



ROOM DOCUMENT NO. 9

DAC WORKING PARTY ON AID EVALUATION

**BUILDING SKILLS TO EVALUATE POVERTY
REDUCTION: INTERNATIONAL PROGRAM FOR
DEVELOPMENT EVALUATION TRAINING
(IPDET)**

Submitted by the World Bank

Agenda item 7

**33rd Meeting
22-23 November 2000**

**BUILDING SKILLS TO EVALUATE POVERTY REDUCTION:
INTERNATIONAL PROGRAM FOR DEVELOPMENT
EVALUATION TRAINING (IPDET)**

OVERVIEW

1. A new development consensus has emerged focused on sustained poverty reduction: removal of social and structural constraints to human development; reforms that are owned by those who must carry them out; shared objectives among partners, and focus on results. In parallel, citizens in developing and developed countries alike, expect more accountable and transparent government and greater development effectiveness, drawing lessons from experience. As a result, the demand for professional evaluation of development policies, strategies, programs, and projects has grown within developing countries and in bilateral and multilateral development agencies, the private sector, the voluntary sector, foundations and other organizations. And the evaluation requirements have become more complex.
2. While demand is increasing, available training in development evaluation is inadequate. Evaluation training programs have never been plentiful and much of the training that has been available lacks focus on development. Available development monitoring and evaluation training is not sufficient as it is either (i) of short duration, intended to provide an introduction to the subject; (ii) not offered routinely; (iii) offered light treatment as part of project management courses; (iv) given narrow treatment specific to donor agency reporting requirements, or (v) is a long residential program or year plus Master's degree program requiring a major commitment of time and resources. A substantial gap exists between the demand and supply for competency-based training in development evaluation in core skills and in the availability of continuing professional development training for development evaluators who have the basics.
3. The World Bank (WB), in an initiative led by its Operations Evaluation Department (OED), proposes to develop and institutionalize, in partnership with others, the delivery of a comprehensive international training program on development evaluation. The program would have the objective of enabling evaluators, and those who manage evaluations, to produce good evaluations of development interventions that, in turn, will help those interventions achieve intended results and add to learning about what works.

PROGRAM CONCEPT

4. The program concept is to establish an International Program for Development Evaluation Training (IPDET) that would offer an integrated two-week (80 hour)

applied course that will enable participants to achieve core or basic competency in development evaluation, and to develop and offer two additional weeks of electives (80 hours) for those who have the basics and seek to build more advanced skills in development evaluation. Attachment 1 presents the preliminary schedule of topics and modules for the first offering.

5. The target audience for the core course includes those whose jobs require them to conduct or manage development evaluations. Specifically, this includes Bank Group staff, staff from other development banks and bilateral agencies, staff from non-government organizations (NGOs), staff from private sector consulting firms, and importantly, developing country officials. Given the focus on application, the course is a good choice for those who have operational responsibility for managing evaluations, either by conduct evaluations directly or through consultants.
6. The core course and the elective modules will use the case method with emphasis on applying knowledge and skills to actual development evaluation situations and problems. Illustrations, examples, and other exercises will be based on actual development evaluations and situations. Experience in development evaluation plus recognized expertise will be criteria for selecting module developers and instructors. The core course and modules will use of a variety of instructional methods, including small group exercises. Depending on the objective, some learning will be directed (new content presented first, then participants apply or practice using it) and other will be experiential (participants engage in some experience or activity first, thereby “discovering” new content). Participants will be encouraged to bring their “real life” cases to discuss or work on, but the course will provide many opportunities to apply the learning to development cases.
7. To deliver the program, the WB will partner with universities or other similar institutions. We anticipate offering the full four-week Institute once during the summer period and will partner with Carleton University, Public Affairs and Management, in Ottawa, Canada to offer it residually. The dates are set for the first offering of June 24th through July 20th. We would additionally partner regionally several times a year for the two week core course with several elective modules, selected to meet the targeted needs of the region and held in the region. The partner institution will handle all course logistics with the exception of registration. The program requires break-out rooms for small group work and, if feasible, classrooms set up for interactive learning (multimedia and web access). We will seek endorsement from national or regional evaluation associations, and donor endorsement and support through partnerships.
8. We will encourage completion of the core course or its equivalent before the taking of elective modules, but module developers will specify any prerequisites for enrolment in the elective modules. While the core course consists of integrated sections, the 20 elective modules will be linked to the core course and to each other in that they will use a common terminology. Each module is also independent or stand-alone, and modules may change from time to time reflecting changes in demand. The elective

modules aim to help practicing development evaluators learn new skills or enhance acquired ones. Modules will be from 1 to 3 days each in duration. Offered over a two-week period, participants would enroll for one or more courses as met their needs and the program schedule.

9. Module developers and instructors will not necessarily be the same, allowing for use of the most appropriate for each purpose to be used. Where we find existing course materials, we will seek to adapt them as appropriate.
10. Estimated capacity is 50 participants for the core course and 100 participants in any day of three concurrent elective modules. The total number of participants in the elective modules would double if participants enrolled for one of the two weeks only, and it could be much higher, if participants enroll for only two or three days of the modules at a time.

TIMING

11. We will launch the first Institute from June 24th - July 20th, 2001 in Ottawa, Canada, in partnership with Carleton University's Public Affairs and Management program. Regional offerings of the core course and selected elective modules are under discussion.

PROGRAM EVALUATION

12. Together, the core course and modules should be a coherent, relevant, efficient, and effective comprehensive program of training in development evaluation. Evaluation at levels 1 (participant feedback) and 2 (knowledge and skill assessment) will be a part of the core course and each module. A tracer study (level 3) will be planned after the program has been established.

FOLLOW-UP AND MENTORING

13. A frequent criticism of training programs is their one-shot nature and lack of follow-up. Participants completing the course and trying to apply what they have learned could benefit greatly from having a "evaluation mentor" for support, encouragement, and consultation. We would like to pilot a follow-up and mentoring model and assess its benefits.

LOCAL PROGRAM OWNERSHIP AND CUSTOMIZATION

14. The longer-term goal is to have at least one partnership for core program delivery in each world region, in the language predominant in the region, with elective modules selected by the regional partner based on local needs and demand. These could be affiliated with one or more of the six Regional Centers of Evaluation Competence that OED plans to build over the next three years. Also as a future step, we will build a track for evaluation managers.

PARTNERSHIPS

15. Partnerships are needed to fund module development and piloting. Partners are also needed for implementation, particularly for participant scholarships for those from developing countries. Criteria will be developed for careful screening for scholarship eligibility. Additionally, partnership is needed to try out follow-up and mentoring. Finally, partners are sought for maintenance of the website and inventory of training in development evaluation.

Operations Evaluation Department
Partnerships and Knowledge Management Group
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**INTERNATIONAL PROGRAM FOR DEVELOPMENT EVALUATION TRAINING (IPDET)
PROGRAM SCHEDULE FOR JUNE 24- JULY 21, 2001
In Ottawa, Canada with Carleton University and the World Bank**

WEEK ONE OF TWO WEEK CORE COURSE ON DEVELOPMENT EVALUATION (80 Hours)

<u>DAY 1</u>	<u>DAY 2</u>	<u>DAY 3</u>	<u>DAY 4</u>	<u>DAY 5</u>
<p>AM</p> <p>Welcome, Introductions, Logistics, and Overview</p> <p>Precourse assessment</p> <p>What Is Development Evaluation?</p> <ul style="list-style-type: none"> • History and Traditions • Definitions and Glossary • OECD DAC and other Standards/Principles • Professional Resources for the Development Evaluator 	<p>Review of Prior Day</p> <ul style="list-style-type: none"> • The Design Matrix- Introduction <p>Identifying Questions for the Development Evaluation</p> <ul style="list-style-type: none"> • Logic Analysis • Stakeholder Analysis • Researching the Literature <p>Types of Evaluation Questions</p>	<p>Review of Prior Day</p> <p>Design II: Experimental Design and Development Applicability</p> <p>Design III: Quasi-Experimental Design</p>	<p>Review of Prior Day</p> <p>Other Development Evaluation Approaches Continued</p> <ul style="list-style-type: none"> • Evaluation Synthesis • Metaevaluation • Cost-Benefit Analysis • Performance Audit 	<p>Review of Prior Day</p> <p>Data Collection Methods Continued</p> <ul style="list-style-type: none"> • Data Collected Indirectly by the Evaluator <ul style="list-style-type: none"> — Questionnaire — Diaries — Self-Report Checklist • Expert Judgments • Tests • Other Unobtrusive Measures
<p>PM</p> <p>Types of Development Evaluations— from RBM to Impact</p> <p>The Evaluation Cycle</p> <p>Course Core Case Study</p> <p>Focusing the Development Evaluation</p> <ul style="list-style-type: none"> • Program Logic and Logic Models • Log Frame 	<p>Designs for Development Evaluation Questions</p> <p>Design I: Descriptive Designs</p> <p>Site Visit</p>	<p>Other Useful Approaches for Development Evaluation</p> <ul style="list-style-type: none"> • Multisite Evaluations • Cluster Evaluation • Participatory Evaluation • Rapid Appraisal • Evaluability Assessment 	<p>Data Collection Methods for the Development Evaluator</p> <ul style="list-style-type: none"> • Data Collected by the Evaluator Face-to-Face <ul style="list-style-type: none"> — Direct observation — Interview — Focus Groups 	<ul style="list-style-type: none"> • Participatory Evaluation Data Collection Methods • Record Retrieval and other Document Analysis • Secondary Analysis

WEEK TWO OF CORE COURSE ON DEVELOPMENT EVALUATION

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<p>AM</p> <p>Review of Prior Day</p> <p>Sampling Methods & Applications for the Development Evaluator</p> <p>Site Visit</p>	<p>Review of Prior Day</p> <p>Introduction to Measurement for the Development Evaluator</p> <ul style="list-style-type: none"> • Defining Operational Measures • Identifying Data Sources <p>Data Analysis I: Quantitative</p> <ul style="list-style-type: none"> • Frequency distributions • Measures of Central Tendency 	<p>Review of Prior Day</p> <p>Data Analysis III: Qualitative</p> <ul style="list-style-type: none"> • Thematic analysis • Affinity diagrams • Writing Up <p>Data Analysis IV: Qualitative to Quantitative</p> <ul style="list-style-type: none"> • Content Analysis <p>Site Visit</p>	<p>Review of Prior Day</p> <p>Presenting Results</p> <ul style="list-style-type: none"> • Communication Basics • Writing Recommendations • Writing Reports • Executive Summaries • Charts and Tables • Oral Presentations • Dissemination and Learning <p>Managing the Development Evaluation</p>	<p>Review of Prior Day</p> <ul style="list-style-type: none"> • Evaluating Country Assistance • Evaluation and the PRSP
<p>PM</p> <p>Cross-Cultural and Gender Issues in Development Evaluation</p> <p>Ethical Issues in Development Evaluation</p>	<ul style="list-style-type: none"> • Standard Deviation • Comparison of Means • Crosstabs • Measures of Association <p>Data Analysis II: Inferential Statistics</p> <ul style="list-style-type: none"> • Tests of Significance 	<p>Data Resources for Development Evaluation</p> <p>Putting It All Together</p>	<p>The Growing Complexity of Development Evaluation: Moving Away from the Project Level</p> <ul style="list-style-type: none"> • Sector/thematic evaluations • Conducting the Joint Evaluation 	<p>Course Assessment</p> <p>Site Visit</p>

ELECTIVE MODULES IN DEVELOPMENT EVALUATION

WEEK THREE

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
<i>Evaluating Public Management Policies</i> Colin Campbell & Michael Barzelay	<i>Designing and Conducting Focus Groups in the Development Context</i> TBD		<i>Case Study Methods for Development Evaluations</i> Robert Yin	
<i>Building Monitoring & Evaluation Systems</i> Jody Kusak & Jim Freming/Ray Rist		<i>Participatory Evaluation Methods for Development</i> Ted Jackson & Yusuf Kassam		
<i>World Bank Evaluation Approaches</i> Robert Picciotto	<i>Evaluating Private Sector Investment Operations</i> Bill Stevenson/Linda Morra	<i>Assessing Development Training & Technical Assistance</i> Sukai Prom-Jackson	<i>Theory-Based Evaluation in Development</i> Soniya Carvalho & Frans Leeuw	

WEEK FOUR

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
<i>Questionnaires and Interviews— Design & Administration in the Development Context</i> Joseph Molar		<i>Impact Evaluation in Developing Countries</i> TBD		
<i>Performance Auditing in Development</i> Nick Zacchea & John Mayne	<i>Increasing Utilization of Development Evaluations</i> Michael Hendricks	<i>Qualitative Methods & Analysis for Development Evaluations</i> Michael Patton		
<i>Evaluating Country Assistance Programs</i> TBD	<i>Sampling Methods & Application to the Development Context</i> Gregg Jackson		<i>Cost-Benefit/Cost Effectiveness Analysis: Tools & Techniques for Development Evaluations</i> James Kee	