

IPDET

IPDET 2020 Evaluation Report

December 2020

The IPDET Program | The International Program for Development Evaluation Training provides decision makers, managers and practitioners with the tools that are required to commission, manage and evaluate policies, programs, and projects at the local, national, regional, and global levels as well as use those evaluations for decision-making. The unpredicted 2020 circumstances opened us up to innovative and creative new ways of providing top-quality M&E training to our participants from around the world.

Innovations in 2020 | This year has brought substantial innovation to IPDET. Not only the **visual identity and homepage** were redesigned, but the whole program was redefined as IPDET 2020 moved to a **fully-virtual format** in light of the evolving COVID-19 situation around the world. Three types of offerings have been conducted over the period of June to November. Finally, with the launch of the **Global Evaluation Initiative (GEI)**, IPDET will contribute as core partner to GEI's mission and commitment to developing country-owned, sustainable monitoring and evaluation (M&E) frameworks and capacities to promote the use of evidence in public decision-making, enhance accountability, and achieve better results.

Partner and Stakeholder | The IPDET Online Program 2020 was realized by the joint effort of various stakeholders. The **IPDET partner institutions** (Center for Evaluation, University of Bern, IEG) managed the creation of a fully virtual program as well as discussed and planned the future development. The dedicated **staff** under the leadership of the Head of Program implemented all events of the program's three streams. The hackathon was executed in **cooperation** with EvalYouth and supported by BetterEvaluation, as well as a Design Thinking Expert. For the Mini Series, a wide range of speakers gave valuable inputs and discussed cutting-edge topics with participants, and 11 instructors conducted the 8 online workshops, supported by 6 facilitators.

Funds | The awarded scholarships were realized through the generous support and financial contribution by IEG, SDC, BMZ and IOB



IPDET MINI SERIES

7 events à 90min

Input and discussions on IPDET's contents and impacts, GEI, and cutting-edge evaluation topics, including COVID-19 implications. Participation was for free.

560 unique participants out of whom 238 attended various times



IPDET EVALUATION HACKATHON in cooperation with EvalYouth

1 event à one week

One-week long event to create innovative solutions on ten challenges in assigned groups with support through Design-Thinking Sessions. Participation was for free.

322 active participants out of whom 149 finished a project



IPDET ONLINE WORKSHOPS

8 courses à one week

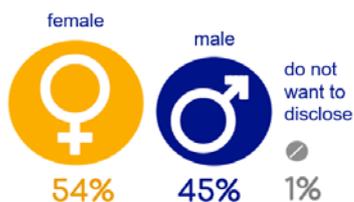
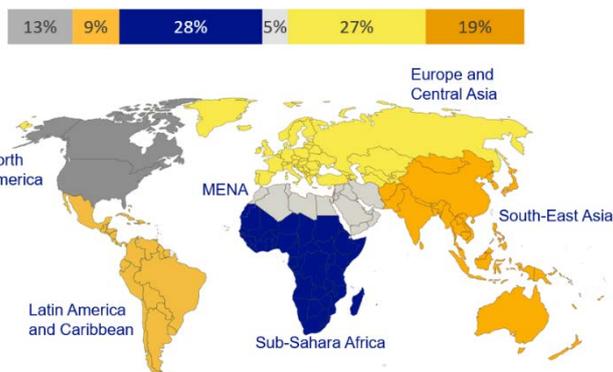
8 courses à 13 hours within one week on introductory and intermediate level. Participation was fee-based

155 unique participants out of whom 63 attended several courses



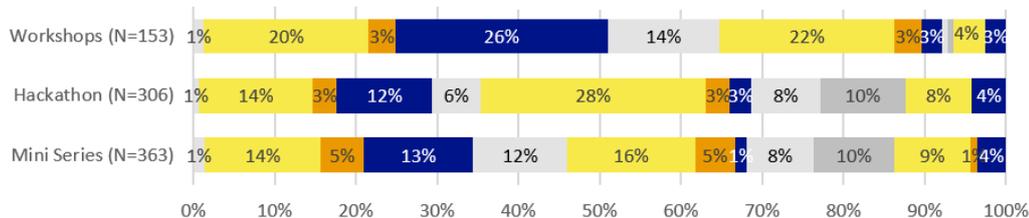
Data sources of this evaluation | **Quantitative data** has been collected through registration and participation lists as well as feedback forms for each single event in the three online streams. Further key performance indicators on marketing and outreach were derived from the respective platforms mailchimp (newsletter), gaggle (listserv) and google analytics (homepage). **Qualitative data** has been collected in open comment text fields as well as virtual feedback sessions on the hackathon (by participants and by the team), and on the online workshops (by instructors and facilitators).

Regions and gender | Participants (total N=968) came from all around the globe with the highest overall shares from Sub-Saharan Africa as well as Europe and Central Asia (28% and 27%). The percentage-pattern of the different regions proved to be roughly the same for all three streams.



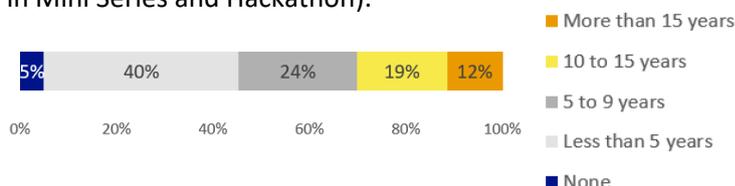
The gender balance showed a slight tip towards a higher female participation (N=989), ranging from 51% to 55% female in the different streams.

Professional Background | A substantial share of the **type of organization** in which participants work in all three streams came from non-governmental organizations, whereby they presented the largest group during the hackathon with 28%. An equally large share came from government ministries and agencies (14%-20%). The group of UN and UN-specialized agencies made up the largest group during the workshops (26%) and were also a large part during the other events (12% and 13%). While some of participants in the two other events came from private enterprises (8%) and were self-employed (10%), the share of these groups in the workshops was only 1%. Smaller portions of participants came from financial institutions, parliaments, foundations and research institutes as well as the World Bank Group.



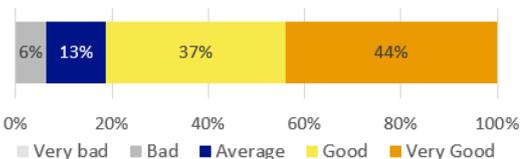
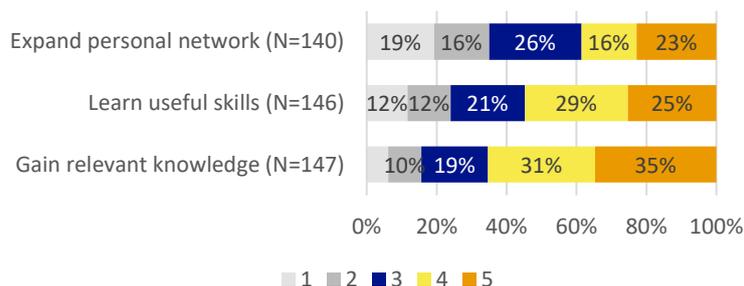
As for the **primary evaluation function**, the majority of participants (N=811) are practitioners who design and conduct evaluations (35%) or manage and supervise (27%). A slightly smaller portion is using the results (19%) and only few are involved in research (8%) or commissioning (2%). The share of those who have no evaluation function at all was less than 1% in the workshops, but 4 - 5% for the Mini Series and Hackathon. Furthermore, while those who manage and supervise evaluations made up 23-26% for the Hackathon and Mini Series, the share was clearly higher with 39% during the workshops. In comparison, the share of those who actually design and conduct evaluations was lower in the workshops (30% compared to 37-38% in Mini Series and Hackathon).

Regarding the **years of experience** in the field of monitoring and evaluation, all three streams (N=825) show a similar composition with overall almost half of participants having less than 5 years of experience.



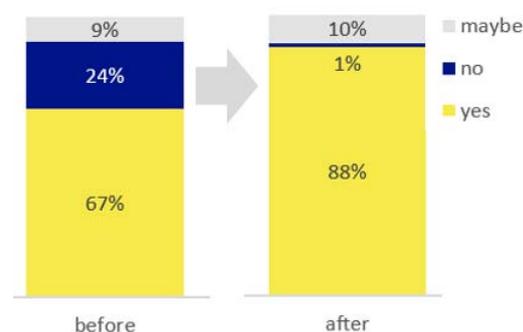
- 1 **IPDET 2020 Kick-off** | June 23
with Alison Evans (IEG) and Reinhard Stockmann (CEval)
- 2 **Evaluation Hackathon Awarding Session** | July 21
with Theresa Weippert, Jeremias Wyss and Laszlo Szentmarjay (IPDET), Sophie Sirtaine (IEG), Antonina Rishko Porcescu (EvalYouth), and the Jury consisting of Anahit Anna Aghumian, Jos Vaessen, Ichiro Toda and Giuseppe Iarossi (IEG), Josette Arevalo and Khalil Bitar (EvalYouth), Siyabonga Sibiya (CLEAR-AA), Annalena Flury (SDC), Patricia Rogers (BetterEvaluation), Lilia Ormonbekova (UN Women) and Stefanie Krapp
- 3 **New Global Initiative on Evaluation** | Sept 8
with Alison Evans (IEG), Oscar Garcia (UNDP), Candice Morkel (CLEAR AA), Hipolina Joseph-Charles (CARICOM), Stefanie Krapp (IPDET), Rosetti Nabbumba (Afrea), Patricia Rogers (betterevaluation) and Brenda Barbour (IEG)
- 4 **“The Evaluation Globe” – Has Evaluation Failed?** | Sept 30
with Reinhard Stockmann and Wolfgang Meyer (CEval), Claudia Maldonado (CIDE Mexico), María Bustelo (UCM)
- 5 **Use and utility of M&E for decision-making in times of crisis**
Oct 14 with Reinhard Stockmann (CEval), Bassirou Chitou (Prairie International Statistical Consulting), Albert Tuyishime (Rwanda Biomedical Centre) and Jos Vaessen (IEG)
- 6 **Alumni Talk “The Power of IPDET”** | Oct 28
with Sarah Osmane (Norwegian Refugee Fund, Lebanon) and Raymond Mensah (Ministry of M&E Ghana)
- 7 **The Galactic IPDET Journey** | Nov 10
with online graduation and interactive feedback sessions

Personal and professional benefit | On a scale from 1-5, participants rated the benefit of expanding the personal network lowest given the fact that the Mini Series were designed in such a way that engagement of the wider audience took only place through written submission of questions (except for Mini Series 7 which included breakout rooms). In contrast, the benefit of gaining relevant knowledge was rated positive by two third.



Satisfaction | 81% of participants rated the content and implementation as “good” or “very good”.

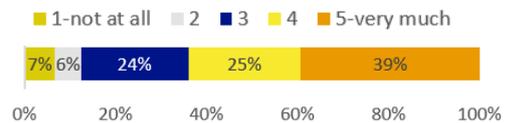
Attendance | Two thirds of the survey respondents (N=234) have not attended an IPDET event before. The Mini Series convinced persons who negated “Were you intending to participate in other IPDET events already before attending the Mini-series?” to change their opinion when they were asked “After this event, are you intending to participate in other IPDET events in the future?”



Experience | The Evaluation Hackathon was most of participant`s first IPDET as well as their **first hackathon experience**. **83%** of respondents had not participated in a hackathon before.

Satisfaction | The typical self-organising character of a hackathon includes less guided support than some first-time participants might be used to from regular workshop formats. The **satisfaction with the support** (N=93) from organizing and facilitator team during the hackathon received average ratings. Areas that could be improved after this first-time hackathon include the on-boarding process in Slack as well as the general explanation and instructions. Around 70% of respondents (N=86) considered the **Design Thinking sessions and material** helpful or very helpful.

Personal benefit | More than half indicated that they benefitted “much” or “very much” from the event in learning and applying relevant skills (N=89).

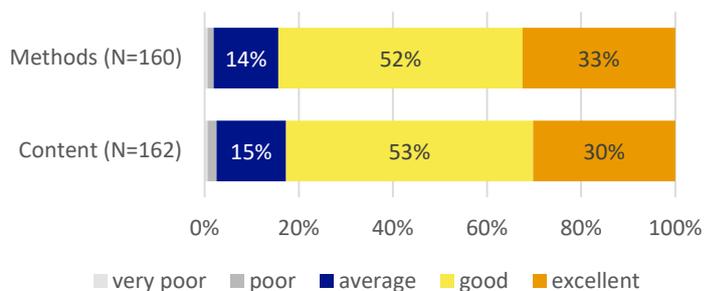


Incubator follow-up | Around 86% indicate that they would likely or very likely continue working on their project if an incubator program was offered.

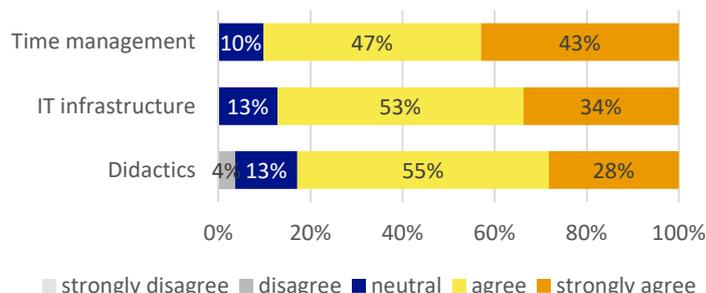
IPDET WORKSHOPS

- 1 **Fundamentals of Rigorous Impact Evaluation** | with Claudia Maldonado | CIDE/Mexico
- 2 **Blue Marble Evaluation** | with Michael Q. Patton | Utilization-Focused Evaluation
- 3 **Monitoring and Evaluating the SDGs** | with Wolfgang Meyer | CEval
- 4 **Digital Analytics for Monitoring and Evaluation** |
with Kecia Bertermann | Luminate Foundation, Claudia Abreu Lopes | UNU-IIGH, Calum Handforth | UNDP
- 5 **National Evaluation Systems in the Public Service** | with Ian Goldman and Matodzi Amisi | CLEAR AA
- 6 **Emerging Technology and Its Use in MEL** | with Kerry Bruce | Clear Outcomes
- 7 **Essentials of Theory-Based Evaluation** | with Jos Vaessen | IEG
- 8 **101 on meta-evaluation** | with Stefan Silvestrini | CEval

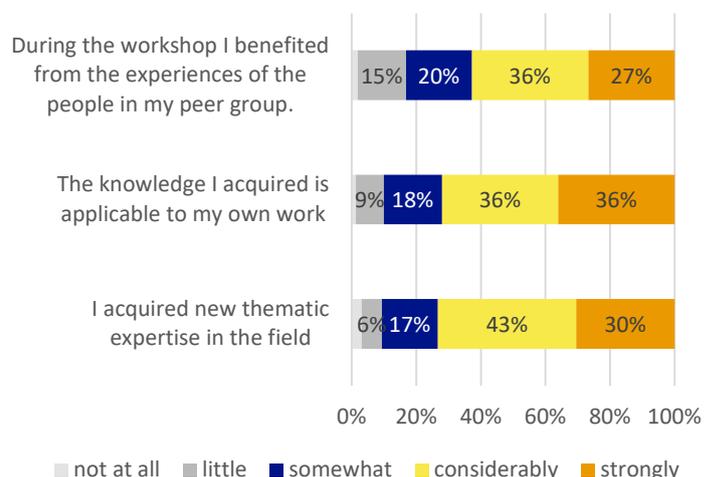
Quality and Delivery | The **quality of content** was measured by a) content of lectures and presentations b) usefulness of examples and c) content of small group activities and discussion. The vast majority of 83% rated the quality of content as good or excellent. The **quality of methods** was measured by a) delivery of lectures and presentations b) level of interactive participation c) implementation of small group activities d) handling of Q&A and d) incorporation of interdisciplinary participant's background. The vast majority of 85% rated the quality of methods as good or excellent.



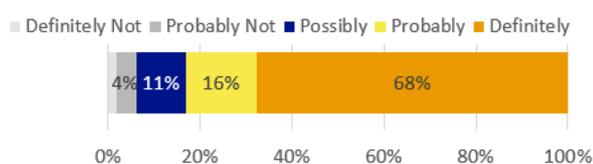
Didactical and organizational structure | The **didactical structure** was captured by three statements, namely a) “the workshop was based on an adequate mix of didactical approaches” b) “Throughout the activity there was a good balance between input and discussion” c) “The quality of course material was good”. The **organization regarding IT infrastructure** was measured by the statements d) “Collaborative tools e.g. Miro have been applied to an adequate extend for interactive participation” e) “Zoom was a suitable platform for interactive live sessions” f) “the IPDET e-learning platform was easy to navigate”. And finally, the **organizational part of time management** was described by g) “the management of time-zone differences was handled well” and h) “the time management during the workshop sessions was handled well”. The vast majority of 83%-90% (N=163) gave statement ratings on good or excellent.



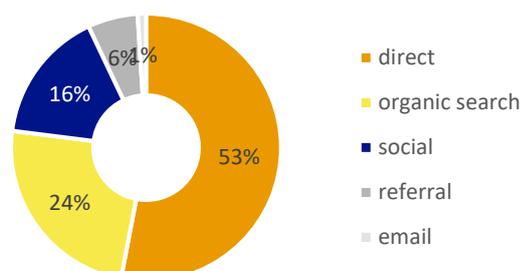
Personal and professional benefit | 63% - 73% did “considerably” or “strongly” regarding a) peer expertise sharing b) applicability to the own work and c) newly acquired thematic expertise.



Satisfaction | The key question “Would you recommend this IPDET workshop to a colleague” was answered positive by 84% (N=161).



First contact | Survey responders from the workshops and Mini Series (N=430) noted where they first heard about IPDET. Direct recommendations from a colleague or employer played the most important role with 36-44%, followed by recommendations by IPDET Alumni with 11%. Whereas 14% of workshop participants received an E-Mail forwarded through their organization's mailing list, for the Mini Series participants social media links through facebook, LinkedIn and twitter played a big role. These pathways are also reflected on the homepage use, where the majority is navigating directly through typing the URL or clicking on the homepage link after searching for IPDET in search engines like google. Another part is referred to from social media through links as can be seen in the graph.



IPDET RECOMMENDATIONS

Taking **IPDET fully virtual** has been a highly successful endeavour that did not only respond appropriately to the changed reality of the COVID-19 circumstances, but massively broadened the prominence of IPDET as an enabler of Evaluation Capacity Development worldwide. IPDET has increased its direct engagement with participants by five times compared to a pure onsite program.

- 1 **Establish online formats** as a new integral part of future IPDET programs. Continuously improve the quality with didactics tailored to the necessities of online learning. Identify the adequate mix of online and onsite formats for the next year's programs, including blended learning possibilities.

On the other side of the coin of this unprecedented increased direct global reach, which was only enabled through the online format of the events, the virtual realization posed clear limitations on real and effective **networking, peer-learning, exchange and knowledge sharing** which used to be an essential trait of the onsite format.

- 2 **Enable community building** by establishing an e-platform suitable for IPDET alumni, participants as well as other interested individuals and organizations to create networks of collaboration and deepen knowledge sharing as well as peer-to-peer learning. In the long-term, develop this further to a forum for dialogue and debate.

The available information on the **participants' profile** shows a majority of emerging evaluators and two thirds of all participants in an evaluation function as hands-on practitioners or managers in the field of evaluation, but overall a highly diverse audience. The remarkable internationality of the IPDET community has always been a very attractive feature for participants. What can be observed in the online formats is two-fold. On the one hand, participants from all around the globe could easily attend without travel restrictions and especially those from economically less strong countries acknowledged the free-of-charge modality of two of the program streams. On the other hand, the share of those from Latin America/Caribbean and South-East Asia/Pacific was comparably low which, among many reasons, could partly be due to the challenge of unifying time zones for globally hosted events as well as language barriers.

- 3 **Define target groups** of the different formats more precisely based on key insights about the distinct participant profile and behaviour to specify the offer content-wise and sharpen outreach efforts. **Check options for a more timezone-diverse program** to equally reach people from around the globe. Eventually **investigate into opportunities to integrate language specific offers** as well as setting up exclusive language specific events (in the course of the overall regionalization strategy).

The **cooperation with various organizations and partners**, most prominently EvalYouth and betterevaluation, have proved highly beneficial in multiplying the audience and increasing the diversity of content. In addition to the chances and disadvantages of the new reality created by the disruptive global pandemic, the newly launched Global Evaluation Initiative – GEI as umbrella organization for evaluation capacity development both provides great opportunities and poses challenges to the set-up and management of IPDET.

- 4 **Link IPDET's Program Theory to GEI's strategy** to clearly show IPDET's contributions to the overall GEI objectives. **Tightly coordinate content, target groups and community engagement with GEI** to sharpen the unique profile of IPDET and identify synergies.

In sum, IPDET 2020 pivoted well to virtual by providing innovative and inspirational capacity development opportunities. The combination of online fee-based workshops and events without costs enabled individuals to experience an IPDET activity who could not have participated in the onsite program in Bern (either due to lack of resources or time). The virtual format therefore helped to make the program available to a wider audience. To an extent, also in the virtual 2020 framework, IPDET managed to be a platform for peer-to-peer learning between individuals from around the globe and helped deepen networks of collaboration and knowledge sharing. Additionally, the virtual program was an investment in IPDET's future, as virtual offerings can be deployed in combination with the onsite program and for regionalized activities in the future.

The **most valuable IPDET program** would consist of online, onsite and blended formats, tackling defined objectives and target groups derived from the Program Theory and guided by its global outreach strategy, enabling a wide audience to participate, including those who do not have sufficient financial means. Furthermore, IPDET would engage in community building to enable a lively international debate on cutting-edge topics, and cooperate with networks and institutions aiming at synergies to contribute to Evaluation Capacity Development worldwide under the umbrella of GEI.

IPDET

BETTER EVALUATIONS
FOR A BETTER WORLD