Much (7) for IPDET's (see Appendix B-1, Panel 2).

In general, an overall mean score of 5.06 on the first scale indicated that there was a fairly high level of use of the listed evaluation skills in the home work environment. The overall mean score of 5.04 on the second scale shows also a fair degree of agreement between the two ratings

and that IPDET tended to contribute fairly well to the application of skills. The top ranked skills which were used in the workplace were:

1. Understanding M&E processes (M use=5.61/ M contribution=5.4);
2. Identifying and involving stakeholders (M use=5.54/ M contribution=5.0); and
3. Communicating data analysis results (M use=5.51/ M contribution=4.85).

The bottom three scores were:

18. Designing and using a design matrix (M use=4.78/ M contribution=4.96);
19. Applying sampling concepts and strategies (M use=4.85/ M contribution=4.80); and
20. Applying knowledge of country/sector (M use=4.86/ M contribution=4.28)

It is illuminating to examine the *difference* between the mean scores from the two questions – use of skill and contribution of IPDET – as this provides some insight into which skills participants use more frequently at work but for which IPDET did not make as significant a difference. However, a cautionary note is required, as a high positive score could be interpreted in several ways: 1) the skills/knowledge did not transfer as well (the participants learned the skill at IPDET but could not apply it at home); 2) the skills/knowledge were not covered well in IPDET training (they did not learn it well and therefore it could not transfer); or 3) respondents already had high knowledge/skills in this area (and IPDET's contribution was therefore redundant). The greatest difference actually shows up for 2 of the 3 top-ranked responses. For 'identifying and involving stakeholders' and 'communicating data analysis results,' the respondents indicated that they use these skills/knowledge frequently, but that IPDET did not contribute greatly towards their application on the job (difference of .21 and .54). The size of the difference is very small, however.

There are also differences in the other direction, where the score for IPDET contribution is higher than the use of the skill on the job. This suggests that participants may have learned about the respective content area at IPDET, but they may use it infrequently in the field. The only knowledge/skills with such a 'negative difference' were:

- Applying different approaches to development M&E (difference= -.23);
- Designing and using a design matrix (difference= -.18); and
- Applying different types of M&E (e.g., process, outcome, cost effective) (difference= -.11).

Once again, these difference scores were quite small.

Overall, the results indicate that participants are less likely to perform more sophisticated techniques or M&E designs in their home environments. The highest scores tend to be related to general M&E skills and the lowest ones are associated with more advanced specific skills. Other observations include: the respondents are slightly more likely to perform qualitative analysis than quantitative, they are not that likely to prepare an M&E terms of reference, and across all of the questions, there is a fairly high level of agreement (only about 12% of people are below the mid-point, indicating that they 'seldom' or 'never' perform these activities).

In open-ended questions, participants were also invited to add additional commentary about knowledge transfer. The first question asked: "Comment further upon those elements of IPDET which have been most useful in your workplace. Why were they useful and how did you use this knowledge/skill?" There were 72 alumni who responded to this question. Two major themes emerged from the analysis: (1) specific knowledge and skills learned and (2) ability to communicate rationale for M&E

Specific Knowledge and Skills Learned

The area most frequently identified area was learning about different evaluation approaches and designs. Here are a few examples of how participants benefited from this increased knowledge in their workplace:

> Designing and using performance based M&E systems is the IPDET element which is important for participants to understand –that the design and use of M&E system starts in the planning phase of the project and not to be applied as separate activity.
>
> I work in a grant making foundation and our main work revolves around social justice issues. The training I had helped me to understand various approaches that we can apply towards measuring social changes.

In contrast, to the survey results, many participants also commented on learning how to develop terms of reference (ToR) and how this has helped them in their own workplace, especially when hiring external consultants. Here is an example of a comment that reflects many of the views of other respondents:

> Most useful elements of IPDET in my workplace were the development of ToR for an M&E. This is because previously it was difficult to come up with the correct ToR for the evaluation we wanted.

Other areas that were mentioned as being valuable to respondents were learning how to develop an evaluation matrix, a logic model, describing the theory of change of a program, having access to the listserv, and learning about the professional standards of practice. In the words of some respondents,

> Using a design matrix to prepare an evaluation and designing a results-based M&E system within an organization. They are key to a sound professional practice and are very demanded skills in my country and Africa.
>
> Knowledge on quality standards of M&E helps in designing M&E process, formulating questions, and analysis of results.
>
> The biggest benefit is networking and sharing information via the listserv. It has enabled me to remain connected with peers and to learn about developments in the M&E field.

Again, these comments stand in contrast to the survey results.

Ability to Communicate the Rationale for M&E

Approximately 10% of those who responded to this question commented that IPDET gave them more confidence to articulate and explain the benefits of having an M&E system within their organization. Respondents commented that having a better understanding of the basic concepts of M&E also enabled them to teach the concepts to others in the organization. Here are a few examples to illustrate:

> For me, IPDET's strength lay in communicating the importance of a clear framework to guide M&E processes and products.
>
> Creating ME system (steps) and teaching basic concept of ME to counterparts.

Overall, IPDET appears to have provided participants with greater confidence to advocate for M&E systems and to build greater evaluation capacity within their organization.

To what extent do case study, email communication and listserv data corroborate and/or add value to these findings from the survey? Case study data revealed considerable transfer of knowledge and skill to the workplace. In many cases, interview responses were quite positive but somewhat general. Yet we did manage to surface a number of interesting examples of knowledge and skill transfer.

For several past participants, IPDET provided a new way or approach to their current role. It helped them to see their role from more of an evaluative, M&E perspective. Such comments most often relate to cognitive development and learning that took place at IPDET (e.g., new terms and concepts 'theory of change', 'log frame') and it tended to relate to persons whose role did not necessarily involve evaluation practice (e.g., section or program managers, government officials). Here are some examples from the IDRC case study (Volume II-A):

> I learned, I would say, from the whole training, I learned something now that I apply in my work. When I have a new project, I ask the partners or the researchers, 'what do you want to change?'. So, this question for me is important now, because I want to know their theory of change - if they want to change their world. In fact, it is a different way of asking 'why are you developing this project?'…I mean I learned how to apply it in terms of evaluation, this ToC, this concept of ToC, but not as a tool - as a starting point for discussion about evaluation.
>
> I look at the ToR from a different perspective now….and to be more rigorous in considering what are the evaluative questions that we want to consider…I think before one has some vague ideas but doesn't take the discipline to articulate those things. So in that sense all the effort that the course puts into exactly being clear about each aspect and defining it and trying to explain why that is - is very useful.

Another participant talked about differentiating evaluation from research, something learned at IPDET. An organizational manager in Shanghai was quite appreciative about the concepts he learned and the new perspective he developed. He also commented on skill development, but more in terms of his colleague's application of skills learned at SHIPDET. Some limitations were observed; the study was retrospective and the design quite basic. Realistically, it was suggested by this manager, more advanced training would be required to develop skills needed to implement more sophisticated designs.

> When I say she coped well, you need to understand that we did only one type of evaluation. The main challenge is the design. You need to explain variation. We did not do anything like that. We did not do the difficult bit. If we did there could be more problems. … These technical bits were not very well explained in the course. That was just a very brief mentioning of techniques you can use. Just very brief, just one morning session. You cannot do anything just relying on that. Need to go further with the statistical part. (VOLUME II-D).

It should be noted that SHIPDET, similar to mini-IPDET training, totals only six days, as opposed to the more intensive program offered in the main IPDET program. Others commented on the value of having access to ongoing technical support and learning on the job, something that most definitely can be enabling if available. For example,

> I'm getting better at it. I still feel very much inclined to liaise with my evaluation unit. Luckily, I sit beside them, so that helps. I really wouldn't presume to be an authority to develop a framework myself… (Volume II-A)

Application of learned skills will always require adaptation to context. One participant in the mine-action field – which is quite technical and unique – made explicit reference to this.

> I applied the knowledge, to some extent I could say, because it was not possible to implement the exact methods and tools in my current job or in my previous one. I had to adjust to my situation, e.g., sometimes I would combine two IPDET tools into one. (Volume II-B)

Others found it difficult to implement skills learned at IPDET not necessarily because of the teaching and learning but more due to limits on the opportunity to consolidate learning. We come back to this in the section below on contextual factors, but it is interesting to note here the challenges to knowledge and skill transfer.

> In terms of doing evaluation myself, I haven't applied it yet because I just haven't had the time to go back to the material and think through how I could improve my evaluations because of a lack of time. (Volume II-B).

One mode of consolidating learning had not so much to do with opportunities to practice evaluation skills but to teach or otherwise share them. We observed this in a few of the case studies (Sri Lanka, teaching at IPDET; GICHD, training in mini-IPDETs; China, training in SHIPDET) but this was also a strong trend arising from the email communication data stream. Here are some exemplary excerpts from the email communications.

> I will be delivering evaluation training to the Mission's staff here in Macedonia in couple of weeks. I am totally enthusiastic about evaluation and I am sure the knowledge I acquired will be very beneficial for my organization.

> Sharing of knowledge and skills gained from the training will also be extended to colleagues, including the relevant course materials obtained from the training.

> Dear colleagues, we did not learn for ourselves lets share the knowledge gained if we want to be part of the Development.

Related to this role of sharing and teaching M&E principles in the local context is the concept of advocacy or IPDET alumni acting as evaluation champions in their own jurisdictions. In China, one person affiliated with SHIPDET has become recognized in the country as somewhat of an expert in M&E and has been recruited to participate on government advisory committees and collaborative evaluation projects with persons from the university sector. Findings from the email communications corroborated this observation:

> I see the IPDET participants as a group of 'champions' around the world that we can draw upon to spread good M&E practice.
>
> IPDET's arrangement and setup is just incomparable to anything I know about out there. Once you have attended IPDET, you have got all the confidence to believe that indeed you are the true champion of what you are talking about!

Part of being an advocate for M&E in the local context has to do with mobilizing local interests and working toward building evaluation community. In Botswana there has been overt interest on behalf of IPDET alumni in working toward the establishment of a local professional society, but to date not much has happened in this regard. Yet in other jurisdictions, IPDET alumni have been successful in this regard. In Sri Lanka, IPDET graduates were members of the founding board of the Sri Lankan EValuation Association (SLEVA), a healthy and vibrant organization that continues to grow and to connect with evaluation interests in the region. Members of SLEVA are involved with the establishment of a consortium of universities in South Asia for the purpose of evaluation education.

We observed corroborating evidence concerning IPDET alumni involvement in evaluation community building in the email communications as well. One example was in Trinidad and Tobago, from where a letter of support from the Permanent Secretary for the Ministry of Public Administration and Information was received. The letter acknowledged the benefits of an IPDET workshop they had received in their country

> The MPAI in its efforts to continue fostering a Monitoring and Evaluation culture in the country will continue with the follow-up action on the focus groups and the creation of an Evaluation society of Trinidad and Tobago.

Finally, back to the questionnaire, in addition to questions about knowledge transfer, we asked participants about their personal capacity to do evaluation. While it is not clear to what extent responses can be attributed to IPDET, it is interesting nevertheless to get a sense of self-reported capacity from IPDET alumni.

Personal Capacity to do Evaluation

The on-line survey asked participants three questions about personal capacity to *do* M&E. The first related to their capacity to conduct M&E activities themselves; the second related to their capacity to manage or oversee others performing M&E activities; and the third was a self-rating of M&E knowledge. While it is not possible to attribute the self-reported capacity levels to IPDET, it is interesting nonetheless to understand how alumni perceive themselves following IPDET training. Each will be discussed briefly.

Figure 3 displays the results of the first two questions about capacity to do M&E. As illustrated in the figure, participants perceived themselves to have a slightly higher capacity to manage *others* performing M&E than in performing it themselves. Both scores are relatively high at mean values of 5.83 (*manage* M&E) and 5.56 (*do* M&E) on the 7 point scale. The high score on managing others concurs with the results from the previous section in the questionnaire (reported below) on organizational capacity, where the third highest ranking was "overseeing M&E performed by external professionals".

Figure 3: Self-reported personal capacity to 'do' evaluation (7 point scale)

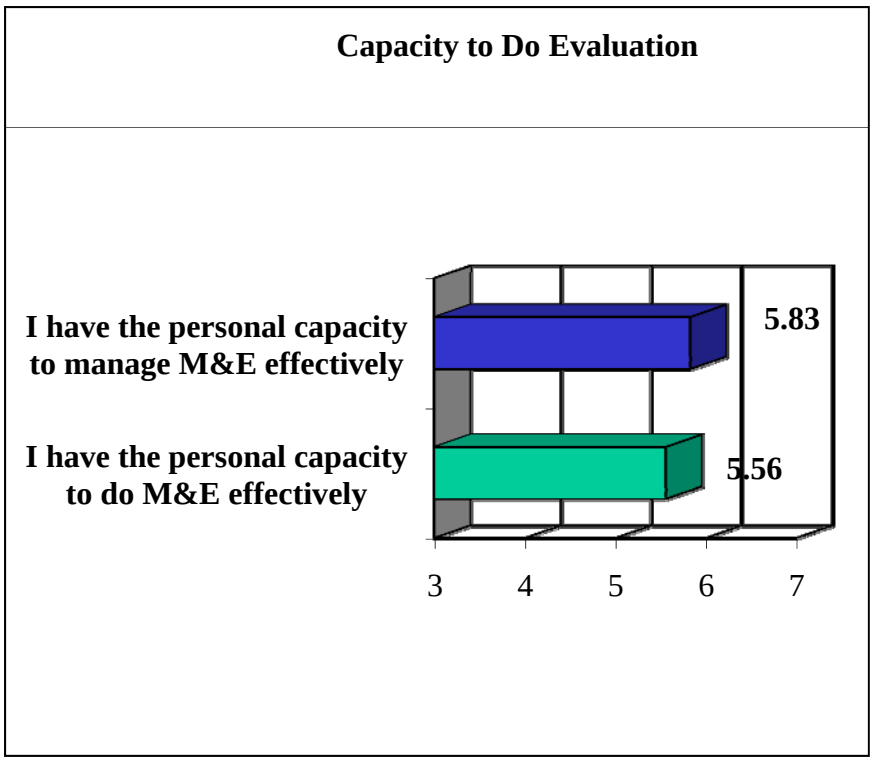


Figure 4 illustrates the results of the third question about personal capacity to do – the respondents' perceived level of knowledge about the practice of M&E. As noted by the graph, a 78.7% of respondents rated themselves as good or very good at the practice of M&E.

To sum up, we found good evidence of knowledge and skill transfer from IPDET to the field. This took the form of conceptual development, application of skills to evaluation practice and even to other aspects of work, as well as evaluation training and sharing in the local context. IPDET staff and alumni have played a role in developing local evaluation community. In some cases, various contextual factors have intruded on the extent to which skills can be consolidated in practice. More on this is said below in the section on mediating effects of context. We now turn to findings about aspects of IPDET design and delivery that may to knowledge and skill transfer.

Question 3 – Effectiveness of Features of IPDET

What features of IPDET (e.g., core course, workshops, listserv network) do IPDET participants consider most important to its potential impact?

This third evaluation question was not explicitly addressed in the closed-form questions of the On-Line survey, but an open-ended question permitted survey respondents to reflect on the program features and its merits. The question (section I) was

> In this section, add any further comments about your experience at IPDET and the degree to which it has had an impact on you, your organizational unit, or your organization (i.e., how you think about or conduct development evaluation) (see Appendix A-2)

Also, considerable evidence from case studies and other qualitative data sources was forthcoming. The findings integrated across sources of data are organized into strengths, limitations and suggested improvements and future directions.

Strengths

Strong evidence emerged in support of IPDET's many strengths. Perhaps chief among these was the practical nature of small group work. Participants found the group design challenge to quite interesting and beneficial in terms of applying theoretical concepts. They enjoyed working with others on such tasks. Here are a few of the sentiments.

> … we could really learn from each other, discuss and challenge others, learn new things, it was the opportunity. (Volume II-A)

> It's not just learning, you are actually doing, For example, after a course on indicators you are asked to design indicators. When you are doing [the task] there are various misinterpretations that you can ask about; it's really quite effective. (Volume II-B)

> …One thing that stood out at the time was in the second week of the course we were asked to break into group work and bring forward some programs/projects that we could debate as a group – develop a real evaluation for a specific development program/project… I liked that. It was so real for me. It was well beyond the theory. (Volume II-A)

> I really liked the practical exercise that still stands out for me. We had to propose a case study and work through it step by step and I thought that was very useful. (Volume II-A)

SHIPDET offers in the spring version of the program (for Chinese nationals) a field trip component, involving a visit to a project site where some sort of evaluation had been undertaken and this site is used as the basis for in class problem solving and design application. While such activities are normally relatively simple infrastructure projects, participants find this aspect of the courses to be quite beneficial. Due to language constraints, it is not possible to offer the field trip element in the fall course for international participants from the Asian region.

Another aspect that was touted as being highly beneficial were the choices offered for the workshops. Participants generally found the workshops to be quite effective in getting into topics

in greater depth. They also found them a great opportunity for on-site networking; connecting with people with like interests.

Participants also had praise for curriculum and the resource materials provided by IPDET. Materials were found to be useful after the training program by some. Here are a few comments from IDRC participants (Volume II-A).

> I also bring the materials to the office – so the others can share. We have a smaller library, so they are all there…
>
> Yes, they gave us a lot of materials – the lecture notes and readers in all the workshops – they gave us all of them - in soft copy and hard copy. I have them on my desktop as reference materials…
>
> I still use the manuals –I do go back to it. And the list of books I use too.

Materials associated with mine-action evaluation were found to be particularly useful. A manual created by training program developers helps to contextualize the M&E in this highly specialized field. This manual was mentioned as being a highly useful resource document. In addition to training materials, IPDET content is important in terms of moving the field forward. In the words of a person working in the mine-action domain,

> It is just all about… to promote learning and improvement, to get away from inspection or a 'them against us' type process and to have a more positive attitude about evaluation. And I think we are succeeding, we're starting to get more people educated and more people looking at it from that way. (Volume II-B)

Limitations

Despite the considerable positive perceptions of IDPET design and delivery, a few limitations and concerns were noted. Some concerns were raised about the pedagogical approach used by IDPET, suggesting that it is too didactic and perhaps does not take advantage of exploiting participant dialogue and sharing. For example, one participant raised concerns about the depth and sequencing some of the curricula, and suggested that others held similar views (note that we had no independent verification).

> Sometimes I found the structure of the course confusing. The sequence of modules I could not always follow and I discussed this with other colleagues and they were confused as well. For example, they did not always differentiate clearly are we talking about doing an evaluation, commissioning the evaluation or setting up an M&E system. (Volume II-B).

Despite the foregoing observations about the benefits of the small group practical activities, one person underscored the importance of having strong group leaders in these groups. In the participant's words,

> Quite definitely the least useful was the group work around a project brought by a participant. We were warned beforehand that there would be a lot of heated arguments and there were, but without guidance and in many instances the blind arguing with the blind, especially when a) participants do not have much experience (in my group predominantly project managers/staff, NGO people), b) people missing sessions and after they return restarting arguments people thought had finished, c) absence of guidance from the chair who was as inexperienced as everyone else and spent most of the time defending the project under

> study, of which he was the manager. Occasional visits from lecturers were not very helpful. This was not just my assessment – conversations with colleagues from other groups said they found the experience very frustrating and did not learn much. (Volume II-B).

We note that reports of such occurrences are relatively rare but believe that the potential downside of group work in the absence of strong leadership is noteworthy.

Another concern had to do with curriculum content. Participants from IDRC were of the view that the focus on theory of change is somewhat narrow and limiting. It is true that different and alternative approaches to M&E are offered in various IPDET workshops and that some approaches have been included in the core program. Yet the participants believed more could be said about alternatives that are less linear than the 'log frame' approach (e.g., developmental evaluation, outcome mapping).

From a cross-cultural perspective, one of the SHIPDET workshop instructors, a university professor, expressed concerns about the extent to which the 10-step process is relevant in the Chinese context. He suggested that a more streamlined version might be more appropriate. With reference to the IPDET core program, a participant for whom English is a second language commented about difficulties in understanding lunch time speakers and how audio visual support might help. In her words,

> Just my own opinion…The lunch presentations were too short. It was hard for me to catch the main ideas. It is more helpful with PowerPoint; otherwise I miss much of the presentation. (Volume II-D)

Finally, concerns were expressed about lack of access to course materials in advance of IDPET training. Some participants believe that IPDET could take better advantage of internet technology to promote advanced access.

Suggested Improvements and Future Directions

On the survey, a 'comments box' was provided for participants to identify potential IPDET improvements. The question posed was: "How could IPDET be improved to better enable knowledge transfer to your home environment (i.e., skills and knowledge from the course)?" Respondents (N=72) commented on a number of areas on which IPDET could better focus to enable knowledge transfer to the home environment. Our content analysis organized the comments into three themes:

1. Context Specific Practical M&E Exercises
2. Increase Accessibility of IPDET Training
3. Continuing Education

Context Specific Practical M&E Exercises: The greatest majority of comments for this question related to alumni suggestions for more practical M&E exercises and lectures that are more closely related to their specific work context (e.g., humanitarian aid agency versus private sector). Participants believed that not all sessions were relevant to them and would have

benefited more from having group discussions with participants working in similar contexts; here are a few examples to illustrate:

> Perhaps one could consider more focused country sessions where a core IPDET team could target specific countries for skills and knowledge transfer and take a whole-of-government approach to capacitating.
>
> Increase the focus to the context in which the evaluation is taking place and it contribution factors to the success and failure of a program.
>
> Perhaps encourage more 1-on-1 time with IPDET instructors during core course to discuss issues from home environment.

Some of the suggestions reveal a desire for a more individualized curriculum, a desire that may really be quite unreasonable given the number of people attending IPDET each year. Yet perhaps an underlying theme worth considering is that some level of instructional differentiation, perhaps at a group level, would be of potential benefit.

There were also a few past participants who suggested that IPDET have more "hands on" practical experiences so participants can apply what they have learned. Some respondents commented that there was too much emphasis placed on theory and more practical experience should be incorporated. Here are a few examples to illustrate:

> IPDET trainees should immediately involve in hands on evaluation with experienced professionals, so that the knowledge gained in the training is reinforced.
>
> I attended the cost effectiveness course, but I found it hard to apply in my workplace because lecture was leaning on the theoretical. I need more practical examples.
>
> More sharing of experiences from IPDET participants during workshops. Make it a reality based on what is happening in work environment, less theoretical.

These findings stand in contrast to previously reported accolades for the practical nature of group work. Our sense is that most participants acknowledge efforts to make the curriculum practical and hold such features of the course in high esteem. While it would certainly be difficult to please everyone, the principle remains.

One way to go about improving in the direction that was noted by SHIPDET program developers would be to involve more local Chinese experts in training design and delivery. They acknowledged this is an explicit goal and being consistent with the desires and interests of the partnership sponsoring SHIPDET. We understand from IPDET management that sincere efforts have been made in this regard and that attaining this goal poses some notable challenges.

Increase Accessibility of IPDET Training: Some past participants emphasized on the survey the importance of extending IPDET to a greater number of people within their organization or country. Some comments related to encouraging funding bodies to offer more funding/ scholarships to make it possible for additional evaluators from developing countries to have access to IPDET. The following comments help to illustrate this suggestion.

> Encourage the Development Partners to sponsor IPDET-related programmes to less privileged CSO groups in poor communities of the world.
>
> More people from my country should benefit from IPDET in order to raise the application profile of the M&E abilities, skills and knowledge.

Such sentiments came from the IDRC case study as well. Costs were seen as prohibitive and steps to be taken toward addressing the issue might include making better use of technology (e.g., distance learning modes, advanced preparation requirements) and fostering the provision of regional IPDET programs. It was suggested that involving IPDET alumni in program delivery is one way to build capacity that might translate into regional and local training opportunities. IPDET has experienced some success in this regard already, as revealed in the Sri Lankan case study (Volume II-C). Training and quality assurance are of course, central concerns associated with this strategy.

The suggestion to offer IPDET training in different parts of the world or offering some of the courses on-line or in different languages, so a greater number of people can benefit from them also came from the questionnaire open-ended responses. Here are a few examples:

> Mini IPDET should be organized in West Africa, so that more people can benefit from it.
>
> Increasing outreach by de-centralizing the training venue from Ottawa, Canada to other countries.
>
> Look for possibilities to take the comprehensive IPDET training using different innovative mechanisms like distance learning, tele-conferencing, etc.
>
> There is need to provide IPDET in French to increase participation level.

On this last point, we understand through informal contacts that a French-language version of IPDET will be piloted with the *École nationale d'administration publique* in Gatineau Québec. Also, realistically, such outreach comes with a significant price tag and would therefore implicate the involvement of partners.

Continuing Education: A small number of past participants suggested that some continuing education after IPDET be offered, in order to ensure that what was learned is not lost and that alumni can stay abreast of new M&E approaches. Consider the following reflections:

> Provide some sort of follow-up some point in time after the completion of training. Find means by which former IPDEters can get back to training to fill in new knowledge gaps in evaluation.
>
> Perhaps now it would be to encourage alumni to return to share their experiences and also to offer refresher courses etc.
>
> I have only experience with mini-IPDET. Thus from this point of view a follow up is needed.

The refresher course option was also supported in the GICHD case study.

> It was also suggested that refresher courses might be offered to past participants after a certain lapse of time or opportunities for experience. Although the manual he received has been well used, he guesses that there

> are many new developments in M&E since he completed the IPDET training and believes he and many past participants would benefit greatly from refresher course opportunities. (Volume II-B)

Again, there would be significant cost implications associated with such a strategy.

Finally, IDRC participants talked about the prospects of developing linkages and partnerships with universities and other service providers for regional training options.

> …look at what exists in the different regions in the south and try to connect with those groups (e.g., universities and institutes) and work in collaboration to build capacity. In the words of two participants:
>
> …looking at the centers there – what are they doing? ...so more of an iterative approach that looks at building curriculum and content there with local partners, building on their work…
>
> …then you can get local people and people can adapt it…. (Appendix B-2a, p. 12)

In summary, IPDET design and delivery is very much appreciated by past participants, many of whom particularly enjoy the practical nature of small group work, workshop topics and selection latitude and resource materials. Some concerns were raised about aspects of the course (generally the core program) (e.g., pedagogical approach, curriculum diversity) and several suggestions for future direction emerged. We now turn to the question of the context for the transfer of training and its role in mediating such transfer.

Question 4: Mediating Effects of Context

To what extent is the transfer of knowledge and skill to the home context mediated by contextual factors? Which factors and conditions are most powerful in explaining successful application of knowledge and skill?

Section D of the on-line survey included 9 queries about contextual factors. The detailed results are displayed in Appendix B-1 (Panel 3) and the highlights are provided here. In general, the results indicate that contextual factors helped slightly more than hindered in the application of new M&E knowledge and skills. However, most of the scores were not high, hovering just above the midpoint, with an overall mean of 4.53 on a 7 point scale (1=hindered; 7=helped). As shown in Panel 3 (Appendix B-1) there was considerable variation in responses to each item revealing differing experiences depending on context. As many persons identified the availability of resources to support M&E as a hindrance as did those perceiving resources as being helpful, for example.

The top three results indicated that organizational policies, collegial and supervisor support were the strongest in terms of "helping" alumni in applying their M&E skills in their own workplaces. On the other hand, the lowest three scores were related to lack of incentives ("recognition of success") and competing demands (availability of human and financial resources and "protection" from intrusions/allocation of time). This is not surprising, as often evaluation is treated as an "afterthought" or an "add-on" that project managers can just add to their already busy schedule. This observation was also corroborated by observations made in the

GICHD case study, noted above. More than one participant expressed concern that job demands precluded the consolidation of knowledge and skill learning through evaluation practice.

An interesting factor to examine is the organization's "openness to experimentation", which provides an indication of the home organization's cultural readiness for M&E. While it is encouraging to see that 50% of respondents believed that this element "helped" them apply their new skills, there were also nearly one-third who did not (the remaining participants were undecided). Oftentimes, this can be a difficult barrier to overcome and difficult to change.

The quantitative results were augmented by additional open-ended comments. Fifty-eight (58) alumni responded; and we thematically identified the data as either "hindering factors" or "positive factors". We summarize these now and make reference to other data sources shedding light on the issues.

Hindering Factors/Barriers

There were far more contextual factors that hampered participants' abilities to transfer knowledge than those which were facilitating. In keeping with the survey results, one of the factors that many participants identified as being difficult are the limited resources within their workplace, whether it be limited financial resources, lack of staff or limited time to devote to M&E as a result of having multiple responsibilities within the workplace. Below are a few of their sentiments, in their own words:

> Non-availability of resources (funds) has prevented several M&E activities from being undertaken. I also believe many policy makers do not attach much importance to empirical evidence in decision making so they do not readily allocate funds to M&E.
>
> Factors that have hindered the expansion in M&E activities include limited pool of potential M&E staff and local consultants.
>
> Believe many staff members and collaborating partners are interested in M&E, but the heavy workload and time pressure limits their options to ensure adequate monitoring. This often presents a problem for conducting high-quality evaluations.

Lack of resources and a general lack of M&E expertise were viewed as barriers to capacity building and growth in this area in many of the case studies. Specifically, in the mine-action sector there is a clear lack of M&E expertise which at least partially explains GICHD's interest in ECB. Yet there exists a lack of resources to apply M&E knowledge and skills and this can sometimes lead to undesirable consequences:

> Lack of budget resulted in lack of qualified staff to perform the work, thus required strong supervision and monitoring. Lack of budget and time resulted in R&D being conducted in a hurry, which resulted in poor/incomplete data for analysis. (Volume II-B)

In China, the resources factor surfaced in a different way, carrying with it implications for delivering SHIPDET training. But perhaps more pervasively, as demand for M&E is beginning to increase, capacity building is in its infancy in the country and there is therefore a paucity of local expertise. Within one organization there is interest in M&E capacity building but a lack of coherence.

> It was explained to me that other units within the organization are doing performance assessment but everyone is doing it differently.
>
> There is no uniform framework…. There is no authoritative, or shall we say, proven framework so far. (Volume II-D)

In the questionnaire survey, the second most common area of concern for implementing M&E within their workplace is the lack of support from management and a lack of trained people within the organization that can assist them in championing the cause. For example, below are some comments from past participants who experienced difficulties.

> The high-level administrators who should champion the cause of M&E failed to understand the role and usefulness of M&E in the organization. Therefore, it is relegated to "just-do-it to-satisfy-funders".
>
> The only time when some organization recognizes the relevance of M&E is when asked for reports. We need to work for M&E culture, train critical mass in an organization and secure organizational commitment for M&E.
>
> There is a need for building institutional capacity, developing capabilities and competencies and strong demand for ownership of an evaluation system.

Leadership and championing evaluation were identified as being critical in China as suggested by this interview participant "…in China in the bureaucracy, if the top bosses think it is very important and push the job forward it is very easy to reach the goal." This factor was identified as a goal for growth rather than the current condition. This was also the case with and IDRC partner:

> One of the participants mentioned that there is a need for champions in the organization to promote an understanding of monitoring and evaluation. They need to have strong expertise in evaluation and act as resource people for others. Related to this fact is the need for senior management to have an understanding of evaluation and its benefits. (Volume II-A).

Other factors that surfaced in the cases studies as militating against ECB and evaluation community building were fear and apprehension and issues associated with time. In the IDRC case it was recognized that apprehension exists in the field about evaluation particularly with regard to rigid views about evaluation being held by some organizations that see it as essentially accountability- and judgment-oriented. Mentioned above are intrusive aspects of time and competing demands but also, as we learned from IDRC staff, the time factor is design related.

> With respect to the barriers, why would we use evaluation when it is timebound? There is always a difficulty with getting everything done. And then, when we have finished one evaluation and we have recommendations and things that we have learned, there is much time between this project. (Volume II-A).

In some contexts, cultural considerations were also listed as conditions that would impede the rapid uptake of evaluation. In China, moving to results-based management has been slow paced, at least partly because this is an enormous cultural shift. A couple of comments help to illustrate:

> People need to have a changed mindset. Must look at results.… If they don't change their mindset it is difficult to change [their behavior].
>
> Regionally, people have this kind of concept but they may not have the systematic understanding. (Volume II-D)

Associated with this are rather limited prospects for forms of training that would be alternatives to IPDET. Some participants argued that negotiating evaluation university programs on evaluation with the Ministry of Education would be extremely difficult, although not all participants agreed with this assessment. Partnering with external organizations might therefore be a way to go. The following quotation illustrates this point.

> You need to get approval from the Ministry of Education; it is not easy to do that … it is very strictly regulated. It might be possible if MoF and AFDC and Carleton University wanted to deliver a program together… cannot do it independently. (Volume II-D)

Despite the wide range of challenges to regional and country-level ECB and evaluation community building, several enabling factors also surfaced.

Positive and Enabling Factors

From the questionnaire survey, there were a number of participants who had experienced great success in applying what they had learned from IPDET. Some respondents shared that they were hopeful in being able to apply more and more of what they had learned in the future because the M&E culture within the organization was changing to a more positive one. Some of the positive factors identified by respondents included:

- Plans are in place to strengthen the M&E system in their workplace;
- Recognition of the importance for the organization of having a strong M&E system in place;
- Strong leadership and commitment from key decision makers;
- Awareness of the positive effects on program development when M&E results were used in the planning phase.

Overall, past-participants who identified positive factors within their organization appeared to be satisfied with what they had accomplished since IPDET and were hopeful that their organization would continue to benefit in the future from having an M&E system; here are a few examples of some of the comments received:

> If the institution or organization has an open or clear M&E policy it can be really helpful to implement any good idea for the programmes or projects. Showing good results or success can be powerful in order to improve or strengthening M&E systems.
>
> The organization that I am currently working at is at the "transition" process in acknowledging the M&E function in the organization and how M&E may support to give real time information on project progress to the organization.

> I think M&E needs to be afforded more time to mature not only in my department, but the whole of government in South Africa, notwithstanding progress achieved in my country, especially the M&E leadership provided by presidency, we now have M&E ministry.

Among other forces, the foregoing comments point to the role of organizational culture in promoting the integration of M&E into ongoing decision making and work activity. This context condition was found to be particularly potent in the IDRC case study. The organization was recognized by many of the respondents as being highly support of evaluation as part of its learning culture. The following remarks help to illustrate:

> …in IDRC, I would say that nothing hinders us to evaluate or to use this knowledge. The contrary, it is helping us – it is a helping environment…The context encourages me to use the new knowledge.

> Oh, I would say it is very helpful – very conducive! I would say that IDRC is one of the more supportive places for Monitoring and Evaluation that I have ever encountered. We have a dedicated unit, right? And it is their job to research better practices, to disseminate that to staff and beyond – outside IDRC - so that is quite innovative in itself. And we have a tremendous amount of systems and processes that are embedded with our Centre and are endorsed by senior leadership – which require that we be engaged in M&E. (Volume II-A)

Similar sentiments were found in the GICHD case study.

> Respondents shared that they feel supported in their M&E roles within their organizations and work very closely with management when planning and decision-making takes place. Respondents also said that they have the autonomy to conduct M&E activities according to their best judgment as long as it meets the information needs of the organization. (Volume II-B)

Finally, in some contexts, there is impetus for the development of M&E capacity. In Botswana, for example, the Vision Council has been set up to help the government meet its strategic objectives which include a heavy emphasis on M&E. This strategic has spawned much interest in developing M&E systems within government. Similarly, in Sri Lanka a state of the art, electronic M&E system has been developed and implemented by the Ministry of Policy Development and Implementation. Now government departments are expected to use the system as a monitoring and reporting tool.

In China, there has been overt movement toward results based management as a governance framework as revealed by the following excerpt.

> …the Central Government appears to be motivated to move toward improved accountability, to "justify what you have spent."

> Many senior officials pay a lot of attention to the effects or outcomes of public spending. They [know that] public investment can promote economic development but also they hope it can promote social development; to bring some benefits to public. (Volume II-D)

Now, we were told, the Ministry of Finance is sponsoring a national evaluation pilot project: 26 states are involved in the project, carrying out pilot evaluation studies. The project has created a demand for evaluation knowledge and skills and therefore for tailored training

programs. From the GICHD case, we learned that the exigencies of the mine-action sector have provided some impetus for M&E capacity building, as outlined in the following excerpt:

> One respondent shared that the nature of his organization's work is very dangerous and therefore the organization values the information that M&E brings in ensuring the safety of their employees and clients. As a result,
>
> The dangerousness of the work helps M&E to get integrated into the organizational culture. (Volume II-B)

Of course accountability demands from donor agencies have provided substantial impetus to engage in M&E over the past few decades. While there may be some contentiousness as to whether such forces lead to genuine use or a more symbolic treatment of M&E, and an IDRC program officer commented on the potency of the factor, and the challenge of fostering genuine uses:

> M&E is seen to be a demand from donors…so even when things are not working, they are worried to not report that things are not working. So it is trying to find a way of making people more confident that it is not always about judging whether something is right or wrong but what can be learned about it!… This is where I see the difference in the institutions or even the mentality of the people. (Volume II-A)

In summary, ECB and evaluation community building will be mediated by context. In our study a variety of contextual factors surfaced as either barriers/impediments or enablers/positive forces to the transfer of M&E knowledge and skill or IPDETs role in regional and local capacity building. Barriers include apprehension about M&E, limits on leadership and organizational support, lack of local expertise, and limited prospects for alternative training opportunities. Enablers were organizational culture, senior management support, and local and regional forces defining the impetus for M&E capacity building. We now turn to our final evaluation question focusing on the organizational impact of IPDET.

Question 5: Organizational Impact of IPDET

To what extent has IPDET had an impact on the organizations to which clients belong? What sorts of effects can be attributed to IPDET?

Our retrospective non-comparative design does not permit strong claims about attribution of observed organizational capacity development to IPDET training, but it does permit an assessment of direct and indirect contributions of IDPET. Coming at this from different methodological perspectives helps to identify such contributions. The questionnaire survey and multiple case studies, in particular, were helpful in this regard. Recall that the conceptual framework guiding the evaluation differentiates between the capacity to do evaluation and the capacity to use it. We have already examined individual capacity to do evaluation in the foregoing sections. Here the focus is on *organizational* capacity to do and use evaluation.

The on-line survey questionnaire provided insight into these questions by gathering data about evaluation capacity, specifically participants' perceptions of their organizations' capacity to *do* and *use* M&E. The survey also investigated the types of M&E activity in which organizations currently engage, although links to IPDET training would admittedly be tentative.

Organizational Capacity to Do M&E

We asked in section G of the questionnaire (see Appendix B-1, Panel 7), which types of monitoring and evaluation M&E activities are being practised by participants' organizations. While it does not directly address the evaluation question about IPDET's impact, these findings provide insight into the "current state" of development M&E and the current organizational capacity and appetite for M&E.

Overall, the most commonly practised M&E activities, in rank order, are:

1. Produced reports about program activities (M=5.55);
2. Assessed the degree to which program goals are met (M=5.5); and
3. Monitored implementation (M=5.5).

The least frequently practised M&E activities are related to more sophisticated or technical research methodologies or designs. They include:

13. Employed single-case mixed method designs (M=4.86);
14. Used program theoretical designs (e.g., TOC, logic models) (M=4.64); and
15. Used comparative group designs (e.g., RCT's, quasi experimental) (M=2.86).

In some cases, these approaches also be more expensive to implement, not encouraged by the respondents' donors, or by their respective organizations. It is also possible that the respondents do not feel competent at using these approaches and therefore do not propose these designs. Note the extremely low score on the last item. This indicates that comparative group designs are almost *never* used.

The overall survey results reveal a perception of a moderate capacity to do evaluation (See Appendix B-1, Panel 5). The overall mean score is 4.66, which indicates very mild agreement to positive statements about organizational capacity to do M&E. The top-performing scores are primarily accountability-related. The top three rankings are associated with:

1. formal requirements to report on performance (M=5.32; 70% agree or strongly agree);
2. performance measurement being 'integral to our accountability framework' (M=5.09; 65% agree or strongly agree); and
3. overseeing 'M&E performed by external professionals' (M=4.89; 60% agree or strongly agree).

However, the bottom three ranked statements have fairly low scores and they are related to incentives, rewards, and a culture of learning. It is interesting to note that these scores are very similar to the ones with the lowest rankings in the section on contextual variables – rewards and incentives; and is similar to 'protection from interruptions/allocation of time'. This consistency is corroborative and suggests that many participants believe strongly that their efforts at M&E

are not recognized by senior managers; furthermore, M&E is not seen as a priority and therefore they are not allocated sufficient time to perform these activities. “Reflection” also connotes learning; and these results could also suggest that learning-oriented evaluation is not fostered in their workplace. Even the other scores about capacity to do evaluation are not high – technical competencies, champion to support M&E, and overall capacity to do. Only 59% agreed to the statement that ‘my organization has the capacity to conduct M&E effectively.’

On the questionnaire survey participants were asked to add further commentary about their organization’s capacity to perform M&E, and most importantly about how ‘IPDET may have contributed to this capacity.’ There were 54 responses. These qualitative data combine with those emerging from the case studies to provide a deeper understanding of IPDET’s role in developing organizational capacity for evaluation.

Many of the questionnaire respondents related the success of their organization’s ability to perform M&E to a supportive senior management, having a learning culture within the workplace, having past success with M&E, and using it for program planning. Below are a few examples,

> My unit is responsible for departmental M&E systems. Most of us have attended IPDET and recently were tasked with facilitating development of M&E system for the Ministry.
>
> Our organization has this month completed a project evaluation for the Inter American Development Bank (IDB). I was the lead consultant on the project. My IPDET training helped tremendously in giving me the requisite skills and know-how.
>
> IPDET provided opportunities to learn and share various development evaluation related issues which are very vital for enhancing the M&E work of my organization.

A number of participants shared some of their successes; they also talked about how they have been trying to build M&E capacity within their organization since having attended IPDET. In their own words,

> Prior to my participation in IPDET, M&E used to be carried out on an *adhoc* basis within my organization. However the insights gained from IPDET have made it possible for me to champion M&E issues, leading to significant changes.
>
> We've sent quite a few people to IPDET over the years and our system was built on what we learned (in the initial stages).
>
> As a past graduate of IPDET, I do share my experiences with my colleagues through training sessions to impact knowledge.

Case study data add to these findings. For example, an organization that had sent members to SHIPDET was in the early stages of developing its own capacity, but it would appear that some limited headway was being made:

> The [organization] is going about this systematically. We may coordinate this at some point. We were asked to give training packs to newly recruited staff on performance assessment. This puts pressure on my staff to get educated. We have prepared some materials but have not yet started training. (Volume II-C)

In Botswana, impact has been at the level of central government which is deeply engaged in and committed to its strategic plan. Several members of government and persons associated with the Vision Council have had IPDET training. Further, IPDET staff have provided additional training in the region to government officials interested in developing their knowledge of M&E. Despite good headway in system development, the Botswana government is still at the early stages of M&E implementation.

IDRC partners indicated some organizational effects of IPDET. In the following example is an encouraging response.

> We still have quite a bit to do, so it's not quite high. But in the last 5 years we have really developed our capacity. And we are now setting up our systems so that we can continue to monitor as well. (Volume II-B)

An excerpt from the GICHD case study provides a similar picture and highlights the role of IPDET alumni as evaluation advocate.

> One of the respondents, currently working in the private sector rated his organization's ability to conduct or oversee M&E as low to medium. He shared that he views one of his primary roles within the organization as being a "champion" for M&E and trying to shift the organization's attention away from results and outputs to learning about processes and how they can be improved. As a mentor to many employees he said that "they are very committed and want to do a good job". (Volume II-B)

We can see that IPDET has played some role in helping organizations to develop their capacity to do M&E. We now turn to the question of use. The use of evaluation is certainly part and parcel of the IPDET curriculum, and it is therefore interesting to examine the extent to which the organizations with which IPDET alumni associate have developed their capacity for use, even if such capacity might be only indirectly attributable to IPDET.

Organizational Capacity to Use M&E

Section H of the on-line survey focused on this question. It was designed as a two-part question. First, participants were asked to assess the degree to which M&E has been used to perform a number of different organizational functions; and second, the degree to which the IPDET program *contributed to its application*. Two different seven-point scales were used: Never (1) to Always (7) for utilization; and None (1) to Much (7) for the contribution of IPDET. The item-level results are reported in Appendix B-1 (Panel 7).

The top three scores relate to reporting functions, planning and monitoring. They were:

1. report to the board (or equivalent) (M=5.3);
2. to learn about how programs are functioning (M=5.29); and
3. feed into strategic planning (M=5.09).

These scores are moderate in strength, indicating that the participants utilize M&E to inform these functions on a fairly regular basis. The perceived contribution of IPDET to these functions was relatively low, from 3.9 (reporting) to 4.5 (learning) to 4.15 (strategic planning). These

results should be treated with caution as they could be due to the fact that they participants' organizations were *already* using M&E for these purposes before members attended IPDET and therefore did not find that IPDET provided additional skills/knowledge to increase utilization in these areas. Clearly the use of evaluation by organization depends on many factors and forces beyond the training received by organizational members. Nevertheless, the Table appearing in Appendix B-1 (panel 7) provides some interesting fodder for consideration by IPDET management relative to its curriculum associated with organizational uses of M&E.

Taken as a whole, these survey results indicate that organizational capacity to *use* M&E is not high (M=4.44). What are some of the ways/means that IPDET training might be able to foster organizational capacity for use? We now look more closely at the issue or organizational use of M&E through the lens of our case studies.

Not all of the cases provided evidence on this topic. In China, for example, the sentiment was expressed that M&E is in its infancy and that the Central Government is probably more concerned at this juncture of building capacity to do M&E than about use. One participant commented that while the government is moving toward more transparency with M&E, given longstanding traditions it would be very challenging to identify just how information, let alone evaluation findings, are used for decision and policy making. Similar findings were evident in Botswana and Sri Lanka where major government M&E systems are relatively new and have not been fully integrated into the decision and policy cycle.

IDRC partner alumni and IPDET alumni affiliated with GICHD, on the other hand, offered some insights about use in their own home organizations. Such uses as donor reporting, internal learning and input for strategic planning, decision making and ensuring safety standards, were identified. However, the perceptions of a culture of donor-driven symbolic uses of M&E in development evaluation were also shared.

> The M&E work done is predominantly that required by donors with recommendations that either obviously improve work pursued or, and in particular, those that affect donor support: No real culture of M&E as a tool. (Volume II-D)

> When evaluation is performed by a professional evaluator, the organization expects results in their favour. But often it is hitting "hard punches" on the organization. So they have this attitude that it is policing and it is seen to be negative. This happened in the previous organization and they did not like it very much, so this can be negative. However, it is positive if you have any critiques to the program, and you can make changes to the program – this is a good, professional way for it to be viewed and for it to be used. (Volume II-B).

In summary, uses of evaluation among organizations associated with IPDET alumni appear to be limited. Identified uses tend to be fairly superficial and compliance-oriented although we did see some evidence of more substantial uses such as learning, support for decision making, and input for planning. It seems likely that in many jurisdictions the focus at this juncture is on developing M&E systems and the individual and organizational capacity to *do* as opposed to *use* evaluation. Nevertheless, the organizational capacity to use evaluation is an important element of ECB and one that is worthy of ongoing attention.

Final Comments

At the end of the on-line questionnaire, the participants were invited to provide any additional comments "about your experience at IPDET and the degree to which it has had an impact on you, your organizational unit, or your organization (i.e., how you think about or conduct development evaluation)." There were an impressive 139 respondents who had something to say – about how IPDET affected them personally how it affected their organization. Most of the comments were very positive towards the IPDET experience and provided concrete examples of how it affected participants' work. In some cases respondents' described the challenges that they faced in trying to apply what they had learned. Most of the comments could be coded into five separate themes:

1. Hindering Factors within the Organization
2. Improved Knowledge and Skill
3. Improved Career Opportunities
4. Ability to Build M&E Capacity Within Organization
5. Networks

While most of these theme are covered above in this report, it is refreshing to capture them as final thoughts from the survey participants.

Hindering Factors within the Organization

IPDET alumni commented on factors which hindered them from applying what they had learned in the classroom. Consistent with the feedback that they provided about contextual factors in their organization, most of the hindering factors revolved around the lack of support for M&E from senior management or key decision makers as well as the lack of colleagues within their organization having M&E experience or knowledge. Here are some examples to illustrate some of the issues past alumni are faced with.

> IPDET as has provided me with a good - though too basic and too general - introduction to M&E. The organization I work for as an evaluator is totally immune against any sound M&E practice and resists any attempts to roll out an effective M&E system.

> IPDET helped me introduce structure and theory in my practice of program monitoring & evaluation, leading to more effectiveness and validity. My organization has not benefited much from IPDET because performance culture is lacking among the top leaders.

> Both basic course and workshops were constructive, informative and useful. This or similar courses should be mandatory for task team leaders preparing, evaluating and supervising the projects.

Improved Knowledge and Skill

The largest majority of respondents that added further comments about how IPDET had significantly increased their knowledge base and improved their skills in M&E. Some respondents commented on how IPDET had motivated them to take more courses when they

returned home and some even enrolled in graduate programs to improve their evaluation skills. A number of participants shared how they were able to apply the knowledge they had learned from IPDET and how it impacted their organization, (e.g., improved program implementation, improved evaluation reports, implemented or improved M&E system, etc.). Here are a few sentiments from past participants,

> IPDET made me realize how the development evaluation community is growing and professionalizing. The workshops, although they could not cover the topic in-depth during the very short time period, gave good insights and motivated me to self-study more.
>
> Experience in IPDET gave an "enlightenment" that the evaluation side also takes an important role in the M&E process --as I have been more into monitoring side. This helps me to understand why a situation occurred and how to anticipate it in the future.
>
> IPDET has helped me capture the basic/conventional framework of M&E. It also opened up my thinking to use different M&E methods and even practice non-conventional (e.g. Participatory M&E methods).
>
> IPDET has contributed tremendously to my development, after IPDET I became co-chair of the evaluation task group of the program of research I am working on, and my contribution is always sought, acknowledged and respected.

Improved Career Opportunities: Some participants shared that IPDET training had taken their careers into a different direction and many suggested that it enhanced their career opportunities. A few respondents commented that they felt more respected and valued within their organization because of the knowledge and skills they had gained from IPDET; here are a few examples.

> IPDET experience has helped me a lot in performing my daily M&E activities in my organization effectively. It has given me a career boost as well. I am working with UNESCO as technical specialist education now.
>
> IPDET has enriched my experiences and knowledge on development evaluation practice. Through IPDET, I have also laid a good foundation for a career change by enrolling in Carleton University's diploma in development evaluation program.

Ability to Build M&E Capacity within Organizations

For some respondents, using what they had learned through IPDET provided them with the opportunity to become agents of change or "M&E champions" within their organization. For example,

> …Helped me to hold learning sessions with division colleagues and increase their understanding and importance of M&E especially/right from programme planning and design.
>
> My experience at IPDET has helped me to train my subordinates and thereby forming a nucleus of officers that evaluate interventions, assess how they are executed and/or change their focus.

This type of teaching has assisted some organizations to build M&E capacity by using IPDET alumni to share some of their learning with their colleagues in order to have a shared understanding of basic M&E concepts and to share a common language.

Networks

Finally, the development of networks for some respondents was critical in their ability to apply their new skills and knowledge within their own workplace. Some respondents commented that they had formed networks while taking the course which continued when they returned home and for others, it was using the listserv. Here are a few examples,

> Participating in IPDET made me more confidence in M&E, supported me to get opportunities to attend in the international conferences, and also provided me a very good network with professional evaluators around the world.

> Psychological value of knowing that there is a community of evaluators out there is important (small evaluation department). IPDET network has been used a number of times to identify partners for joint evaluations - not always effective, however.

In sum, the forgoing content analysis of final comment data yielded quite positive perceptions of IPDET but also shed some light on the contextual realities of the organizational workplaces in which M&E knowledge and skill are intended to be transferred.