Evaluation Report:
The International Program for Development Evaluation Training
2005

Prepared for:

Independent Evaluation Group, World Bank
and
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Executive Summary

The International Program for Development Evaluation Training, held on campus at Carleton University in June/July 2005, was evaluated using the same evaluation framework employed annually since 2002. The results of the evaluation are reported in this document. The program is sponsored by the Independent Evaluation Group of the World Bank and the Faculty of Public Affairs and Management, Carleton University. As has been the case in previous years, the program consisted of a two-week Core Course followed by a set of workshops in Week 3 and 4. This year a total of 26 workshops were offered with no cancellations. The program was offered to 86, 98, 87 participants in the Core, Week 3 and Week 4 segments, respectively. These figures represent a modest drop in enrolment from prior years. The participants were from over 50 countries located around the globe.

The purpose of the evaluation is to provide evidence as to the impact on candidates of IPDET in terms of cognitive growth in development evaluation knowledge and logic and to estimate the extent to which the program is successful in achieving its objectives, which are:
1. develop a broad-based knowledge of development evaluation approaches and methods;
2. increase knowledge of evaluation development approaches and methods;
3. increase or upgrade current depth or level of evaluation knowledge and skills;
4. learn relevant techniques in the field of development evaluation;
5. meet people engaged in development evaluation from around the globe; and
6. develop networks or contacts for future collaboration.

Such information would be useful for program decision making and would provide a good basis for considering future improvements that would enhance the training experience.

The evaluation relied almost exclusively on paper-and-pencil data collection from program participants, consisting of a knowledge test administered before and after instruction in the Core Course and 30 questionnaires given to various participants at various times. Based on prior feedback, data collection was streamlined from what occurred in 2004, so as not to overburden participants.

The results of the evaluation portray a clear picture of the program's success in meeting its objectives. The achievement test showed significant cognitive growth from pre- to posttest intervals for the Core Course. A statistically significant improvement in test performance was observed.

Data from self-report questionnaires showed a pattern of almost uniformly positive participant perceptions about the program's success in meeting its objectives. This was the case for the Core Course as well as Week 3 and Week 4 segments. Key program quality indicators such as the extent to which the program meets participants' needs, the likelihood of recommending IPDET to colleagues and participant inclination to return for future training were highly favorable and even showed increases from the 2004 evaluation. A large number of the workshops offered in Weeks 3 and 4 were rated very highly, and no workshops were identified as being a cause for concern. Participants also shared through open-ended written comments a variety of perceptions, comments, concerns and suggestions about the program. To some degree, the following

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abbreviated versions of recommendations that stem from the evaluation are based on this input. It should be recognized the general message of this collection of recommendations is one of fine-tuning an already proven training program and that several recommendations relate to perennial concerns and issues that cannot be easily addressed. In some instances, resolute attempts to do so would require significant tradeoffs in current service levels. Nevertheless, the recommendations are offered as fodder for serious consideration in the spirit of program improvement.

1. **It is recommended that** IPDET explore systematically issues associated with application and enrolment patterns through tracking prior participation patterns and consider implications for program marketing and advertising. Specifically, it would be useful to understand specific participation trajectories and whether such patterns vary as a function of organizational role. Such information might help to inform marketing strategies.

2. **It is recommended that** IPDET continue to explore ways to provide standard reading material to interested participants in advance of their arrival on site. This might entail posting documents on the web or shipping, where feasible. A potential risk to be acknowledged here is that not all those who request materials would receive them in time; likewise, not all of those receiving them in advance would find the time to read them. Finally, this could lead to more in-class participant variability in prior knowledge and readiness.

3. **It is recommended** that IPDET continue to develop networks among participants and consider the possibility of supporting these through internet-based resources and discussion forums. In addition to the listserv, other resources might include an inventory of consulting services available to IPDET alumni. A second possibility might be obtaining donor support for more in-depth but on-line expert consulting on evaluation designs.

4. **It is recommended that** IPDET continue to explore potential partnerships with degree and diploma granting institutes and work toward providing alumni with advanced standing or credit for certificate of participation. Of course, the provision of such programs through affordable distance mode options would be highly beneficial and accessible.

5. **It is recommended that** IPDET continue to ensure clarity in published descriptions and also consider providing flexibility in workshop selection to candidates upon arrival.

6. **It is recommended that** IPDET continue to consider ways of infusing into the roster more facilitators from developing countries or from authentic development evaluation experience bases.

7. **It is recommended that** IPDET continue to explore ways to build in more free time and to loosen tight schedules. It must be recognized, however, that the program requires a significant commitment of time and money from supporting organizations and agencies and as such, it remains preferable to err on the side of challenging candidates with intensive learning experiences rather than making the program too light.

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1. Introduction

This report is on the evaluation of the fifth annual session of the International Program for Development Evaluation Training (IPDET) held on campus at Carleton University in June and July, 2005. The program is sponsored by the Independent Evaluation Group of the World Bank in conjunction with the Faculty of Public Affairs and Management at Carleton University. The program continues to feature a two-week Core Course segment followed by a series of workshops in Week 3 and Week 4. Participants representing over 50 industrialized and developing nations took part in either the Core Course, one or both weeks of workshops or all of the program offerings. Participants represented evaluation professionals and program managers working in all levels of government, bilateral and multilateral development agencies, and international financial institutions.

1.1 Program Description

Since its inception in 2000, IPDET has offered the program in two segments. The first two-week segment, referred to as the Core Course, provides an overview of the evaluation field, tools and techniques, evaluation design, lessons learned, and expert guidance. Participants in the core program spend about 75% of their time in a classroom setting including small group work and 25% of their time in project working groups. The composition of the work groups was based on interests that the participants identified at the time of their application. The balance between lectures and group work is designed to provide opportunities for exchange among participants, a practical overview of the development evaluation field, and hands-on practice doing an evaluation design.

In 2005, IPDET management introduced a new feature into the Core program. As a further way in which the rich experiences of IPDET participants could be shared, lunch hour thematic roundtables were organized three times. Participants were first asked if they had any presentations that they wished to share with their colleagues and sign-up sheets were made available over a two-day period. A total of nine presentations were offered, three on each of three days, and arrangements were made for IPDET participants to meet in different parts of the main cafeteria to hear and participate in the presentations which averaged 30 minutes in length. These roundtables were highlighted in the daily newsletter to encourage attendance, which was optional.

The second segment consists of two weeks of technical workshops designed to build skills in specific areas. As part of IPDET's commitment to offer an attractive continuing professional development program, workshop offerings were slightly modified this year; fifteen percent of the workshops were new. Four workshops were dropped ('qualitative evaluation: establishing causal connections', 'evaluating rural development', 'evaluating HIV/AIDS programs', and 'designing evaluations that permit causal influence') on the basis of relatively low ratings in the 2004 program ('HIV/AIDS evaluation' was actually cancelled in 2004 due to instructor unavailability) (see Cousins, 2004). Replacing these offerings were four new workshops (developing a culture of evaluation in organizations, evaluating mine action programs, evaluating community development, and using community report cards).

Other changes to the 2005 program were the recruitment of new instructors to deliver previously offered workshops (e.g., Odhiambo and Porteous on logic models, Smutylo on organizational culture of evaluation) and some title modifications in the interest of clarity (e.g., 'Designing Impact Evaluations on a Shoestring' changed to 'Designing Impact Evaluations under Budget, Time and Data Constraints'). It should be noted that all returning workshop providers were furnished with evaluation feedback from their 2004 offerings with the expectation that such data would provide a valuable basis for revision, updating and fine-tuning.

In all 26 workshops were offered in Weeks 3 and 4 of the program, with participants being given ample choice within each time slot. Participants were encouraged to base their choices on topics most relevant to their work and knowledge areas.

The key learning objectives for IPDET are to:
1. develop a broad-based knowledge of development evaluation approaches and methods;
2. increase knowledge of evaluation development approaches and methods;
3. increase or upgrade current depth or level of evaluation knowledge and skills;
4. learn relevant techniques in the field of development evaluation;
5. meet people engaged in development evaluation from around the globe; and
6. develop networks or contacts for future collaboration.

1.2 Evaluation Framework

As part of the IPDET program design, the Independent Evaluation Group developed an evaluation framework which has been employed during the first four years (2001-2004). The framework includes knowledge tests for learning effectiveness, plus student evaluations for the Core Course, Week 3, Week 4, and for each of the workshops. Guest speaker surveys were no longer part of the Core Course evaluation; these were dropped in the interest of minimizing the burden placed on participants.

The vast majority of data gathered for the evaluation corresponds to what is commonly understood as Level 1 evaluation within the training program evaluation literature (e.g., Guskey, 2000; Kirkpatrick, 1959, 1994). Level 1 evaluation focuses on participant reactions and satisfaction with the program experience. Included in Level 1 evaluation are self-reported estimates of learning and skill development, intended uses of knowledge acquired, and the like. The knowledge test, administered at pre- and posttests intervals, corresponding to the Core Course offering, reflects what might be thought of as Level 2 evaluation. Level 2 evaluation is an examination of the actual cognitive development of participants as a result of their engagement with the program. The test is a more powerful indicator of learning than the self-reported information arising from Level 1. It should be noted that deeper, more penetrating evaluation questions are not part of the routine evaluation framework used in the present case. Level 3 and 4 evaluations, which consider the actual transfer and application of learning and skill development to the workplace and the impact on organizations, are a matter for separate inquiry concerning IPDET. One such evaluation was recently conducted by Buchanan (2004).

The present report builds on the implementation of the evaluation framework (Level 1 and 2) over the past three years (see den Heyer, 2002, 2003 and Cousins 2004). These data are primarily

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useful for planning and program revision decision making from year to year. Level 1 data include self-reported perceptions of:

1. Learning effectiveness in specific areas of evaluation knowledge;
2. Learning objectives and IPDET effectiveness;
3. Competencies and potential impact;
4. Quality of course design and delivery;
5. Faculty;
6. Participants as active learners;
7. Group work;
8. Living on the university campus;
9. Good practices and recommendations for improvement;
10. Future training and services.

Data collection entailed the administration of 29 questionnaires and 2 sets of knowledge tests (administered at pre- and posttest intervals relative to the Core Course) over the course of the 4 week program. This means that typical participants are asked to complete over 10 questionnaires and instruments throughout the four-week program. These sets of evaluation instruments (listed in Appendix A) provided the basis for this report. The total number of data pieces (questionnaire/knowledge test responses) is equal to 1,223. The only other data gathered for the purposes of this evaluation were enrolment figures and input about them from program managers.

Slight modifications were made to some instruments for the 2005 evaluation. For example, an open-ended question about the new roundtable component of the Core program was added to the Core Course questionnaire. From the 2003 evaluation, it was recognized that data collection demands on participants are significant (den Heyer, 2003) and therefore, in addition to several questionnaires being streamlined for the 2004 evaluation, even further modifications were made for the present evaluation. Specifically, guest speaker evaluations for presenters during the two-week Core Course program component were eliminated. The knowledge test, forms A and B, were revised and improved for the 2003 program (Cousins, 2003) and used in the same format in the 2004 application. For the 2005 evaluation minor modifications were made to these tests in an effort to equate the forms.

Changes to instruments from year to year, while helping to improve the quality of data gathered, places limits on comparability of findings from one year to the next. Where appropriate, the present report incorporates comparisons with prior evaluation data.

It should be noted that secondary suggestions arising from the previous evaluation (Cousins, 2004) concerning alternative data collection modes (e.g., focus group, observations, alternative sources of data) were considered by program developers and managers and balanced against IPDET information needs and data collection demands on participants already in place. Ultimately, IPDET developers decided to stay the course with regard to the evaluation.

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2. Registration Demographics

2.1 Enrolment Trends

The 2005 IPDET program enrolment was down somewhat from prior years, as shown in Table 1. The reason for this observed trend is unclear. Some participants have attended the two-week Core program and Week 3 and/or Week 4 components over more than one year. No data are available to estimate the extent to which such enrolment patterns occurred.

Table 1: Registration Patterns

Program Component	IPDET 2002	IPDET 2003	IPDET 2004	IPDET 2005
Core Course	93	110	102	86
Week 3	110	110	106	98
Week 4	115	115	93	87
Total # students	135	187	151	141

Information from program management sheds some light on the enrolment trends.

- **Application trends:** It is important to consider enrolment within the context of total applications. There has been a steady increase in the last two years, rather than a decline, in the numbers of paying applicants and those seeking scholarship funds. In 2004, for example, there were 283 total applications, of which 134 were for scholarships and 149 were applications from individuals prepared to pay. In 2005, the total number of applications jumped quite remarkably to 571, of which the total applications for scholarships were 176 and 154 were applications from individuals prepared to pay. The remaining applications were either declined by IPDET at an initial stage because key information was missing or withdrawn by the applicants themselves.

- **Scholarship availability and timing:** As suggested above, the number of scholarship applications is increasing. According to IPDET management, based on the numbers of worthy scholarship applications, there is no question that IPDET could attract many more participants if more scholarship funds were available. However, the situation with donor funding of scholarships is a dynamic one which changes year over year. In 2005, IPDET management was successful in negotiating a three-year agreement for scholarship funds with one agency and in attracting three new donors. Despite genuine interest in supporting the program, for a variety of reasons, IPDET management often does not receive confirmation of donor agency intentions to offer scholarship funds until fairly late in the application process which means, in turn, that candidates who are then offered the funds are pressed to get their visa applications submitted in a timely way. If a potential candidate is declined a visa, IPDET management is left scrambling to offer the funds to the next most worthy candidate in the hopes that they can make the personal arrangements necessary in a very short span of time and accept the offer.

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- **Special arrangements:** In 2003, enrolment numbers were modestly enhanced due to a special arrangement for 13 World Bank analysts who participated in a concurrent workshop on evaluating small and medium enterprises.

- **Emergence of competing programs:** Development evaluation training opportunities are not yet widely available in developing and industrialized countries, but there are some emerging programs that may be attracting potential IPDET candidates. For example, the International Institute for Rural Reconstruction (IIRR, Yen Centre, Philippines) offers a variety of workshops and training options on participatory monitoring and evaluation and related international development topics. The average cost of $2,500 US per course may be attractive to potential clients. The programs are offered in the Philippines as well as occasional on-site locations (e.g., Uganda, Kenya). Other training opportunities are being made available through the newly established African Evaluation Association (AfrEA) in the form of short courses and ongoing professional development opportunities in South Africa and elsewhere (e.g., Kenya, Ethiopia). Other opportunities include post graduate diploma programs at universities in South Africa and free online courses in monitoring and evaluation offered by the Inter-American Development Bank.

  In addition to courses, workshops and programs being developed and offered by other organizations, since 2004 the World Bank Task Leaders, Ray Rist and Linda Morra-Imas, have been invited by World Bank colleagues and others to deliver several "mini regional IPDETs" in locations such as Uganda, Tunis and South Africa and to staff of the Canadian Bureau of International Education. Although participants at these mini regional IPDETs are often somewhat more junior in the scope of their work responsibilities than those accepted for the full IPDET program, these regional IPDETs may be cutting into the market for the main IPDET in some ways. According to IPDET managers, there are three more regional IPDETs planned for 2006 after which it may be reasonable to review the question of whether they serve a good purpose and whether they cut significantly into the main market.

Despite these forces that bear some influence on IPDET enrolment patterns, it should be noted that IPDET management has taken very direct and positive steps to address enrolment issues. In an effort to address the significant problem of late cancellations, IPDET management introduced in 2004 a new administrative procedure aimed at more quickly identifying accepted participants who may be risks for "no show." Reasons for last-minute participant cancellations are most often associated with problems in procuring visas, securing the necessary funds from government Ministries to attend, or being granted time away from work to attend the training. Although IPDET management advertises a closing date for registrations at least three weeks before the program starts, in reality, applications -- particularly from paying applicants -- are accepted for several days after the closing date.

Second, in 2005 IPDET hired a consultant (a member of the IPDET alumni) to carry out a study of marketing and promotion possibilities for IPDET. The study included a survey of IPDET graduates conducted through the listserv. IPDET management acted on many of the concrete suggestions which emerged from the study including:

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- Improving IPDET's positioning on several web browsers by paying a modest fee to have IPDET placed as a higher priority on browser lists;
- Using the websites to advertise IPDET in over 50 international evaluation associations as well as several electronic networks recommended by past participants;
- Enlisting the support of IPDET faculty in promoting the program by asking them to put up a poster advertising their workshop in their workplace.

(The consultant also ran several focus groups during IPDET 2005 to query participants on how they had learned about IPDET and what advice they might have concerning where IPDET should focus its marketing funds in the future.)

2.2 2005 Participant Demographics

Participants in the 2005 program came from all regions of the world. Figure 1 shows a similar pattern for Core, Week 3 and Week 4 program components with the majority of participants originating from developing countries. These breakdowns compare with those observed in 2004 although there was a decrease in participants from developed countries in Week 3 and 4 workshops (see Cousins, 2004).
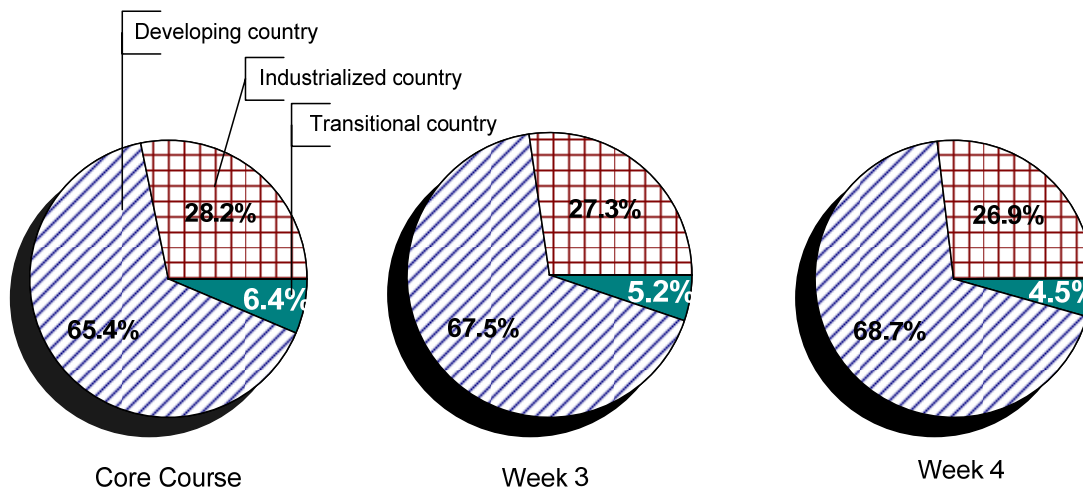
Figure 1: IPDET 2005 participant country of origin for Core Course, Week 3 and Week 4 components

Similar to prior years, gender composition slightly favored males. Figure 2 compares gender ratio across the three program components. The pattern is similar in each of the program components.

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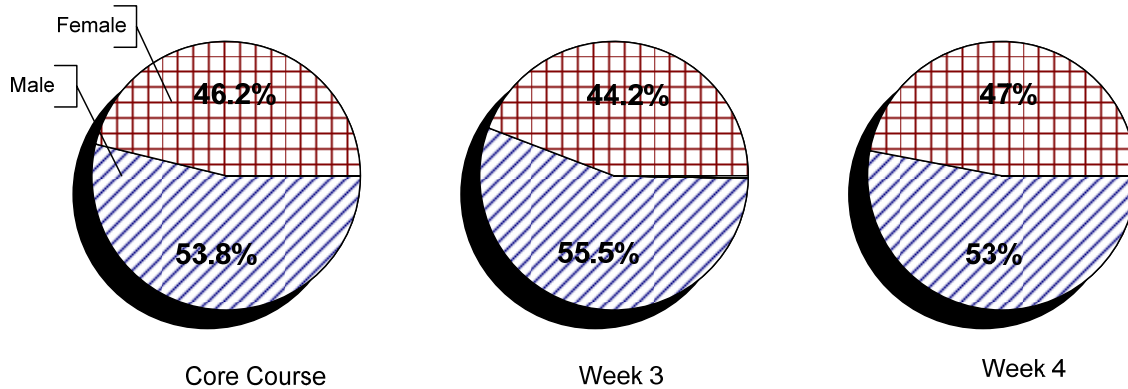
Figure 2: IPDET 2005 gender ratio for Core Course, Week 3 and Week 4 components

As has been the case in prior years, the vast majority of IPDET participants are master's degree holders. Roughly two-thirds of the participants in each of the program components identified the degree as their highest attained. By and large the participant group is well educated having attained at least a bachelor's degree. The Core Course component tended to attract more participants holding only a bachelors degree, as compared with Week 3 and 4 workshops, whereas those components attracted more participants holding a doctorate. These figures are consistent with that observed last year (Cousins, 2004).[1]
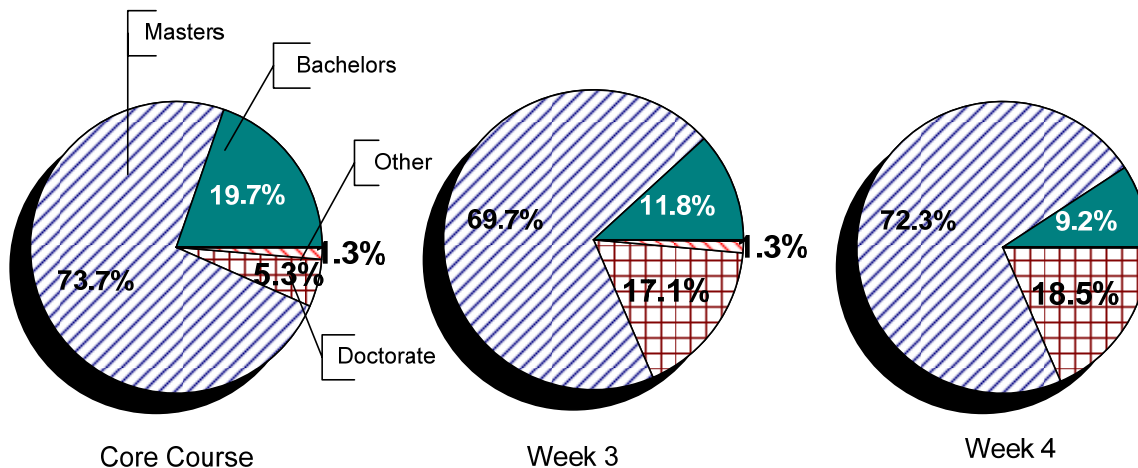
Figure 3: IPDET 2005 education level of participants by program component

Participants were from a variety of organizational contexts as shown in Figure 4. Multilateral, bilateral and non-governmental agencies were among the most frequently identified organizational affiliations, with relatively fewer participants identifying university sector, evaluation or research organizations or private sector. The majority of respondents, however, indicated 'other' in making their choice of organizational affiliations. Written comments

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[1] Figure 2 in Cousins (2004) is in error. The proportions of participants associated with 'doctorate' and 'other' categories are reversed for Week 3 and 4. The pattern is consistent with that reported for 2005.

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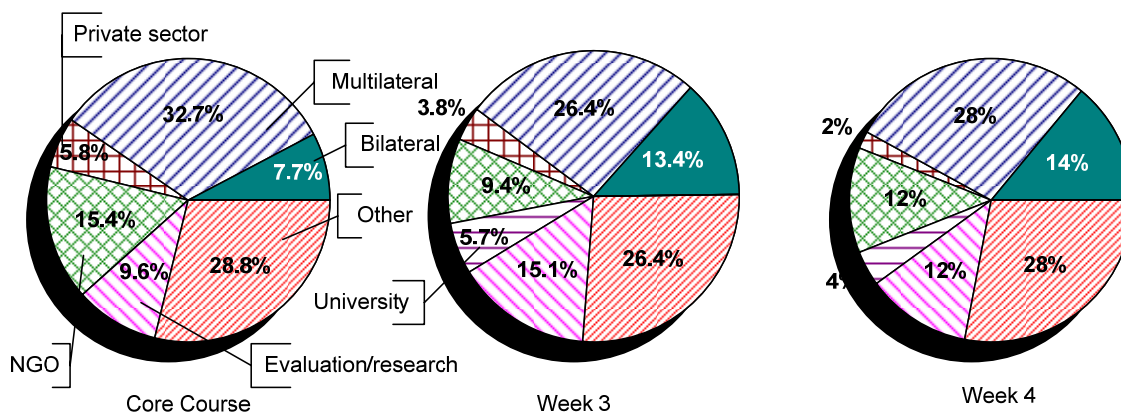
Figure 4: IPDET 2005 organizational location of participants by program component

revealed that most of these were from government agencies or ministries, although several respondents indicated specific names of NGO, bilateral, multilateral agencies or universities.[2] In comparison with IPDET 2004 demographics, an increase in representation from multilateral agencies and evaluation and research institutions was observed for the Core Course (Cousins, 2004). This coincided with a drop in governmental (included under 'other') and university sector representation. An increase in representation from evaluation and research institutions and, to a lesser degree, universities as compared with 2004 was observed for Week 3 and 4 program components.
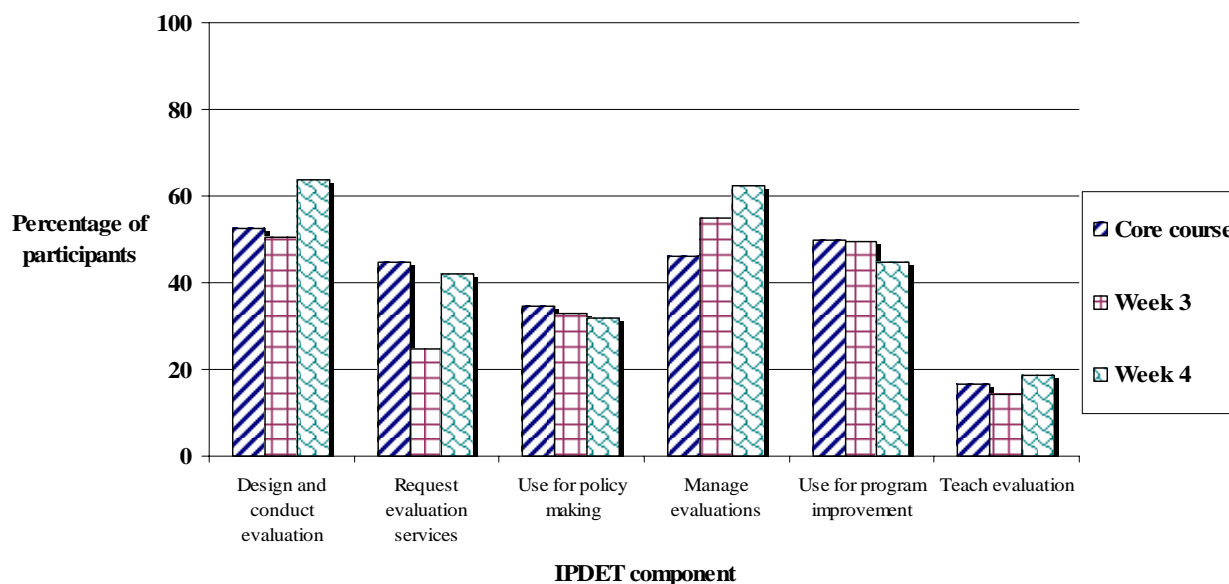
Figure 5: IPDET 2005 organization function of participants by program component

Figure 5 shows the breakdown of organizational responsibilities across the various components of the program. IPDET continues to attract a healthy mix of people with varying interests in

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[2] An option for 'government' was inadvertently dropped from the questionnaire in the process of revision explaining why most respondents selected the 'other' option.

development evaluation. As was the case in 2004, the most frequently identified roles and functions were associated with designing and managing evaluation units and evaluation projects (with a noticeable increase in Week 4) and those associated with the use of evaluation for policy making and program improvement. Identified slightly less frequently were those who request or commission evaluation followed by those with teaching responsibility, which were selected comparatively infrequently. A few respondents selected 'other' and indicated such functions as audit, support for monitoring and evaluation system design and project facilitation.

3. Evaluation Findings

3.1 Key Ratings

As has been the case in prior years (see, e.g., Cousins, 2004), a large majority of IPDET participants (93.5%) continue to self-report that the chances of them using the knowledge and skills acquired during IPDET are 'high' (4 or 5 on the 5 point Lickert-type scales). They were also of the view that the Core Program met their needs (91%), which is up sharply from 2004 (77%). Responses to Week 3 and 4 questionnaires revealed that more participants in Week 4 were of the view that the workshops met their needs than was the case for Week 3. In both cases a majority of participants held this view (79.2% for Week 3, 92.6% for Week 4).
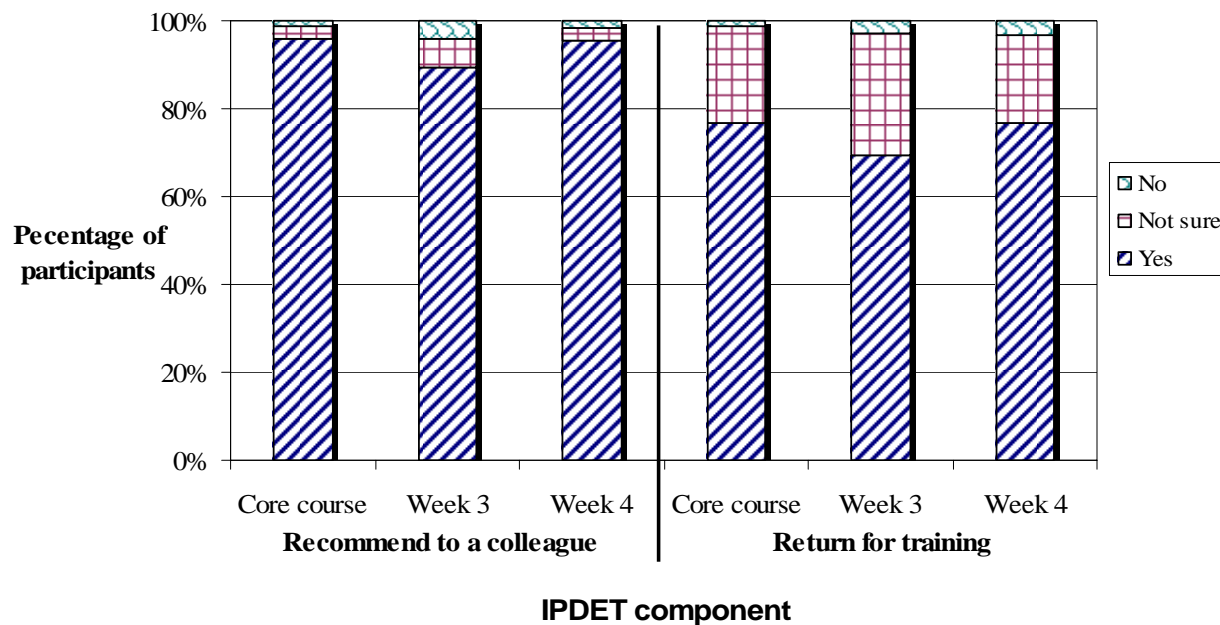
Figure 6: IPDET 2005 quality indicators by program component

Other key indicators included respondents' inclination to recommend the program to a colleague and the likelihood they would return for additional training. Figure 6 compares response patterns across the three program components. As was the case in prior years, observed is the high proportion of participants indicating that they would recommend the Core Course program component to a colleague. There was a notable increase in this indicator for the Week 4

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component over the 2004 program, with a jump of about 10 percentage points. Responses about the prospect of returning for more training were also quite high, averaging close to 80%. These percentages were also up considerably compared to the 2004 Week 3 and Week 4 indicators (63.2% and 59.3%, respectively), whereas the indicator did not change for the Core Course (see Cousins, 2004). It should be noted that some participants were taking part in their second or third IPDET program, which may have diminished their interest in returning by virtue of their needs being met. Nevertheless, as shown in Figure 6, the vast majority of participants providing non-affirmative responses were uncertain ('not sure') as opposed to negative (i.e., indicating they would <u>not</u> return for training).

3.2 Program Objective Attainment

In order to estimate the extent to which participants believed that IPDET was effective in meeting program objectives, scale variables were computed for (1) learning objectives, (2) enhancement of participants' abilities, (3) utilization, and (4) quality of course design and delivery. With the exception of utilization, each of these scale variables was based on several element items, although they were eliminated from the Week 3 and Week 4 instruments in the 2004 evaluation in the interest of streamlining data collection. (They were, however, retained for individual workshop evaluations). Figure 7 compares the Core Course over the past three years on these scale variables. The pattern of self-reported ratings across years is virtually identical, although up slightly in 2005. Rated highest were anticipated uses of knowledge and skill developed followed by the extent to which learning objectives were met. These ratings exceed '4' on the five point Lickert-type scale. Next, with ratings between '3' and '4', were the extent to which IPDET enhanced participants' abilities and competencies and the quality of course design and delivery.

The scale variable for learning objectives was based on six questionnaire items. As shown in Appendix B, Table B3, the highest rated items were:
⇨ Meet people engaged in development evaluation from all over the world (Mean=4.64)
⇨ Develop networks or contacts for future collaboration (Mean 4.35)
⇨ Increase knowledge of evaluation approaches and methods (Mean 4.35)

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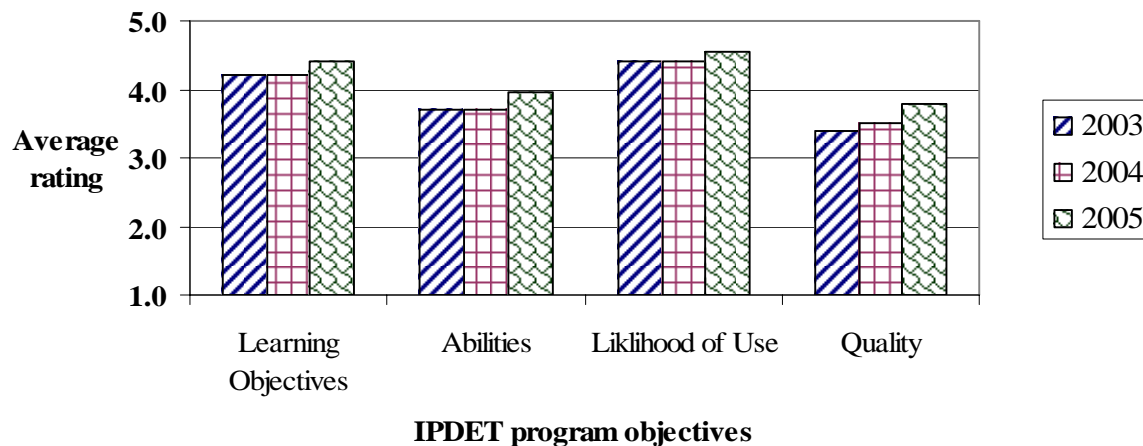
Figure 7: Average rating of IPDET program objectives by year

Although relatively high, and up from 2004 ratings, the lowest rated items were:
- ⇨ Learn relevant techniques in the field of development evaluation (Mean=4.16)
- ⇨ Increase or upgrade your current depth or level of evaluation skills (Mean=4.18)

The extent to which IPDET was effective in enhancing participant abilities and competencies was based on six items as well (see Table B4). The two highest rated items were
- ⇨ Manage better the design and conduct of evaluation (Mean=4.11)
- ⇨ Other competencies as a result of the training (4.04)

Written comments indicated that this latter item reflected such competencies as teamwork, developing logic models, evaluation design issues, networking, interpretations/systems issues, evaluation project management, how to teach evaluation and streamlining. The two lowest rated items, although still relatively high on the 5 point scale, were:
- ⇨ Effectively interpret and use results for policy making (Mean=3.69)
- ⇨ Design high quality evaluations (Mean=3.95)

Participants' self-report on the likelihood that they would use knowledge and skills developed at IPDET was rated with a single item. As shown in Figure 7, the average rating for this variable was 4.5 on the 5 point Lickert-type scale. The estimate of quality of IPDET design and delivery was based on nine element items (see Table B5). Highest rated among these, up slightly from 2004, were:
- ⇨ Lectures / presentations (Mean=4.10)
- ⇨ Small group activities (Mean=4.07)

The lowest rated items, although still relatively high on the 5 point scale, were:
- ⇨ Pacing of the various sessions (Mean=3.61)
- ⇨ Depth of coverage of the sessions (Mean=3.61)

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3.3 Qualitative Assessments

Several open-ended items were included on each of the Core Course and Week 3 and 4 instruments. These asked participants to comment on what they found most and least useful about the program, what they would suggest to improve IPDET, and future valued training and services that might be offered by IPDET. A content analysis of these open-ended responses was conducted and summarized in Appendices B (Tables B13-B17), D (Tables C4-C8) and E (Tables D4-D8). The following themes emerged from an analysis of these comments. It should be noted that these comments were scattered topically and therefore should be understood as fodder for consideration, as opposed to trends, that represent the views of significant numbers of participants (see the appendices for a breakdown of frequency of responses according to emergent themes).

⇨ **Found to be most useful**: Consistently mentioned most frequently across Core and Week 3 and 4 workshop segments were aspects of course content. The content was thought to be practical and up-to-date. Qualitative methods, sample design and capacity building were mentioned relatively frequently as being beneficial. Next most frequently mentioned were comments associated with presentation features and instructional approach. Generally, the approach was found to be stimulating and challenging. Appreciated were group work and simulation activities.

⇨ **Found to be least useful**: Participants offer significantly fewer comments on drawbacks associated with IPDET than was the case concerning benefits. Most frequently identified in the Core Course was a sense of information overload and over-reliance on lectures as opposed to activity based instruction. Aspects of course content were also relatively frequently identified as being least useful in each of the program components. Some content in workshops was found to be redundant with the Core Course component. Some specific workshops were targeted as not having met expectations in the Week 3 and 4 questionnaires.

⇨ **Suggested improvements:** Instructional methods and content were the focus for most suggestions for improvement in the Core Course and workshops. More practical and more in-depth content and activity based learning were suggested. In the Core Course, there was an expression of interest in more group work and smaller group sizes, although, as reported below, most participants rated group size and the amount of small group work to be 'about right.' Participants were asking for more case studies, more hands on activity, and more time for reading. Participants also commented on the efficient use of time and making available electronic versions of presentations. Participant choice and responses to participant feedback were also mention in connection with workshops.

⇨ **Desired Training and Services**: Many respondents listed specific topics in reference to desired training. In the Core Course these included evaluation design, various approaches to evaluation, use of statistics and related technical matters. Workshop suggestions included more in-depth focus on qualitative methods, evaluation tools, sampling, policy analysis, case study methods, and statistics. Some respondents expressed a desire to see advanced training opportunities and perhaps even on-site training through direct and internet delivery.

Also mentioned as desirable would be internship opportunities and perhaps a job assignment function. Participants had relatively infrequent comments about services. A few suggested more variety in meals, but this was considerably less than was the case last year (Cousins, 2004). Also, very few concerns with the venue, such as temperature, were raised.

3.4 Core Course

Table B2 in Appendix B provides detailed information about the extent to which participants believed they had gained in knowledge and skill as a result of the IPDET Core program. There were 17 individual knowledge and skill items that were rated on a 'before' and 'after' basis. (This list had been streamlined for the IPDET 2004 evaluation.) Table B2 indicates that there was significant self-reported growth relative to each and every knowledge or skill item. Items for which the highest rate of self-reported growth was reported were:
- ➥ Types of evaluation questions (Mean difference=2.07)
- ➥ Designing and using a design matrix (Mean difference=2.05)
- ➥ Types of evaluation (Mean difference=1.91)
- ➥ Types of evaluation designs (Mean difference=1.95)

The four items for which the smallest (yet statistically significant) amount of self-reported growth was reported were:
- ➥ Quantitative data analysis (Mean difference=1.07)
- ➥ Identifying and involving stakeholders (Mean difference=1.07)
- ➥ Evaluation ethics (Mean difference=1.28)
- ➥ Communicating evaluation findings (Mean difference=1.28)

All three faculty members (Abrams, Morra-Imas, Rist) received high ratings and praise from respondents although modest variability across members was observed (see Appendix B, Tables B6-B8). Each member was rated on (1) experience in development evaluation, (2) methodological knowledge and skills, (3) presentation skills, (4) ability to encourage discussions and the exchange of knowledge in an open and challenging environment, (5) ability to analyze various participant comments and provide meaningful feedback and (6) ability to manage the diverse needs and interests of various participants. Of these, methodological knowledge and skill and experience in development evaluation were typically rated the highest and ability to manage diverse needs of participants rated the lowest, again with some minor variation across core faculty. Most ratings exceeded 4 on the 5 point Lickert-type scale ranging from 'below average' to 'high'.

Ratings concerning group work were slightly lower although still relatively high. The three items addressing this dimension of the Core Course are rank-ordered in terms of their average rating as follows:
- ➥ How applicable was the group work project to your work environment? (Mean=4.14)
- ➥ To what extent did the group work project challenge you to think about new ways of developing an evaluation design? (Mean=4.08)
- ➥ To what extent did you learn from your peers in the group project process? (Mean=4.04)

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These ratings are up slightly from 2004 (Cousins, 2004). While participants tended to view group work as challenging, they were slightly less inclined to indicate that they learned from their peers. However, 82.9% indicated that the amount of group work was 'about right' (up from 78.9% in 2004). The optimal size for groups, as expressed by 84.2% of the participants was 4-7 members.

As mentioned above, a new Core Course innovation in 2005 was the inclusion of lunch hour roundtable sessions that would permit IPDET participants to share their rich experiences. Participants were asked to comment on these sessions in an open-ended question, added to the Core Questionnaire. The results are summarized in Table B18 in Appendix B. Although some participants did not attend these optional events, it is clear that among those who did attend the roundtables were favorably received. Several participants, however, suggested that the venue was a bit noisy and not overly conducive for presentation and interaction. Some participants suggested that more time allotted to these sessions would be beneficial. While the vast majority of respondents were positive about topic selection, some suggested that participants should be more directly involved in selecting or determining topics.

3.5 Knowledge Test

Parallel forms of a 25 item multiple choice knowledge test were administered to all participants in the Core Course. Half of the respondents received Form A prior to instruction and Form B following instruction. The other half received the reverse sequence. Participants were asked to indicate their name on each test such that pre- and posttest responses could be linked. Based on findings from 2004, some items were exchanged between forms to help equate the forms in terms of difficulty.

Data were available for 86 participants as all participants completed both forms of the instrument at the respective pre- and posttest intervals. Cronbach's standardized alpha revealed only modest levels of internal consistency with coefficients of 0.68 and 0.61 for Form A and B, respectively. Given the 2004 findings and the fact that there were fewer responses in 2005, questions about the reliability of the instrument are not a significant concern for the present purposes.[3]

Figure 8 shows the mean scores on the knowledge test at pre- and posttest intervals for IPDET evaluations over the past three years. In 2005, Forms A and B were adjusted to better equate them for difficulty (i.e., selected items were exchanged between tests).

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[3] Cronbach's alpha coefficients from 2004 were .78 for Form A and .77 for Form B (Cousins, 2004). The reliability analyses are based on listwise deletion of missing data (i.e., valid data required for all items) and in 2005 with several items missing 3 to 6 data points, this translated into data sets of 63 and 71 for Forms A and B, respectively. These numbers are substantially lower than they were for the 2004 evaluation (N=83 and 81 for Forms A and B, respectively) which probably explains the observed drop in the alpha coefficient for the tests. Mean test scores, as reported below, serve to increase confidence in the trustworthiness of the instrument.

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Figure 8 reveals that this action was successful, as the test forms were observed to be of equal difficulty at the pretest interval. As in prior years, in 2005 related t-tests revealed significant growth in development evaluation knowledge from pre- to posttest intervals regardless of test sequence.[4]
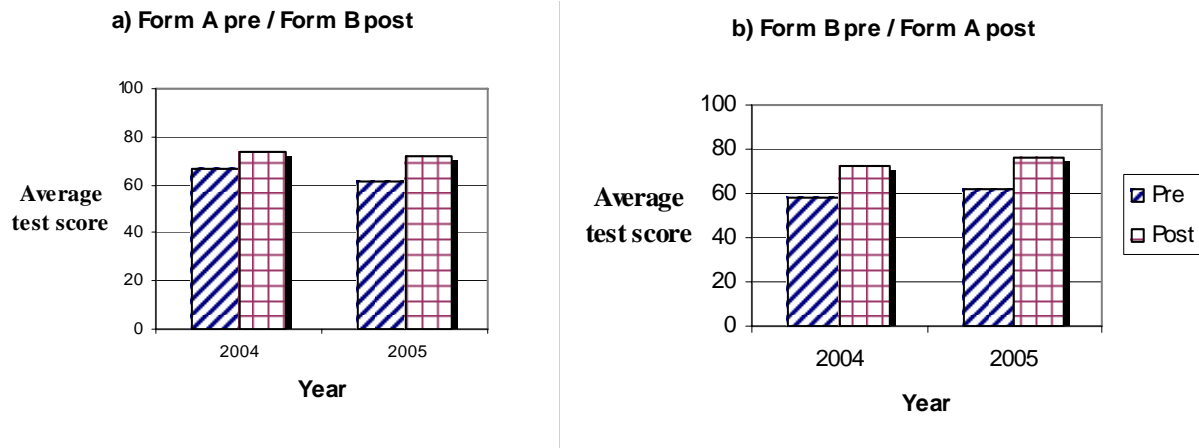
Note: All pre-post differences are statistically significant at p. < .001.
Figure 8: Pre- and posttest average knowledge test score by test form and year

3.6 Workshops

The workshops were generally well received, as indicated by key self-report measures of participant satisfaction and open-ended questions about program quality. The Week 3 and Week 4 instruments asked for ratings on the learning experience (outcomes), the quality of design and delivery, and of interaction and exchange with other participants. Figure 9 shows responses for three key indicators: (1) whether expectations were met, (2) whether the workshop would be recommended to a colleague if given again; and (3) whether the participant would return for additional training. In general, these results improved from 2004 to 2005, with notable gains in Week 4 as compared to Week 3 workshops. (See Figure 6 above for 2005 breakdown of non-affirmative responses for 'recommend to a colleague' and 'return for additional training').

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[4] Form A pre/Form B post t (df, 41) = 6.31, $p. < 001$; Form B pre/Form A post, t (df, 43) = 8.26, $p. < .001$.
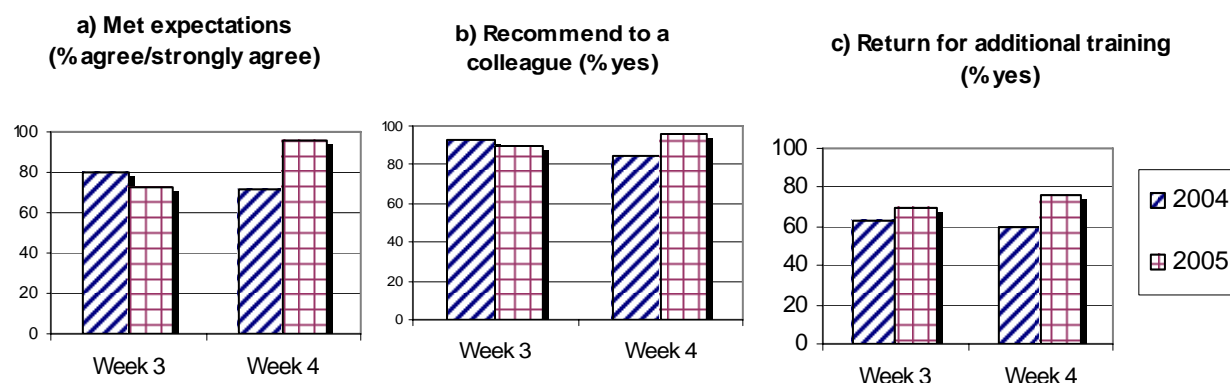
Figure 9: Workshop quality indicators by year and IPDET component

A comparative chart showing workshop-specific summaries for related indicators appears in Table 2. These indicators are: (1) the likelihood of using knowledge and skills developed in the workshop; (2) whether the workshop would be recommended to a colleague if given again and (3) whether the participant would return for additional training. Included in that table is the proportion of registrants supported by scholarship who attended the workshop. As can be deduced from an examination of Table 2, the measures corresponding to these indicators are correlated; workshops receiving high ratings on one indicator were likely to receive high ratings on the others, and vice versa.

The average proportion of responses within the favorable category was quite high, although considerable variation in ratings across workshops was evident. Several workshops produced proportions in the favorable category that exceeded 85% for each one of the indicators. The top scoring workshops on the three dimensions combined (ordered by ratings) were:

⇨ III–b. Evaluating Mine Action Programs (Level II) Ted *Paterson* (Mean = 100%)

⇨ III-e. Why Evaluate Private Sector Projects? (Levels I & II) *William E. Stevenson and Sid Edelmann* (Mean = 100)

⇨ I–a. Qualitative Methods and Analysis for Development Evaluation. (Level I) *Michael Q. Patton* (Mean = 96.8)

⇨ 1-b. Designing and Building Results-based Monitoring and Evaluation Systems. (Levels I & II) *Ray C. Rist* (Mean = 96.6)

Table 2: IPDET 2005 Relative Workshop Ratings

Modules	N[1]	Likely use of knowledge/skills % 4 or 5[2]	Expectations met % 4 or 5[2]	Recommendation to a colleague % Yes	Scholarship or support? %Yes
I–a. Qualitative Methods and Analysis for Development Evaluation. (Level I) *Michael Q. Patton*	21	90.5	100.0	100.0	47.4
I–b. Designing and Building Results-based Monitoring and Evaluation Systems. (Levels I & II) *Ray C. Rist*	40	94.9	97.5	97.5	41.0
I–c. World Bank Country, Sector, and Project Evaluation Approaches (Levels I & II) *John Heath and John Johnson*	15	92.9	66.7	76.9	21.4
I–d. Designing Impact Evaluations Under Budget, Time and Data Constraints (Level II) *Michael Bamberger*	18	88.9	88.2	88.2	17.6
II–a. Designing and Conducting Small-Scale Surveys (Levels I & II) *Sukai Prom-Jackson and Jeanne Lafortune*	19	73.7	63.2	63.2	22.2
II–b. Using Mixed Methods for Development Evaluations (Level I) *Penny Hawkins*	23	73.9	43.5	73.9	50.0
II–c. Promoting an Evaluation Culture in Your Organization (Level II) *Terry Smutylo*	14	71.4	78.6	92.9	50.0
II–d. Theory-Based Evaluation in Development (Levels I & II) *Frans L. Leeuw*	23	78.3	86.4	78.3	31.8
III–a. Quantitative Data Analysis, Part I (Level I) *Gene Swimmer*	18	83.3	77.8	83.3	37.5
III–b. Evaluating Mine Action Programs (Level II) *Ted Paterson*	7	100.0	100.0	100.0	85.7
III–c. Participatory Monitoring and Evaluation (Levels I & II) *Sulley Gariba*	28	78.6	96.0	84.6	32.0
III–d. Evaluating Community Development Initiatives (Level II) *Ghazala Mansuri*	16	62.5	56.3	80.0	20.0
III–e. Why Evaluate Private Sector Projects (Levels I & II) *William E. Stevenson and Sid Edelmann*	7	100.0	100.0	100.0	14.3
III–f. Evaluating Gender Impacts (Levels I & II) *Michael Bamberger*	6	50.0	50.0	83.3	83.3

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)

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Table 2 (Continued)

Modules	N[1]	Likely use of knowledge/skills % 4 or 5[2]	Expectations met % 4 or 5[2]	Recommendation to a colleague % Yes	Scholarship or support? %Yes
IV–a. Sampling Techniques for Development Evaluation (Level I) *Gregg B. Jackson*	21	85.7	80.0	85.7	52.4
IV–b. Performance Auditing in Development (Level I) *John Mayne and Nicholas M. Zacchea*	7	71.4	71.4	57.1	42.9
IV–c. Using Logic Models in Development Evaluations (Level I) *Karen Odhiambo and Nancy Porteous*	15	93.3	76.9	92.9	50.0
IV–d. Using Citizen Report Cards to Monitor the Performance of Public Agencies (Level II) *Suresh Balakrishnan*	5	100.0	100.0	80.0	20.0
IV–e. Evaluating Environmental and Social Sustainability (Level II) *Roland Michelitsch and Jouni Eerikainen*	13	76.9	58.3	61.5	33.3
IV–f. Conducting International Joint Evaluations (Level I) *Niels Dabelstein, Ted Kliest, and Ted Freeman*	16	66.7	87.5	87.5	35.7
V–a. Quantitative Data Analysis, Part II (Level II) *Gene Swimmer*	9	88.9	88.9	100.0	44.4
V–b. Case Study Methods for Development Evaluations (Levels I & II) *Linda G. Morra-Imas and Ray C. Rist*	10	80.0	80.0	100.0	40.0
V–c. Cost-Benefit Analytic Tools for Development Evaluation (Level I) *James Edwin Kee*	10	100.0	80.0	80.0	50.0
V–d. Use of Evaluations in the Policy Cycle (Levels I & II) *Robert D. van den Berg*	16	87.5	66.7	87.5	40.0
V–e .Assessing Organizational Performance (Level I) *Marie-Hélène Adrien and Charles Lusthaus*	16	87.5	87.5	87.5	25.0
V–f. How to Design and Conduct Focus Groups (Levels I & II) *Janet Mancini Billson*	7	100.0	100.0	71.4	0

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)

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Three additional workshops were found to produce favorable proportions that consistently exceeded 85% across the three indicators. They were:

⇨ V-a Quantitative Data Analysis, Part II (Level II) *Gene Swimmer* (Mean = 93.3)

⇨ I-d Designing Impact Evaluations Under Budget, Time and Data Constraints (Level II) *Michael Bamberger* (Mean = 88.7)

⇨ V–e .Assessing Organizational Performance (Level I) *Marie-Hélène Adrien and Charles Lusthaus* (Mean = 87.5)

In similarly collapsing across indicators, the three lowest scoring workshops (although still rated quite favorably) were:

⇨ III-f Evaluating Gender Impacts (Levels I & II) *Michael Bamberger* (Mean = 61.1)

⇨ IV–e. Evaluating Environmental and Social Sustainability (Level II) *Roland Michelitsch and Jouni Eerikainen* (Mean = 62.3)

⇨ III-d Evaluating Community Development Initiatives (Level II) *Ghazala Mansuri* (Mean = 66.3).

Compared with 2004, where the mean favorable ratings were less than 30% across indicators, these three lowest rated workshops compare quite favorably. Further, it should be noted that for two of the workshops 80% or more of the respondents indicated that they would return for training even though the workshop may not have met their needs or provided them with particularly useful knowledge or skills. Finally, the next lowest rated workshops were rated considerably higher.

Detailed workshop specific findings are summarized in Appendices E through DD. Among these summaries are content analyses of open-ended comments. Such comments at a more general level were provided in responses to Week 3 and Week 4 questionnaires (Appendices C and D). From these data, generally favorable aspects of the workshops included specific course content (e.g., qualitative methods, sampling, policy cycle evaluation) and aspects of the instructional approach (e.g., systematic, challenging, group work, simulation exercises). Networking with colleagues from different countries was often identified as an important benefit of the workshop experience.

Participants were also asked about drawbacks to the workshops. Again, some specific course content was identified (e.g., dictionary definitions, duplication of subject matter especially with the Core Course, basic content, project management). Some respondents referred to time constraints, suggesting that not enough time was available for the amount of work and information being covered. Effective use of time and adjustment of workload were identified most frequently as a suggestion for improvement of the workshop component. There was some indication that more participant voice in workshops (e.g., provision of examples, input) would be valued.

Finally, participants were asked about their preferences for future IPDET training or services. For the most part, specific content foci were identified (e.g., evaluation and international trade, gender issues, quantitative analysis) although there did not appear to be specific content identified that is not already covered by the array of IPDET offerings. In terms of service preferences, not many responses were forthcoming; of those that were, links to practical activities following training and ongoing support appear to be valued.

3.7 IPDET Secretariat

The proportion of IPDET participants providing favorable responses to ratings of the IPDET Secretariat and the infrastructure for the program appear in Table 4. Comparative figures for 2004 reveal substantial improvements on each of the five criteria. High levels of satisfaction were observed and these were distributed across the three program components.

Open-ended comments obtained from Core, Week 3 and 4 and workshop questionnaires (see Appendices) revealed very few comments concerning logistics or infrastructure. Some participants provided accolades for the secretariat for a job well done. A few indicated vague suggestions to "improve coordination", "cater to vegetarians", "minimize breaks" or "provide better accommodations." Unlike 2004, no concerns were raised about aspects of the accommodation, room temperature, or cultural variety in food service.

Table 3: Infrastructure and Campus Life: Percent indicating High Quality[1] by Year

	Core		Week 3		Week 4	
Criterion	**2004**	**2005**	**2004**	**2005**	**2004**	**2005**
Campus environment	77.6	92.2	79.4	98.1	82.8	88.9
Dormitory life	61.2	73.5	56.3	77.1	73.2	77.0
Food services	38.2	77.8	53.0	69.6	46.6	76.6
Logistical services (registration, office help, etc.)	91.2	98.6	92.5	95.8	85.7	95.3
Extra-curricular activities (tours, boat rides, etc.)	93.2	100	87.9	100	90.6	96.6

[1] Percentage of respondents who answered '4' or '5' (high)

3.8 Participants

The participants in the Core Course component were asked to rate their fellow colleagues on several criteria. Each of the respective questionnaires asked participants to rate their peers on six criteria: (1) readiness to learn; (2) willingness to share knowledge and skills; (3) different views and perspectives about evaluations; (4) different levels of knowledge and skills; (5) diverse experiences from all over the world; and (6) interest to build liaisons and partnerships.

Figure 10 shows that these ratings generally improved over similar ratings in 2004. In most cases over 85% of the respondents rated their colleagues '4' or '5' or 'high' on the five-point Lickert scale. Further, very few comments emerging from open-ended responses from a variety of instruments nuanced concerns and suggestions in this area, whereas in 2004 some concerns about start-up time for group work and variation in linguistic capabilities and levels of experience were raised (Cousins, 2004). Appendix B10 shows that participants generally felt that the amount of group work was "about right" and that they learned from peers, had their own thinking about evaluation design challenged and were of the opinion that group work was applicable to their own work environment. Similar to 2004, the optimal size of group was suggested to be 4-7 persons.

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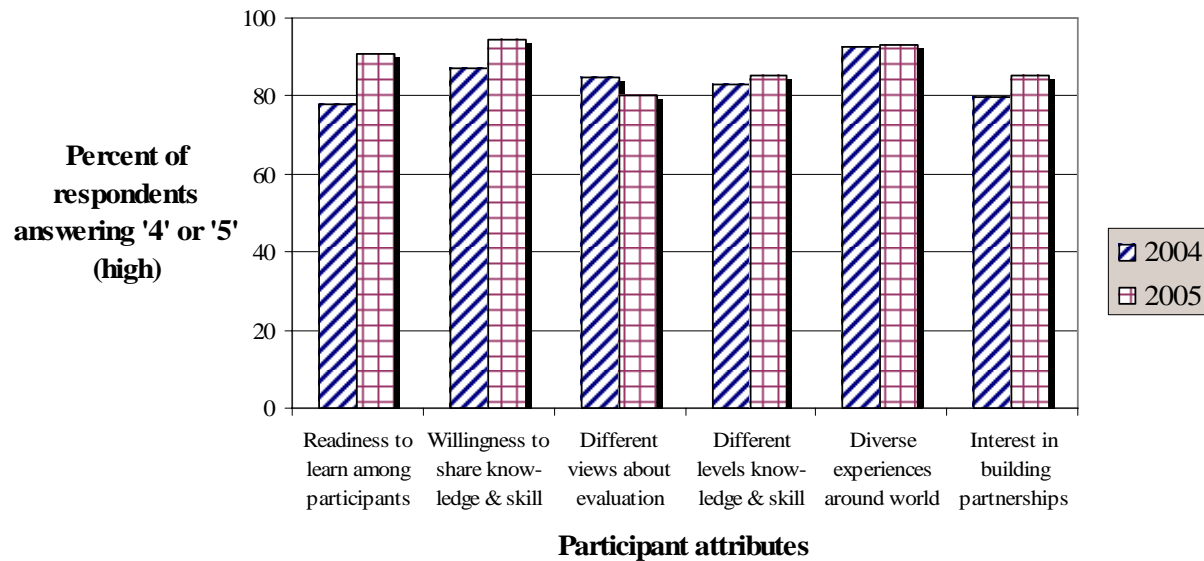
Figure 10: Ratings of participants by year

4. Summary Findings and Recommendations

A considerable amount of data was gathered for this evaluation, mostly from self-report questionnaires but also parallel forms of a knowledge test and archival information obtained through interactions with program management. As with past evaluations, the knowledge test revealed significant cognitive growth in development evaluation knowledge as a consequence of the Core Course.

The self-report questionnaires on the Core Course, Week 3 and Week 4 sessions, and the 26 workshops offered as part of the Week 3 and 4 program components offered almost uniformly positive evidence in support of program objective attainment and participant satisfaction. Whereas in 2004 a host of niggling concerns and issues surfaced, this was not the case for the 2005 program. It seems evident that program organizers and workshop instructors have been sensitive to feedback from the prior cohort and steps had been taken to improve matters for the current year. Several indicators revealed that such efforts had been rewarded with favorable feedback from participants.

A consideration for IPDET management is a modest trend in enrolment decline over the past three years. It should be noted that applications to attend IPDET, particularly among individuals requiring scholarship support, have increased rather significantly over the same period. Nevertheless, there continue to be several intrusive factors and forces with which IPDET management must deal. Salient among these would be lead time for scholarship notification which has implications for candidate work release and travel visa procurement.

To follow are recommendations for consideration for ongoing planning of IPDET.

4.1 IPDET Issues and Recommendations

The 2005 IPDET program was overall highly successful. The self-reported data illustrate that program objectives were achieved by virtue of their positive tenor on the one hand, and their corroboration of findings from IPDET 2003 and 2004, on the other (den Heyer, 2003, Cousins, 2004). The following recommendations relate to proposed incremental or fine-tuning changes as opposed to more fundamental considerations.

1. A modest pattern of declining enrolment in IPDET in each of Core Course and Week 3 and 4 workshop components is evident over the past three years. This trend may be partially explained by the emergence of competing programs offered in other jurisdictions, particularly in developing countries. IPDET management continues to be proactive in procuring donor support and marketing the program. **It is recommended that** IPDET explore this issue systematically through tracking prior participation patterns and consider implications for program marketing and advertising. Specifically, it would be useful to understand specific participation trajectories and whether such patterns vary as a function of organizational role. Such information might help to inform marketing strategies.

2. For the workshops, much of the pace and long day centers on ongoing required readings. Some participants continue to express their desire to obtain resources in advance so that the reading load is less formidable. **It is recommended that** IPDET continue to explore ways to provide standard reading material to interested participants in advance of their arrival on site. This might entail posting documents on the web or shipping where feasible. A potential risk to be acknowledged here is that not all those who request materials would receive them in time; likewise, not all of those receiving them in advance would find the time to read them. Finally, this could lead to more in-class participant variability in prior knowledge and readiness.

3. In asking about desired services and training opportunities, there were clear expressions that follow-up to the formal learning experience is desired. Participants are eager to apply newly acquired skills and knowledge but tend to feel the need for ongoing support in doing so. IPDET has taken an active role in developing post-course electronic networking and support systems, in the form of a participant listserv. **It is recommended** that IPDET continue to develop networks among participants and consider the possibility of supporting these through internet-based resources and discussion forums. In addition to the listserv, other resources might include an inventory of consulting services available to IPDET alumni. A second possibility might be obtaining donor support for more in-depth but on-line expert consulting on evaluation designs.

4. IPDET participants also continue to express the need and desire for ongoing and more advanced level training. Week 3 and 4 workshops continue to draw participants with higher attained degrees. **It is recommended that** IPDET continue to explore potential partnerships with degree and diploma granting institutes and work toward providing

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alumni with advanced standing or credit for certificate of participation. Of course, the provision of such programs through affordable distance mode options would be highly beneficial and accessible.

5. Participants base their choice of workshop selection primarily on published information. Yet, in some instances, this information appeared to promise something different than what was delivered and participants felt locked in. Although IPDET continues to take steps to ensure high levels of clarity in published information about workshop content, it seems likely that the original description of some workshops may have been ambiguous. **It is recommended that** IPDET continue to ensure clarity in published descriptions and also consider providing flexibility in workshop selection to candidates upon arrival.

6. The vast majority of workshops were well received as has been the case in prior years. Concerns about workshop quality being uneven, particularly in terms of its practical relevance, were diminished as compared with 2004. Participants continue to express their desire to learn from authentic development evaluators and other individuals located in developing countries. **It is recommended that** IPDET continue to consider ways of infusing into the roster more facilitators from developing countries or from authentic development evaluation experience bases.

7. The pace of the program both in the Core and Week 3 and 4 segments continues to remain formidable. Though improvements over IPDET 2004 were notable, some participants found days to be long and packed with activities to the extent that there was a sense of rushing through some content to the detriment of prospects for learning. **It is recommended that** IPDET continue to explore ways to build in more free time and to loosen tight schedules. It must be recognized, however, that the program requires a significant commitment of time and money from supporting organizations and agencies and as such, it remains preferable to err on the side of challenging candidates with intensive learning experiences rather than making the program too light.

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Appendix A: IPDET Instruments

Instrument	N
Pretest: Knowledge Test Form A	42
Pretest: Knowledge Test Form B	44
Posttest: Knowledge Test Form A	44
Posttest: Knowledge Test Form B	42
Core Course Questionnaire	78
Week 3 Questionnaire	77
Week 4 Questionnaire	69
I–a. Qualitative Methods and Analysis for Development Evaluation. (Level I) *Michael Q. Patton*	21
I–b. Designing and Building Results-based Monitoring and Evaluation Systems. (Levels I & II) *Ray C. Rist*	40
I–c. World Bank Country, Sector, and Project Evaluation Approaches (Levels I & II) *John Heath and John Johnson*	15
I–d. Designing Impact Evaluations Under Budget, Time and Data Constraints (Level II) *Michael Bamberger*	18
II–a. Designing and Conducting Small-Scale Surveys (Levels I & II) *Sukai Prom-Jackson and Jeanne Lafortune*	19
II–b. Using Mixed Methods for Development Evaluations (Level I) *Penny Hawkins*	23
II–c. Promoting an Evaluation Culture in Your Organization (Level II) *Terry Smutylo*	14
II–d. Theory-Based Evaluation in Development (Levels I & II) *Frans L. Leeuw*	23
III–a. Quantitative Data Analysis, Part I (Level I) *Gene Swimmer*	18
III–b. Evaluating Mine Action Programs (Level II) *Ted Paterson*	7
III–c. Participatory Monitoring and Evaluation (Levels I & II) *Sulley Gariba*	28
III–d. Evaluating Community Development Initiatives (Level II) *Ghazala Mansuri*	16
III–e. Why Evaluate Private Sector Projects? (Levels I & II) *William E. Stevenson and Sid Edelmann*	7
III–f. Evaluating Gender Impacts (Levels I & II) *Michael Bamberger*	6
IV–a. Sampling Techniques for Development Evaluation (Level I) *Gregg B. Jackson*	21
IV–b. Performance Auditing in Development (Level I) *John Mayne and Nicholas M. Zacchea*	7
IV–c. Using Logic Models in Development Evaluations (Level I) *Karen Odhiambo and Nancy Porteous*	15
IV–d. Using Citizen Report Cards to Monitor the Performance of Public Agencies (Level II) *Suresh Balakrishnan*	5
IV–e. Evaluating Environmental and Social Sustainability (Level II) *Roland Michelitsch and Jouni Eerikainen*	13
IV–f. Conducting International Joint Evaluations (Level I) *Niels Dabelstein, Ted Kliest, and Ted Freeman*	16
V–a. Quantitative Data Analysis, Part II (Level II) *Gene Swimmer*	9
V–b. Case Study Methods for Development Evaluations (Levels I & II) *Linda G. Morra-Imas and Ray C. Rist*	10
V–c. Cost-Benefit Analytic Tools for Development Evaluation (Level I) *James Edwin Kee*	10
V–d. Use of Evaluations in the Policy Cycle (Levels I & II) *Robert D. van den Berg*	16
V–e. Assessing Organizational Performance (Level I) *Marie-Hélène Adrien and Charles Lusthaus*	16
V–f. How to Design and Conduct Focus Groups (Levels I & II) *Janet Mancini Billson*	7

Appendix B: Core Course Questionnaire

Table B1: Demographics

Gender	Frequency	Percent	Country	Frequency	Percent	Education Level	Frequency	Percent
Male	42	53.8	Industrialized	22	28.2	Bachelor	15	19.7
Female	36	46.2	Developing	51	65.4	Master	56	73.7
Total	78	100.0	Transitional	5	6.4	Doctorate	4	5.3
			Total	78	100.0	Other	1	1.3
						Total	76	100.0

Type of Organization	Frequency	Percent	Primary Evaluation Function	Frequency	Percent
Bilateral development agency:	4	7.7	Design and conduct evaluation	41	52.6
Multi-lateral development agency:	17	32.7	Request evaluation services	35	44.9
Private sector:	3	5.8	Use evaluation results for policy making	27	34.6
Non-governmental organization:	8	15.4	Manage the design and conduct of evaluations	36	46.2
University:	0	0	Use evaluation results for program improvement	39	50.0
Evaluation and research institution:	5	9.6	Teach evaluation theory and methods	13	16.7
Other (please specify):	15	28.8	Other primary function	5	6.4
Total	52	100.0			

Number of Respondents: 78

Table B2: Learning Effectiveness in Specific Areas of Evaluation Knowledge

How much do you believe you have gained in knowledge and skills as a result of the training? (Please indicate this gain in your particular situation, by rating your level of knowledge before and after the training.)	% 4 or 5[1]		% 1 or 2[2]		Mean[3]		Mean Diff	Std. Dev.[4]	t	df	p
	Before	After	Before	After	Before	After					
Approaches to development evaluation	0	87.0	57.9	0	2.2	4.1	-1.86	0.65	-24.99	75	.001
Types of evaluations	8.0	88.0	57.3	0	2.3	4.2	-1.91	0.94	-17.46	73	.001
The evaluation process	15.8	89.5	50.0	0	2.6	4.2	-1.66	0.99	-14.42	74	.001
Identifying and involving stakeholders	47.2	89.2	19.4	0	3.3	4.4	-1.07	1.05	-8.62	71	.001
Types of evaluation questions	4.1	87.5	63.0	1.4	2.2	4.2	-2.07	1.01	-17.37	70	.001
Types of evaluation designs	2.7	78.9	64.4	1.3	2.1	4.0	-1.95	1.01	-16.42	72	.001
Common data collection approaches	31.6	81.6	35.5	0	2.9	4.2	-1.27	0.96	-11.39	74	.001
Sampling concepts/strategies/approaches	24.0	74.0	41.3	0	2.8	4.0	-1.27	1.00	-10.92	74	.001
Quantitative data analysis	25.0	70.1	38.2	2.6	2.8	3.9	-1.07	0.84	-11.09	75	.001
Communicating evaluation findings	27.4	89.3	28.8	0	3.0	4.2	-1.28	0.90	-12.07	72	.001
Designing and using a design matrix	4.0	84.4	68.0	1.3	2.1	4.1	-2.05	1.09	-16.33	74	.001
Developing an evaluation 'terms of reference'	25.3	80.0	44.0	0	2.7	4.2	-1.45	1.09	-11.44	73	.001
Assessing the quality of an evaluation	10.8	75.3	64.9	2.6	2.3	3.9	-1.55	0.98	-13.62	73	.001
Designing and using performance based M&E system	9.2	78.9	52.6	2.6	2.4	4.0	-1.61	0.87	-16.09	74	.001
Managing the evaluation	12.0	80.3	50.7	2.6	2.5	4.0	-1.49	0.88	-14.54	73	.001
Evaluation ethics	24.0	74.0	45.3	2.6	2.7	4.0	-1.28	1.11	-9.99	74	.001
Country/sector evaluation	7.9	45.5	72.4	16.9	2.0	3.4	-1.37	0.98	-12.20	75	.001

1. Percentage of respondents who answered '4' or '5' (high)
2. Percentage of respondents who answered '1' or '2' (low)
3. Average score on a scale of '1' (low) to '5' (high)
4. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)

Table B3: Learning Objective and IPDET Effectiveness

To what degree has IPDET helped you meet the following objectives? (Please indicate if the statement does not apply to your situation.)	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
Develop broad based knowledge of development evaluation	74	86.5	0	1	4.30	4	0.70
Increase knowledge of evaluation approaches and methods	75	92.0	0	0	4.35	4	0.63
Increase or upgrade your current depth or level of evaluation skills	74	82.4	1.4	1	4.18	4	0.75
Learn relevant techniques in the field of development evaluation	75	82.7	4.0	0	4.16	4	0.81
Meet people engaged in development evaluation from all over the world	75	94.7	0	1	4.64	5	0.58
Develop networks or contacts for future collaboration	75	88.0	2.7	1	4.35	5	0.76

Table B4: Competencies and Potential Impact

	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
What is the likelihood that you will use the knowledge and skills?	77	93.5	0	0	4.55	5	0.62
To what degree has IPDET enhanced your abilities or competencies to do the following? (Please indicate if the statement does not apply to your situation.)	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
Design high quality evaluations	75	76.0	1.3	1	3.95	4	0.70
Conduct high quality evaluations that produce sound knowledge for policy or decision making	73	75.3	5.5	3	3.90	4	0.79
Manage better the design and conduct of evaluation	74	81.1	2.7	1	4.11	4	0.77
Effectively interpret and use results for program improvement	75	80.0	2.7	0	3.97	4	0.70
Effectively interpret and use results for policy making	71	64.8	7.0	2	3.69	4	0.82
Other competencies as a result of the training	49	79.6	0	5	4.04	4	0.68
Dissemination of results (2); Capacity building (2); Empowerment, team work (5); Evaluation knowledge (6); Network (3); Technical knowledge, drawing up logic models (3); Evaluation project management (3)							

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)

Table B5: Quality

How would you rate the quality of the design and delivery of the program?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
Lectures / presentations	78	82.1	2.6	0	4.10	4	0.80
Question and answer sessions with the large group	75	65.3	5.3	2	3.71	4	0.79
Small group activities	76	81.6	6.6	0	4.07	4	0.84
Applied, hands-on learning	78	70.5	6.4	0	3.77	4	0.76
Examples	77	71.4	9.1	0	3.79	4	0.83
Pacing of the various sessions	76	61.8	11.8	1	3.61	4	0.83
Depth of coverage of the sessions	76	55.3	6.6	1	3.61	4	0.88
Guest lectures	78	70.5	6.4	0	3.85	4	0.87
Balance of time between the various subjects	76	60.5	7.9	0	3.64	4	0.80

Table B6: Core Faculty: Martin Abrams

How would you rate this IPDET core faculty member on the following?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
Experience in development evaluation	77	94.8	2.6	0	4.51	5	0.68
Methodological knowledge and skills	77	96.1	0	0	4.69	5	0.54
Presentation skills	77	93.5	6.5	0	4.47	5	0.62
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	77	90.9	0	0	4.47	5	0.66
Ability to analyze various participant comments and provide meaningful feedback	77	94.8	1.3	0	4.45	5	0.64
Ability to manage the diverse needs and interests of various participants	74	87.8	1.4	0	4.34	5	0.73

Strengths: Good listener, clarity of presentations and efficiency, humble and knowledgeable, engaging and very good lecturer, gets concepts across, good time management, approachable, respectful to every participant, has appropriate skill in evaluation, teaching in realistic approach to well known techniques and theories, keeping everybody at pace. **Improvements:** Cite more real life examples and problems, Application of evaluation to other sectors other outside the public sectors; Timing, create more time for interacting; Give more time for discussions and exchange; Try to remember to formulate participants' questions; Use project level examples.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)

Table B7: Core Faculty: Linda Morra-Imas

How would you rate this IPDET core faculty member on the following?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
Experience in development evaluation	77	94.8	1.3	0	4.56	5	0.64
Methodological knowledge and skills	76	94.7	0	0	4.53	5	0.60
Presentation skills	76	64.5	13.2	0	3.75	4	1.05
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	77	80.5	3.9	0	4.09	4	0.85
Ability to analyze various participant comments and provide meaningful feedback	77	79.2	6.5	0	4.05	4	0.90
Ability to manage the diverse needs and interests of various participants	73	74.0	4.1	0	4.01	4	0.89

Strengths: Very good during questioning; Clear presentation of complex subject material, experience in development evaluation, methodological knowledge and skills; quite knowledge about the subject; technical issues were presented in a simple manner, Good time management; More demonstrations during lectures; Has mastery of the field challenges; Excellent, dynamic and relational; Experience with private sector. **Improvements:** Cite more real life examples and problems; prolong presentations and communication with participants; Some questions not responded to; Need extra assertiveness holding the audience together and attentive; Dynamic presentation and improve on responding to participants; Pace presentations with participants, Qualitative approaches needed; Use of more concrete examples; Try to draw examples from developing countries than from developed countries; Specific work and qualitative analysis. Improve on the use of presentation devices such as overhead projector.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (below avg)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)

Table B8: Core Faculty: Ray Rist

How would you rate this IPDET core faculty member on the following?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
Experience in development evaluation	76	98.7	0	0	4.84	5	0.40
Methodological knowledge and skills	75	96.0	1.3	0	4.75	5	0.57
Presentation skills	76	96.1	0	0	4.71	5	0.54
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	76	94.7	2.6	0	4.46	5	0.68
Ability to analyze various participant comments and provide meaningful feedback	75	93.3	1.3	0	4.52	5	0.67
Ability to manage the diverse needs and interests of various participants	72	94.4	0	0	4.56	5	0.60

Strengths: Good communicator; Excellent and fun presentations, sense of humor, Dynamic and highly motivated lecturing styles; Good time management and approachable; Wealth of knowledge in evaluation and hands on experience; Energetic, enthusiastic; Balances all aspects required for adult learning; Engaging and thought provoking; Experience with developing countries and government. **Improvements:** Pace the presentation so that other issues are not rushed; improve on covering material; Adjust slides to actual presentation; Need for more analysis before responding to questions and feedback; sometimes more time spent on examples at the expense of modules content; Provide more examples while presenting theories and concepts; Needs to tone down the comedy a bit in class and familiarize yourself more with the slides.

8. Number of Respondents
9. Percentage of respondents who answered '4' or '5' (high)
10. Percentage of respondents who answered '1' or '2' (below avg)
11. Respondents answering 'Not applicable'. Removed from analysis

12. Average score on a scale of '1' (low) to '5' (high)
13. Most frequently occurring observation.
14. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)

Table B9: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
A readiness to learn among participants	76	90.8	1.3	0	4.33	4	0.68
Willingness to share knowledge and skills	75	94.7	2.7	0	4.33	4	0.66
Different views and perspectives about evaluation	75	80.0	0	0	4.19	4	0.75
Different levels of knowledge and skills	75	85.3	1.3	0	4.19	4	0.71
Diverse experiences from all over the world	75	93.3	0	0	4.64	5	0.61
Interest in building liaisons and partnerships	75	85.3	0	0	4.29	5	0.71

Table B10: Group Work

Group work project	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
To what extent did you learn from your peers in the group project process?	78	80.8	5.1	0	4.04	4	0.89
To what extent did the group work project challenge you to think about new ways of developing an evaluation design?	78	79.5	3.8	0	4.08	4	0.89
How applicable was the group work project to your work environment?	74	78.4	5.4	0	4.14	5	1.01
The amount of time to group work was:	**Frequency**			**Percent**			
Too little	8			10.5			
About the right amount	63			82.9			
Too much	5			6.6			
Total response	76			100			
The optimal size of a work group is:	**Frequency**			**Percent**			
4-7	64			84.2			
8-11	12			15.8			
12-15	0			0			
Total response	76			100			

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)

Table B11: Living on a University Campus

Rate the quality of:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
Campus environment	70	92.9	4.3	6	4.44	5	0.75
Dormitory life	68	73.5	5.9	7	4.00	4	0.98
Food services	72	77.8	5.6	4	4.08	4	0.87
Logistical services (registration, IPDET Secretariat support, etc.)	71	98.6	1.4	4	4.76	5	0.52
Extracurricular activities (weekend events such as tours, boat rides, etc.)	68	100.0	0	8	4.75	5	0.44

Table B12: Good Practices and Recommendations for Improvement

Overall rating	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
To what degree did IPDET meet your expectations overall?	78	91.0	5.1	0	4.29	4	0.82
Would you recommend this program to a colleague?	**Frequency**				**Percent**		
Yes	75				96.2		
No	1				1.3		
Not sure	2				2.6		
Total response	78				100		
Would you return for additional training?	**Frequency**				**Percent**		
Yes	59				76.6		
No	1				1.3		
Not sure	17				22.1		
Total response	77				100		

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)

Table B13: Benefits

What did you find useful about the course?	Frequency	Percent
Course content: in-depth knowledge about evaluation, results based monitoring and evaluation, evaluation techniques and their application	16	19.0
Networking: interacting with others, sharing of ideas and experiences	14	16.7
Course activities: Group work, discussions	12	14.3
Course presentation: good theory with practical examples, challenges our perceptions and practices	7	8.3
Methodology: Systematic approach, practical	8	9.5
Provision of course materials: documents were made available	7	8.3
Structured knowledge: professionalism, organization, preparation of logic models	7	8.3
Comprehensive coverage: making reference known for further referencing	4	4.8
Introduction of new areas: new concepts, development evaluation	3	3.6
Very useful course: everything, all models	3	3.6
Course improvements: difficulty of attribution where many development partners are involved	2	2.4
Time: Limited, lots of material to cover over 2 weeks	1	1.2
Total response units (ideas expressed)	**84**	**100.0**

Table B14: Drawbacks

What did you find least useful about the course?	Frequency	Percent
Course presentation: too much lectures, difficult to absorb course information, needed activity based learning, roundtable one sided	17	34.7
Course content: incorporate some diversity , traditional approaches over emphasized, too much on social sciences	7	14.3
Guest speakers presentations: overlapping with regular presentations, not value added	7	14.3
Less time: Sharing ideas in a discussion was minimal	5	10.2
Class size: Too large, difficult to cover diverse nature of work and ensure effective participation	4	8.2
Long presentations	4	8.2
Statistics techniques	2	4.1
Lunch speeches	1	2.0
Remaining money in the swipe card be used for reference material	1	2.0
Guest speakers topic: irrelevant	1	2.0
Total response units (ideas expressed)	**49**	**100.0**

Table B15: Projected improvements

What are suggestions for improvements to enhance the effectiveness and usefulness of the course?	Frequency	Percent
Class presentations: Incorporate real examples during lectures, more microphones in the classroom, be familiar with the content of the slides, interactive sessions, theory component at the beginning, more roundtables	32	41.0
Course content: More on measuring poverty outcomes, build a 'risks' module into the RBM component, more on sector and country evaluation approaches, execute summary of the course binders, need to balance between project evaluation and policy evaluation	14	17.9
Group work: reduce group size, more group work	11	14.1
More time: difficult areas such as statistics, individual study	7	9.0
Peer teaching: lecturers to observe each other for better synergies, use of exercises in the modules and sharing them, lecturers should avoid repetition of content	4	5.1
Guest speakers to be briefed in order to focus their presentation, more invitations to cover other areas, share on implementation lessons	3	3.8
Introduce individual or group take assignment, class assignment	3	3.8
On-line: readings to be sent on line before the course	1	1.3
Reduce lunch presentations, questions during lunch – ok.	1	1.3
Network: need more space to network	1	1.3
Conduct ongoing evaluation course across all regions	1	1.3
Total response units (ideas expressed)	**72**	**100.0**

Table B16: Future training or services

What type of future training or services in evaluation would you like to see offered by IPDET?	Frequency	Percent
Training		
Design, Program Management, impact evaluation, sector/thematic evaluation, field evaluations	11	35.5
Technical in-depth, the use of statistical tools	9	29.0
Specifically for evaluators, evaluation of evaluators	2	6.5
Issues of governance	2	6.5
Performance Budgeting	2	6.5
LDC – How to enable Aid Development projects	1	3.2
Sector-wide training, e.g. education	1	3.2
Developing qualitative indicators	1	3.2
Policy evaluation	1	3.2
M & E financial services	1	3.2
Total response units (ideas expressed)	**31**	**100.0**
Services		
Variety of meals, less sweets, some savoury foods	2	18.2
Workshops in designing evaluations, development evaluations	2	18.2
Follow up support in particular-developing countries	1	9.1
Institute a database of evaluation consultants	1	9.1
Secretariat / headquarters for global development evaluation institution	1	9.1
The lecture room is too cold	1	9.1
More TV rooms	1	9.1

What type of future training or services in evaluation would you like to see offered by IPDET?	Frequency	Percent
Better accommodation arrangements	1	9.1
Donor coordination issues	1	9.1
Total response units (ideas expressed)	**11**	**100.0**
Other		
Organize: Refresher courses for active evaluation practitioners, conference	3	42.9
Provisions: Sweet stuff always at tea break	1	14.3
Facilitate: Establishment of an institute for global development evaluation	1	14.3
Add more recognition to the training award	1	14.3
Foreign exposure	1	14.3
Total response units (ideas expressed)	**7**	**100.0**

Table B17: General

General comments and recommendations	Frequency	Percent
Accolades: thanks, excellent training, professionalism, very good course, excellent team work	19	29.7
Presentations: Lectures to use their own slides, cater for different type of learning, vary teaching methods, participants reflection on their own experiences, evaluator panel excellent exercise	6	9.4
Course content: Remove IDAC Direction of Evolution Outcome Mapping, update course content, include more innovative exercise, interesting and relevant information	5	7.8
Review the impact of IPDET Course by inviting the previous participants, use IPDET participants from developing countries	4	6.3
Cafeteria: fair, minimize snacks, cater for vegetarians too	3	4.7
Exposure, improving M&E in our countries, promote self-critical approaches towards M&E, confidence gained	3	4.7
Informative training, excellent knowledge of facilitators, avail core course workshops	3	4.7
Participants: More participants from developing countries to be invited, specify expected knowledge/experience of core participants	3	4.7
Course schedule, too tight, consider non resident participants	2	3.1
IPDET logistics and administration – excellent job!	2	3.1
Organize course in different parts of the world, through out the year	2	3.1
Less depressing accommodation	1	1.6
Training started on the assumption that participants have the basic knowledge about social science approaches	1	1.6
The course challenges the participants to extract ideas	1	1.6
Balance good except for countrywide/global, too superficial	1	1.6
Acquired more skills and competencies through this course, very enlightening	1	1.6
Lengthen the duration of the course (3-4 weeks)	1	1.6
Need to evaluate on individual bases	1	1.6
Course Facilitators: Involve young evaluators in the future to ensure continuity	1	1.6
Distribute other references/case studies other that using the World Bank only	1	1.6
Luxurious nature of training: impact on tuition	1	1.6
Advertise the course in advance	1	1.6
Language: course to be conducted in world bank official languages	1	1.6
Total response units (ideas expressed)	**64**	**100.0**

Table B18: Roundtable Practice

Format	Frequency	Percent
Accolades: interesting, relevant, interactive, good idea, informal	14	26.4
Environment: better room needed, too noisy, rectangular tables, could not hear or respond, disturbances at back.	13	24.5
Time: more time needed to share tacit knowledge, difficult to develop ideas in short period	6	11.3
Standardize format: late seating intruded on time available, standardize presentation, move from info sharing to expert discussion, give materials in advance, could be more formal	5	9.4
Uninformed discussion	1	1.9
Centre topics on sectors	1	1.9
Choice is good	1	1.9
Encourage to select topics of unfamiliar content	1	1.9
Organize as part of regular classes	1	1.9
No comment: blank, did not attend, no comment.	10	18.9
Total response units (ideas expressed)	**53**	**100.0**
Topics		
Accolades: Very good, interesting, educative, practical, appropriate, useful, applicable, relevant, excellent innovation, ok, learned something new	23	48.9
Topic selection: should involve participants, would help bring up burning questions, participants should propose topics	6	12.8
Clarify objectives, presenters should know requirements of presentation	2	4.3
Varied	1	2.1
Marginal relation to course	1	2.1
No comment: blank, did not attend, no comment.	14	29.8
Total response units (ideas expressed)	**47**	**100.0**

Appendix C: Week 3

Table C1: Demographics

Gender	Frequency	Percent	Country	Frequency	Percent	Education Level	Frequency	Percent
Male	43	55.8	Industrialized	21	27.3	Bachelor	9	11.8
Female	34	44.2	Developing	52	67.5	Master	53	69.7
Total	77	100	Transitional	4	5.2	Doctorate	13	17.1
			Total	77	100	Other	1	1.3
						Total	76	100

Type of Organization	Frequency	Percent	Primary Evaluation Function	Frequency	Percent
Bilateral development agency:	7	13.2	Design and conduct evaluation	39	50.6
Multi-lateral development agency:	14	26.4	Request evaluation services	19	24.7
Private sector:	2	3.8	Use evaluation results for policy making	30	39.0
Non-governmental organization:	5	9.4	Manage the design and conduct of evaluations	40	51.9
University:	3	5.7	Use evaluation results for program improvement	38	49.4
Evaluation and research institution:	8	15.1	Teach evaluation theory and methods	11	14.3
Other (please specify):	14	26.4	Other	9	11.7
Total response	53	100			

Table C2: Living on a University Campus

Rate the quality of:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
Campus environment	73	91.8	0	4	4.41	5	0.64
Dormitory life	70	77.1	5.7	6	4.00	4	0.83
Food services	69	69.6	5.8	5	3.91	4	0.87
Logistical services (registration, IPDET Secretariat support, etc.)	72	95.8	0	4	4.51	5	0.58
Extracurricular activities (weekend events such as tours, boat rides, etc.)	69	100.0	0	7	4.64	5	0.48

Table C3: Good Practices and Recommendations for Improvement

Overall rating	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
To what degree did IPDET meet your expectations overall?	77	79.2	2.6	0	3.97	4	0.71
Would you recommend Week 3's program to a colleague?	**Frequency**			**Percent**			
Yes	68			89.5			
No	3			3.9			
Not sure	5			6.6			
Total response	76			100			
Would you return for additional training?	**Frequency**			**Percent**			
Yes	52			69.3			
No	2			2.7			
Not sure	21			28.0			
Total response	75			100			

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)

Table C4: Benefits

What did you find useful about the course?	Frequency	Percent
Course content: Qualitative methodology, bibliography tips, sampling designs	26	33.3
Presentation: systematic, challenging debates, practical approaches, group exchanges	25	32.1
Networking: meeting other people involved with evaluation	14	17.9
Provision of learning material	4	5.1
As a whole it was useful	3	3.8
Facilitators: Knowledgeable	3	3.8
Workshops: Choice, different and conducted differently	2	2.6
Scheduling of lectures	1	1.3
Total response units (ideas expressed)	**78**	**100.0**

Table C5: Drawbacks

What did you find least useful about the course?	Frequency	Percent
Workshops: small group workshops, reviewing of the basics, selection of the workshops before the course, theories on different paradigms, broad topics, overlap of workshops with core course, basic project management, no value for the addition of mixed methods	15	60.0
Participants: Wide range of expectations, should be free to change choices	3	12.0
Presentation: Too many activities, long lectures	3	12.0
Course content: few case studies, too much group work	2	8.0
Schedule: Too tight	1	4.0
Use of slides	1	4.0
Total response units (ideas expressed)	**25**	**100.0**

Table C6: Projected improvements

What are suggestions for improvements to enhance the effectiveness and usefulness of the course?	Frequency	Percent
Course content: More exercises on sample design, precise examples, relevant topics, more practice than theory, separate homework	10	23.3
Time: Effective use of time, more time for each session	10	23.3
Participants: assessment essential, review participants feedback, need for self-reflections in the evenings, should be allowed to choose workshops	6	14.0
Provide more work into group exercises, do not treat group members as homogeneous	3	7.0
Provide course material well in advance	3	7.0
Need to advise on basic qualifications for each workshop, exposure to other workshops, shorten workshops (2 days maximum)	3	7.0
Course delivery: Engage experienced statisticians to teach statistical concepts, facilitators should fully understand the training manual, assess relationship between workshops and core course	3	7.0
Secretariat services: There is need for better coordination, increase the number of guest lecturers	2	4.7
More time needed for reviewing of material done	1	2.3
Group work: shorter, reduce the number of groups	1	2.3
Provide adequate recess between lunch and afternoon classes	1	2.3
Total response units (ideas expressed)	**43**	**100.0**

Table C7: Future training or services

What type of future training or services in evaluation would you like to see offered by IPDET?	Frequency	Percent
Training		
Technical in depth: Quantitative analysis, evaluation tools and methodology, thematic sampling, reporting on evaluation results	9	42.9
Development theory, evaluation from the management perspective, sector broad evaluation	5	23.8
Graduate qualification in evaluation (Masters level)	4	19.0
Training for evaluators only, refresher courses for evaluation practitioners	3	14.3
Total response units (ideas expressed)	**21**	**100.0**
Services		
Organize internship opportunities for less experienced graduates, assist in finding job assignment, offer more scholarships	3	30.0
Course to be offered in other international languages	1	10.0
Support for capacity building	1	10.0
Establish an institution for global development evaluation	1	10.0
On-line e-based material for downloading	1	10.0
Longer workshops that are more specialized	1	10.0
More entertainment	1	10.0
Form IPDET alumni to make a strong body of consultants	1	10.0
Total response units (ideas expressed)	**10**	**100.0**
Other		
Joint partnership	1	33.3
Organize evaluation workshops regularly	1	33.3
Extra curricular activities	1	33.3
Total response units (ideas expressed)	**3**	**100.0**

Table C8: General

General comments and recommendations	Frequency	Percent
Accolades: thank you, week 3 courses wonderful, excellent organization, helpful training, enlightening experiences	19	54.3
Workshops: earlier introduction for better selection, increase availability of documents in the courses, variety of choices, select very relevant topics	5	14.4
Facilitators: should have good knowledge of the core course to avoid repetition, thorough explanation of the concepts, more coordination between course instructors regarding course content	4	11.4
Provision of healthy snacks, change menu every few days, more food variety for vegetarians	3	8.6
Consider different fees for participants from Africa, move the course to developing countries	2	5.7
Cultural activities from participants	1	2.9
M&E must be streamlined in all our economies for better performance and accountability	1	2.9
Total response units (ideas expressed)	**35**	**100.0**

Appendix D: Week 4

Table D1: Demographics

Gender	Frequency	Percent	Country	Frequency	Percent	Education Level	Frequency	Percent
Male	35	53.0	Industrialized	18	26.9	Bachelor	6	9.2
Female	31	47.0	Developing	46	68.7	Master	47	72.3
Total	66	100	Transitional	3	4.5	Doctorate	12	18.5
			Total	67	100	Other	0	0
						Total	65	100

Type of Organization	Frequency	Percent	Primary Evaluation Function	Frequency	Percent
Bilateral development agency:	7	14.0	Design and conduct evaluation	44	63.8
Multi-lateral development agency:	14	28.0	Request evaluation services	29	42.0
Private sector:	1	2.0	Use evaluation results for policy making	22	31.9
Non-governmental organization:	6	12.0	Manage the design and conduct of evaluations	43	62.3
University:	2	4.0	Use evaluation results for program improvement	31	44.9
Evaluation and research institution:	6	12.0	Teach evaluation theory and methods	13	18.8
Other (please specify):	14	28.0	Other primary function	5	7.2
Total response	50	100			

Table D2: Living on a University Campus

Please rate the quality of:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
Campus environment	63	88.9	0	5	4.40	5	0.69
Dormitory life	61	77.0	4.9	6	4.11	5	0.88
Food services	64	76.6	6.3	4	4.06	4	0.89
Logistical services (registration, IPDET Secretariat support, etc.)	64	95.3	0	3	4.61	5	0.58
Extracurricular activities (weekend events such as tours, boat rides, etc.)	59	96.6	0	9	4.58	5	0.56

Table D3: Good Practices and Recommendations for Improvement

Overall rating	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]
To what degree did IPDET meet your expectations overall?	68	92.6	0	1	4.31	4	0.61

Would you recommend Week 3's program to a colleague?	Frequency	Percent
Yes	65	95.6
No	1	1.5
Not sure	2	2.9
Total response	68	100

Would you return for additional training?	Frequency	Percent
Yes	49	76.6
No	2	3.1
Not sure	13	20.3
Total response	64	100

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)

Table D4: Benefits

What did you find useful about the course?	Frequency	Percent
Instructional Approach: group work, simulation exercises, theory based, case studies, discussions, focus groups	25	33.8
Course content: theory based education, evaluation of the policy cycle, international joint evaluation, capacity development in evaluation, quantitative analysis 1 & 2	17	23.0
Workshops: week 4 workshop, private sector, relevant to evaluation contexts	9	12.2
Networking	7	9.5
Facilitators: highly qualified and experienced	7	9.5
Instructional materials: good materials, provision of books	4	5.4
Quality of participants	2	2.7
Extra curricular activities	1	1.4
Wrapped everything together	1	1.4
Every organization should conduct self-evaluation	1	1.4
Total response units (ideas expressed)	**74**	**100.0**

Table D5: Drawbacks

What did you find least useful about the course?	Frequency	Percent
Course content: policy cycle evaluation, dictionary definitions, evaluation community development initiatives, duplication of subject matter	9	40.9
Time: Limited for some workshops	5	22.7
Instructional approach: small group work, no plenary for the first 2 weeks	5	22.7
Swipe cards	1	4.5
Living outside residence	1	4.5
Late arrival of course material	1	4.5
Total response units (ideas expressed)	**22**	**100.0**

Table D6: Projected improvements

What are suggestions for improvements to enhance the effectiveness and usefulness of the course?	Frequency	Percent
Time: Improve on time allocation, 1½ days too tight, participatory monitoring 3 days, two sessions a year	13	29.5
Workshop delivery: Week 4 slow, lesser work in a week, workshop course pack in a CD, Electronic versions to be distributed, change sequence – theory and broad perspective come first	12	27.3
Presentation skills: more training for some facilitators	8	18.2
Application: Participants to have brought case studies, participants to conduct CBA	7	15.9
Perfect	2	4.5
Graduation: To be held after all workshops	1	2.3
Evaluation awareness: Create country chapters of IPDET	1	2.3
Total response units (ideas expressed)	**44**	**100.0**

Table D7: Future training or services

What type of future training or services in evaluation would you like to see offered by IPDET?	Frequency	Percent
Training		
Content: evaluation and international trade, policy analysis, gender, case studies, statistics, writing TORs, how to evaluate budget implementation	17	73.9
Website with E-learning materials, intranet, list server	3	13.0
Location: training in developing countries, joint country evaluation	2	8.7
Visit to some on going projects	1	4.3
Total response units (ideas expressed)	**23**	**100.0**
Services		
Internship, consultancy in Monitoring & Evaluation	3	37.5
Advisory	2	25
Money for book transportation	1	12.5
Arrangement for receiving participants from the airport	1	12.5
Less services for less tuition	1	12.5
Total response units (ideas expressed)	**8**	**100.0**
Other		
Better accommodation	1	100.0
Total response units (ideas expressed)	**1**	**100.0**

Table D8: General

General comments and recommendations	Frequency	Percent
Accolades: good program, well organized, excellent	22	64.7
Logistics: Too luxurious, over spending- remember we are dealing with poverty alleviation efforts, Cheaper tuition to accommodate more participants	5	14.7
Provide information early January, follow up on the course	2	5.9
Course material: material on CD (sell at reasonable price)	2	5.9
Networking	2	5.9
Version of the course in other international languages	1	2.9
Total response units (ideas expressed)	**34**	**100.0**

Appendix E. Workshop Ratings: I–a. Qualitative Methods and Analysis for Development Evaluation
(Level I) *Michael Q. Patton*

Table E1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	21	90.5	0	0	4.57	5	0.68	4.25
Extent to which you have acquired information that is new to you	21	95.2	0	0	4.57	5	0.60	4.08
Focus of this activity on what you specifically needed to learn	21	95.2	4.8	0	4.57	5	0.75	4.03
Extent to which content of this activity matched the announced objectives	21	85.7	4.8	0	4.57	5	0.87	4.17
Overall usefulness of this workshop	20	90.0	0	0	4.75	5	0.64	4.25
Other criteria or comments	5	100.0	0	2	5.00	5	0	4.31
Comments:								
Empowering, beautiful presentations, clarity and knowledge, very useful material provided, readable, the workshop time could be increased – more useful, constructive stories.								

Table E2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	21	95.2	0	0	4.71	5	0.56	4.18
Question and answer sessions with the full group of participants	21	95.2	0	0	4.81	5	0.51	4.22
Usefulness of the examples	21	95.2	4.8	0	4.76	5	0.70	4.24
Usefulness of the training materials	20	85.0	0	0	4.55	5	0.76	4.21
Objectivity of the presentation	21	90.5	0	0	4.57	5	0.68	4.22
Logical progression of the workshop	21	81.0	4.8	0	4.33	5	0.91	4.15
Pacing of the workshop	21	90.5	4.8	0	4.48	5	0.81	3.94
Small group activities	21	90.5	0	0	4.62	5	0.67	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table E3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	21	100.0	0	0	4.71	5	0.46	4.29
Willingness to share knowledge and skills	21	95.2	0	0	4.62	5	0.59	4.21
Different views and perspectives about evaluation	21	90.5	0	0	4.24	4	0.63	4.02
Different levels of knowledge and skills	19	78.9	0	0	4.11	4	0.74	4.04
Diverse experiences from all over the world	21	90.5	4.8	0	4.33	5	0.80	4.21
Interest in building liaisons and partnerships	19	63.2	0	2	4.05	5	0.91	3.89

Table E4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	21	100.0	0	0	4.90	5	0.30	4.56
Methodological knowledge and skills	21	100.0	0	0	4.90	5	0.30	4.54
Presentation skills	21	95.2	0	0	4.76	5	0.54	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	21	95.2	0	0	4.81	5	0.51	4.30
Ability to analyze various participant comments and provide meaningful feedback	21	95.2	0	0	4.86	5	0.48	4.34
Ability to manage the diverse needs and interests of various participants	21	95.2	0	0	4.86	5	0.48	4.24

Strengths: Vast experience, intuitive knowledge (8), excellent presentations (11), strong communicator (3), rich storytelling, salient examples (5), balances of theory and exercises, knowledgeable on qualitative methods (2). **Improvements:** A little bit sensitivity to international nature of the group (e.g. not to make reference to Africa as a homogeneous continent (1), consider power point presentation (2), need to consider quantitative approach, give more hands-on exercises, improve pace of lecture.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table E5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Content: Lessons learned from classics, qualitative techniques, linking monitoring to quantitative analysis	8	40.0
Presentation: Use of situational examples, stories, use of groups to solve qualitative evaluation problems, very focused in depth discussions, examples used to explain concepts and theory	12	60.0
Total response units (ideas expressed)	**20**	**100.0**

Table E6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Group work	1	14.3
Limited time	5	71.4
Lengthy discussions on evaluation checklists	1	14.3
Total response units (ideas expressed)	**7**	**100.0**

Table E7: Other comments and suggestions

	Frequency	Percent
Time: spend more time with him, more time to be spent on application of qualitative evaluation	5	50.0
Presentation Skills: Immense practical experience, and the use of examples to illustrate a point	2	20.0
Overall satisfaction: best IPDET workshop, excellent instructor	3	30.0
Total response units (ideas expressed)	**10**	**100.0**

Appendix F. Workshop Ratings: I–b. Designing and Building Monitoring and Evaluation Systems
(Levels I & II) *Ray C. Rist*

Table F1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	40	92.5	0	0	4.65	5	0.62	4.25
Extent to which you have acquired information that is new to you	40	70.0	12.5	0	3.88	4	1.07	4.08
Focus of this activity on what you specifically needed to learn	39	92.3	0	0	4.38	4	0.63	4.03
Extent to which content of this activity matched the announced objectives	40	97.5	0	0	4.60	5	0.55	4.17
Overall usefulness of this workshop	39	94.9	0	0	4.59	5	0.60	4.25
Other criteria or comments	8	87.5	0	6	4.63	5	0.74	4.31
Comments:								
Need for more time (at least 5 days), more on model, issues of structure and staff placement in monitoring and evaluation. Very compelling and interesting, the use of real world examples, delivery of complex and extensive information.								

Table F2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	40	97.5	0	0	4.60	5	0.55	4.18
Question and answer sessions with the full group of participants	40	95.0	0	0	4.33	4	0.57	4.22
Usefulness of the examples	40	92.5	0	0	4.38	4	0.63	4.24
Usefulness of the training materials	40	97.5	0	0	4.50	5	0.56	4.21
Objectivity of the presentation	39	97.4	0	0	4.54	5	0.56	4.22
Logical progression of the workshop	40	92.5	0	0	4.55	5	0.64	4.15
Pacing of the workshop	39	92.3	2.6	0	4.26	4	0.68	3.94
Small group activities	40	82.5	2.5	0	4.15	4	0.77	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table F3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	40	87.5	0	0	4.38	5	0.71	4.29
Willingness to share knowledge and skills	40	82.5	2.5	0	4.08	4	0.73	4.21
Different views and perspectives about evaluation	39	74.4	2.6	0	3.90	4	0.72	4.02
Different levels of knowledge and skills	40	70.0	0	0	3.90	4	0.71	4.04
Diverse experiences from all over the world	40	92.5	5.0	0	4.40	5	0.78	4.21
Interest in building liaisons and partnerships	39	79.5	2.6	0	4.03	4	0.74	3.89

Table F4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	40	100.0	0	0	4.85	5	0.36	4.56
Methodological knowledge and skills	40	100.0	0	0	4.80	5	0.41	4.54
Presentation skills	40	100.0	0	0	4.88	5	0.34	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	40	97.5	0	0	4.68	5	0.53	4.30
Ability to analyze various participant comments and provide meaningful feedback	40	100.0	0	0	4.63	5	0.49	4.34
Ability to manage the diverse needs and interests of various participants	39	97.4	0	0	4.54	5	0.56	4.24

Strengths: in depth knowledge and experience (9), excellent presentations (12), good communication skills (4), enthusiastic (3), pleasant, co-operative, could deal with diverse needs of participants, engaging participants in discussions. **Improvements:** Allocate more time (2), visits to M&E office to familiarize ourselves – real examples, more exercises (4), need to appreciate that people have different backgrounds and project training, sensitivity to cultural differences of participants, (4), more feedback on group work, faster pace to leave time for more content. Less self promotion.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table F5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: interaction and discussions, many reading materials, small group work, close assignment with job function	15	46.9
Content: case studies, practical examples, applicable, M&E designs, ten steps to RBM systems, new concepts and frameworks, performance matrix, methodology of M&E	15	46.9
Overall workshop, good and equipped participants with skills and approaches	2	6.3
Total response units (ideas expressed)	**32**	**100.0**

Table F6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Group work not useful, too many people for a workshop	3	50.0
Too much overlap with the core course	1	16.7
Lunch breaks presentations	1	16.7
Too much presentation and textbook	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

Table F7: Other comments and suggestions

	Frequency	Percent
Overall concerns: further publicity of the course, include a little discussion on planning, invite more participants from SADCC in Africa	4	33.3
Time: more time needed, shorten the course	3	25.0
Networking: interaction with participants from different countries and sharing of experiences	2	16.7
Workshop attendants should also attend core course for continuity, maximum number of participants (20-24)	1	8.3
Course will help improve understanding and application of M&E functions in my work	1	8.3
Emphasise on how to apply a management system to support a results based M&E	1	8.3
Total response units (ideas expressed)	**12**	**100.0**

Appendix G. Workshop Ratings: I–c. World Bank Country, Sector, and Project Evaluation Approaches
(Levels I & II) *John Heath and John Johnson*

Table G1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	14	57.1	0	1	3.79	3	0.80	4.25
Extent to which you have acquired information that is new to you	15	73.3	0	0	4.00	4	0.76	4.08
Focus of this activity on what you specifically needed to learn	15	66.7	0	0	3.73	4	0.59	4.03
Extent to which content of this activity matched the announced objectives	14	85.7	7.1	1	3.86	4	0.66	4.17
Overall usefulness of this workshop	15	73.3	0	0	3.80	4	0.56	4.25
Other criteria or comments	2	50.0	0	2	4.00	3	1.41	4.31
Comments:								
Preparations for presentations								

Table G2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	14	57.1	7.1	0	3.64	4	0.84	4.18
Question and answer sessions with the full group of participants	14	78.6	0	0	4.00	4	0.68	4.22
Usefulness of the examples	14	60.0	0	0	3.73	4	0.70	4.24
Usefulness of the training materials	15	73.3	13.3	0	3.87	4	0.99	4.21
Objectivity of the presentation	14	50.0	0	0	3.57	3	0.85	4.22
Logical progression of the workshop	14	64.3	14.3	0	3.57	4	0.85	4.15
Pacing of the workshop	14	71.4	0	0	3.86	4	0.66	3.94
Small group activities	14	80.0	0	0	4.00	4	0.66	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table G3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	14	85.7	0	0	4.21	4	0.70	4.29
Willingness to share knowledge and skills	15	100.0	0	0	4.40	4	0.51	4.21
Different views and perspectives about evaluation	14	80.0	0	0	4.07	4	0.62	4.02
Different levels of knowledge and skills	15	85.7	0	0	3.93	4	0.59	4.04
Diverse experiences from all over the world	15	86.7	0	0	4.13	4	0.64	4.21
Interest in building liaisons and partnerships	15	46.7	13.3	0	3.60	3	1.06	3.89

Table G4a: Presenter *John Heath*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	15	80.0	0	0	4.07	4	0.70	4.56
Methodological knowledge and skills	15	73.3	0	0	3.87	4	0.64	4.54
Presentation skills	15	26.7	46.7	0	2.87	2	1.19	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	15	46.7	46.7	0	3.13	2	1.19	4.30
Ability to analyze various participant comments and provide meaningful feedback	15	33.3	46.7	0	2.93	2	1.03	4.34
Ability to manage the diverse needs and interests of various participants	14	28.6	50.0	0	2.79	2	0.89	4.24
Strengths: Interesting quizzes, good experience (3), knowledge of evaluation (2) **Improvements:** Need to improve on presentation skills as a facilitator (4), provide more in depth answers and discussion (3), give more concrete examples								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table G4b: Presenter *John Johnson*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	15	100.0	0	0	4.53	5	0.52	4.56
Methodological knowledge and skills	15	100.0	0	0	4.47	4	0.52	4.54
Presentation skills	15	93.3	0	0	4.27	4	0.59	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	15	86.7	0	0	4.27	4	0.70	4.30
Ability to analyze various participant comments and provide meaningful feedback	15	100.0	0	0	4.53	5	0.52	4.34
Ability to manage the diverse needs and interests of various participants	14	85.7	0	0	4.14	4	0.66	4.24
Strengths: experienced trainer (3), good presentation of different issues and thoughtful responses to class discussion (3), gave concrete examples, willingness to considers others views. **Improvements:** Need to focus, design practical exercises, prepare more case studies well in advance, more relevant examples and draw from underdeveloped countries								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table G5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Content: Target on the World bank was good, country study evaluation, good quality, mechanism of the World Bank, CAEs, World Bank evaluation methods	8	66.7
Presentation: Methodology of OED, practical exposure and examples	3	25.0
Networking: Interaction among participants	1	8.3
Total response units (ideas expressed)	**12**	**100.0**

Table G6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Content: Examples, not enough to the specifics of country, sector, not having power points distributed	4	57.1
How the World Bank views the world	1	14.3
Breakout sessions	1	14.3
Confrontational approaches	1	14.3
Total response units (ideas expressed)	**7**	**100.0**

Table G7: Other comments and suggestions

	Frequency	Percent
Overall organization excellent	2	50.0
More practical examples	1	25.0
Disseminate more information about the World Bank OED activities, more material on-line	1	25.0
Total response units (ideas expressed)	**4**	**100.0**

Appendix H. Workshop Ratings: I–d. Designing Impact Evaluations Under Budget, Time and Data Constraints
(Level II) *Michael Bamberger*

Table H1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	18	94.4	0	0	4.50	5	0.62	4.25
Extent to which you have acquired information that is new to you	16	87.5	6.3	0	4.19	4	0.83	4.08
Focus of this activity on what you specifically needed to learn	17	88.2	0	0	4.18	4	0.64	4.03
Extent to which content of this activity matched the announced objectives	18	94.4	5.6	0	4.39	5	0.78	4.17
Overall usefulness of this workshop	17	94.1	5.9	0	4.29	4	0.77	4.25
Other criteria or comments	5	100.0	0	1	4.60	5	0.55	4.31
Comments:								
Examples drawn from real experiences, more time for the exercises, to have better classroom participation, excellent								

Table H2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	18	72.2	5.6	0	4.00	4	0.91	4.18
Question and answer sessions with the full group of participants	17	70.6	5.9	0	4.06	5	0.97	4.22
Usefulness of the examples	18	83.3	0	0	4.50	5	0.79	4.24
Usefulness of the training materials	18	94.4	0	0	4.44	5	0.62	4.21
Objectivity of the presentation	17	100.0	0	0	4.53	5	0.51	4.22
Logical progression of the workshop	18	94.4	0	0	4.44	5	0.62	4.15
Pacing of the workshop	18	61.1	11.1	0	3.72	4	0.96	3.94
Small group activities	17	64.7	11.8	0	3.59	4	0.80	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table H3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	18	83.3	0	0	4.11	4	0.68	4.29
Willingness to share knowledge and skills	18	88.9	0	0	4.11	4	0.58	4.21
Different views and perspectives about evaluation	18	83.3	0	0	3.94	4	0.54	4.02
Different levels of knowledge and skills	18	83.3	5.6	0	3.78	4	0.55	4.04
Diverse experiences from all over the world	17	100.0	0	0	4.12	4	0.33	4.21
Interest in building liaisons and partnerships	17	64.7	0	1	3.65	4	0.49	3.89

Table H4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	18	100.0	0	0	4.94	5	0.24	4.56
Methodological knowledge and skills	16	100.0	0	0	4.94	5	0.25	4.54
Presentation skills	18	66.7	5.6	0	3.89	4	0.90	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	18	77.8	5.6	0	4.06	4	0.87	4.30
Ability to analyze various participant comments and provide meaningful feedback	18	77.8	0	0	4.28	5	0.83	4.34
Ability to manage the diverse needs and interests of various participants	16	81.3	0	1	4.25	5	0.76	4.24
Strengths: Clear expectations and good range of examples, knowledgeable and experienced (8), systematic approach, **Improvements:** more concise presentation, improve on presentation skills, more time for survey statistics, more discussions (3)								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table H5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: Group work, hands on, step approach, real world examples, training material	11	84.6
Content: Conceptual and textual knowledge	2	15.4
Total response units (ideas expressed)	**13**	**100.0**

Table H6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Case study too open, small group exercises	4	66.7
Time too short, information overload	2	33.3
Total response units (ideas expressed)	**6**	**100.0**

Table H7: Other comments and suggestions

	Frequency	Percent
More time, exercises, more time for workshops and groups	4	66.6
Reorganize the module (at least 5 -6 sessions-max)	1	16.7
Thank you to the presenter	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

Appendix I. Workshop Ratings: II–a. Designing and Conducting Small-Scale Surveys
(Levels I & II) *Sukai Prom-Jackson and Jeanne Lafortune*

Table I1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	19	73.7	10.5	0	3.95	4	0.97	4.25
Extent to which you have acquired information that is new to you	19	47.4	5.3	0	3.53	3	0.77	4.08
Focus of this activity on what you specifically needed to learn	19	63.2	15.8	0	3.58	4	0.90	4.03
Extent to which content of this activity matched the announced objectives	19	47.4	15.8	0	3.42	3	0.90	4.17
Overall usefulness of this workshop	18	55.6	0	1	3.67	3	0.69	4.25
Other criteria or comments	2	50.0	50.0	2	3.50	2	2.12	4.31
Comments:								
Allocate time for workshops, excellent teachers								

Table I2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	19	78.9	0	0	4.05	4	0.71	4.18
Question and answer sessions with the full group of participants	19	68.4	5.3	0	3.84	4	0.83	4.22
Usefulness of the examples	18	66.7	5.6	1	3.89	4	0.90	4.24
Usefulness of the training materials	19	78.9	0	0	4.00	4	0.67	4.21
Objectivity of the presentation	18	88.9	0	0	4.11	4	0.58	4.22
Logical progression of the workshop	18	61.1	16.7	0	3.56	4	0.92	4.15
Pacing of the workshop	19	36.8	15.8	0	3.32	3	0.89	3.94
Small group activities	19	15.8	31.6	0	2.79	3	0.79	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table I3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	19	89.5	0	0	4.32	4	0.67	4.29
Willingness to share knowledge and skills	19	94.7	0	0	4.42	4	0.61	4.21
Different views and perspectives about evaluation	19	68.4	5.3	0	3.95	4	0.91	4.02
Different levels of knowledge and skills	19	78.9	0	0	4.11	4	0.74	4.04
Diverse experiences from all over the world	17	76.5	5.9	0	4.24	5	0.97	4.21
Interest in building liaisons and partnerships	18	55.6	5.6	1	3.78	3	0.94	3.89

Table I4a: Presenter *Sukai Prom-Jackson*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	19	94.7	0	0	4.47	5	0.61	4.56
Methodological knowledge and skills	19	84.2	0	0	4.32	5	0.75	4.54
Presentation skills	19	68.4	0	0	3.95	4	0.78	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	19	63.2	0	0	4.05	5	0.91	4.30
Ability to analyze various participant comments and provide meaningful feedback	19	68.4	0	0	4.11	5	0.88	4.34
Ability to manage the diverse needs and interests of various participants	17	76.5	0	0	4.12	4	0.78	4.24
Strengths: Thorough knowledge of the subject matter (5), practical experience (2), presentation skills are great (3) **Improvements:** Be more focused (4), improve on statistical concepts, pacing of workshop, increase the time								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table I4b: Presenter *Jeanne Lafortune*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	14	78.6	0	2	4.07	4	0.73	4.56
Methodological knowledge and skills	16	87.5	0	0	4.31	4	0.70	4.54
Presentation skills	16	81.3	0	0	4.13	4	0.72	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	16	75.0	0	0	4.00	4	0.73	4.30
Ability to analyze various participant comments and provide meaningful feedback	16	81.3	0	0	4.13	4	0.72	4.34
Ability to manage the diverse needs and interests of various participants	13	69.2	0	0	4.00	4	0.82	4.24
Strengths: knowledgeable and technically able (7), very good presentations with examples (3) **Improvements:** time, practice in teaching, more teaching skills								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table I5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: examples from other programs, practical examples, provision of material, lectures and discussions	6	50.0
Content: sampling designs, management and design of survey	6	50.0
Total response units (ideas expressed)	**12**	**100.0**

Table I6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Content: Some materials were not very useful, project management, practically conducting the survey, sample size determination, too much emphasis on randomized experimental survey	6	50.0
Time: too short, broad coverage of evaluation design and statistics	3	25.0
Group work	3	25.0
Total response units (ideas expressed)	**12**	**100.0**

Table I7: Other comments and suggestions

	Frequency	Percent
Thank you, very experienced in survey design	2	66.7
We could have developed cases to allow focus on survey design	1	33.3
Total response units (ideas expressed)	**3**	**100.0**

Appendix J. Workshop Ratings: II–b. Using Mixed Methods for Development Evaluations
(Level I) *Penny Hawkins*

Table J1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	23	78.3	4.3	0	4.13	4	0.87	4.25
Extent to which you have acquired information that is new to you	23	43.5	17.4	0	3.48	3	1.16	4.08
Focus of this activity on what you specifically needed to learn	23	52.2	13.0	0	3.61	3	1.12	4.03
Extent to which content of this activity matched the announced objectives	23	60.9	8.7	0	3.70	4	0.88	4.17
Overall usefulness of this workshop	22	68.2	18.2	0	3.64	4	1.23	4.25
Other criteria or comments	5	100.0	0	1	4.20	4	0.45	4.31
Comments:								
It was participatory and interactive, more details on various methods, more classroom interaction, need to have the same level of participants								

Table J2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	22	45.5	22.7	0	3.23	3	1.23	4.18
Question and answer sessions with the full group of participants	23	69.6	17.4	0	3.57	4	1.12	4.22
Usefulness of the examples	21	71.4	9.5	0	3.76	4	1.14	4.24
Usefulness of the training materials	23	65.2	4.3	0	3.96	5	0.93	4.21
Objectivity of the presentation	23	65.2	4.3	0	3.87	4	1.01	4.22
Logical progression of the workshop	23	47.8	17.4	0	3.52	3	1.04	4.15
Pacing of the workshop	22	50.0	18.2	0	3.55	3	1.06	3.94
Small group activities	22	72.7	9.1	0	4.00	5	1.13	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table J3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	23	78.3	4.3	0	4.00	4	0.80	4.29
Willingness to share knowledge and skills	23	87.0	4.3	0	4.00	4	0.85	4.21
Different views and perspectives about evaluation	23	78.3	0	0	4.09	4	0.73	4.02
Different levels of knowledge and skills	23	91.3	0	0	4.22	4	0.60	4.04
Diverse experiences from all over the world	23	100.0	0	0	4.43	4	0.51	4.21
Interest in building liaisons and partnerships	23	82.6	4.3	0	4.13	4	0.82	3.89

Table J4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	23	87.0	0	0	4.35	5	0.71	4.56
Methodological knowledge and skills	21	81.0	4.8	0	4.19	5	0.87	4.54
Presentation skills	22	54.5	22.7	0	3.41	4	1.10	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	23	73.9	8.7	0	4.09	5	1.00	4.30
Ability to analyze various participant comments and provide meaningful feedback	23	69.6	4.3	0	4.04	5	1.07	4.34
Ability to manage the diverse needs and interests of various participants	23	60.9	8.7	0	3.78	3	1.09	4.24

Strengths: use of group discussions and presentations (4) knowledge and experience (5) interacts well with participants (1) Confident, simple, down to earth, people oriented (2) **Improvements:** consideration for those new in the field of evaluation, layout of presentation material (3), avoid repetition of content material, more case studies especially from developing countries, pace up presentations, practical examples, re-evaluate team activity, improve on communication skills and teaching methods

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table J5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: group work, discussions, using mixed methods in different contexts, case studies	15	71.4
Content: Theory of evaluation, philosophical issues of mixed methods, material provision was great	6	28.6
Total response units (ideas expressed)	**21**	**100.0**

Table J6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Presentation: the use of slides, textbook use, follow up, theoretical introduction too long, much time devoted to setting the team activity, group work exercise was too long	9	81.8
Content: similar to RWE, repetition of data collection methods, theories about different paradigms	2	18.2
Total response units (ideas expressed)	**11**	**100.0**

Table J7: Other comments and suggestions

	Frequency	Percent
Content material: Review of the workbook, avoid repetition, more reading material	3	23.1
Time: at least 3 days, at the beginning of the week, more time to choose a method set	3	23.1
Practical examples of case studies needed	2	15.4
Participant attendance to core courses should be emphasized	1	7.7
Classify participants according to interests	1	7.7
Have not added anything new	1	7.7
Theme of workshop very important	1	7.7
Teaching methodology is weak	1	7.7
Total response units (ideas expressed)	**13**	**100.0**

Appendix K. Workshop Ratings: II–c. Promoting an Evaluation Culture in Your Organization
(Level II) *Terry Smutylo*

Table K1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	14	71.4	7.1	0	4.21	5	1.05	4.25
Extent to which you have acquired information that is new to you	14	78.6	7.1	0	4.00	4	0.88	4.08
Focus of this activity on what you specifically needed to learn	14	64.3	14.3	0	3.79	4	1.05	4.03
Extent to which content of this activity matched the announced objectives	14	71.4	7.1	0	4.00	4	0.96	4.17
Overall usefulness of this workshop	14	85.7	7.1	0	4.07	4	0.83	4.25
Other criteria or comments	1	100.0	0	5	4.00	4	0	4.31

Comments:

The facilitator was fabulous, the workshop needs some improvements

Table K2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	14	78.6	14.3	0	4.00	5	1.24	4.18
Question and answer sessions with the full group of participants	14	85.7	0	0	4.21	4	0.70	4.22
Usefulness of the examples	14	78.6	0	0	4.29	5	0.83	4.24
Usefulness of the training materials	14	71.4	0	0	4.07	4	0.83	4.21
Objectivity of the presentation	14	78.6	7.1	0	4.14	5	0.95	4.22
Logical progression of the workshop	14	71.4	7.1	0	4.00	4	0.96	4.15
Pacing of the workshop	14	78.6	14.3	0	3.93	4	1.00	3.94
Small group activities	13	76.9	15.4	0	4.31	5	1.18	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table K3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	14	85.7	7.1	0	4.14	4	0.86	4.29
Willingness to share knowledge and skills	14	85.7	7.1	0	4.00	4	0.78	4.21
Different views and perspectives about evaluation	13	69.2	7.7	0	3.85	4	0.90	4.02
Different levels of knowledge and skills	14	78.6	0	0	4.14	4	0.77	4.04
Diverse experiences from all over the world	14	78.6	7.1	0	4.00	4	0.88	4.21
Interest in building liaisons and partnerships	14	64.3	7.1	0	3.71	4	0.83	3.89

Table K4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	14	100.0	0	0	4.86	5	0.36	4.56
Methodological knowledge and skills	14	92.9	0	0	4.79	5	0.58	4.54
Presentation skills	14	92.9	7.1	0	4.50	5	0.86	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	14	92.9	7.1	0	4.43	5	0.85	4.30
Ability to analyze various participant comments and provide meaningful feedback	14	92.9	7.1	0	4.36	5	0.84	4.34
Ability to manage the diverse needs and interests of various participants	14	92.9	7.1	0	4.36	5	0.84	4.24

Strengths: Gives vast examples, a mentor, knowledge and repertoire, engaging participants and responding to their needs. **Improvements:** provide more literature and case experiences, more class control so that the discussions stay focused.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table K5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Participants gains: developing and trying out (applying) skills and knowledge attained, how to help senior managers appreciate the relevance and importance of evaluation	6	40.0
Presentation: practical approach, exercises and group work	4	26.7
Content: Material very educative, concept of outcome mapping, main theme of the workshop – promoting evaluation culture	4	26.7
Networking: sharing of different experiences with other participants	1	6.7
Total response units (ideas expressed)	**15**	**100.0**

Table K6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Presentation: the use of overheads	3	75.0
Time: too short for sessions	1	25.0
Total response units (ideas expressed)	**4**	**100.0**

Table K7: Other comments and suggestions

	Frequency	Percent
Consider each country's economic level when determining fees	1	25.0
Visit Monitoring & Evaluation setting in Canada	1	25.0
Move the training to developing countries	1	25.0
Allow more time for this workshop (consider 3 days)	1	25.0
Total response units (ideas expressed)	**4**	**100.0**

Appendix L. Workshop Ratings: II–d. Theory-Based Evaluation in Development
(Levels I & II) *Frans L. Leeuw*

Table L1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	22	72.7	4.5	1	4.09	5	0.92	4.25
Extent to which you have acquired information that is new to you	23	91.3	4.3	0	4.30	4	0.77	4.08
Focus of this activity on what you specifically needed to learn	22	68.2	4.5	1	3.91	4	0.87	4.03
Extent to which content of this activity matched the announced objectives	22	81.8	4.5	1	3.91	4	0.68	4.17
Overall usefulness of this workshop	23	82.6	4.3	0	4.00	4	0.74	4.25
Other criteria or comments	2	100.0	0	2	4.00	4	0	4.31
Comments:								
Thought provoking, will help bring rigor to my work, trainer highly committed and passionate								

Table L2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	23	82.6	4.3	0	4.04	4	0.77	4.18
Question and answer sessions with the full group of participants	23	69.6	0	0	3.87	4	0.69	4.22
Usefulness of the examples	23	56.5	4.3	0	3.57	4	0.84	4.24
Usefulness of the training materials	23	78.3	4.3	0	3.83	4	0.65	4.21
Objectivity of the presentation	23	60.9	4.3	0	3.61	4	0.66	4.22
Logical progression of the workshop	23	65.2	8.7	0	3.70	4	0.82	4.15
Pacing of the workshop	23	60.9	4.3	0	3.78	4	0.85	3.94
Small group activities	23	47.8	8.7	0	3.43	3	0.90	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table L3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	23	95.7	0	0	4.26	4	0.54	4.29
Willingness to share knowledge and skills	23	91.3	0	0	4.17	4	0.58	4.21
Different views and perspectives about evaluation	23	82.6	0	0	4.09	4	0.67	4.02
Different levels of knowledge and skills	22	68.2	0	0	3.91	4	0.75	4.04
Diverse experiences from all over the world	22	81.8	0	0	4.09	4	0.68	4.21
Interest in building liaisons and partnerships	23	60.9	4.3	0	3.74	4	0.81	3.89

Table L4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	23	87.0	4.3	0	4.30	5	0.82	4.56
Methodological knowledge and skills	22	95.5	4.5	0	4.55	5	0.74	4.54
Presentation skills	23	78.3	8.7	0	4.09	4	0.95	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	23	87.0	4.3	0	4.35	5	0.83	4.30
Ability to analyze various participant comments and provide meaningful feedback	23	91.3	0	0	4.30	5	0.64	4.34
Ability to manage the diverse needs and interests of various participants	22	68.2	0	0	3.95	4	0.79	4.24

Strengths: enthusiasm, entertain with knowledge, depth of knowledge, dynamic presenter, combines academic and practical experience, speech quality and has ability to train adults. **Improvements:** more time needed, make copies available, there has to be less focus on criminal system, improve the structure of the workshop, slow on the pace of the presentation and logical sequencing.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table L5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Content: new subject and therefore the concepts are useful, thought provoking on fundamental issues of evaluation, exposure to different perspectives, good conceptual basis, systematic review of research	11	78.6
Presentation: engaging discussions, theoretical input and practical examples	2	14.3
Networking: Interaction with seasoned participants with diverse experiences	1	7.1
Total response units (ideas expressed)	**14**	**100.0**

Table L6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Presentation: No detailed explanation of theories, using less concrete examples, some of the excursions, small group work, examples are quasi-clinical	7	53.8
Content: Content application in the context of developing countries (no capacity for most developing governments), the use of overheads, materials were not didactically prepared, very theoretical and conceptual	5	38.5
Time: too much information and less time	1	7.7
Total response units (ideas expressed)	**13**	**100.0**

Table L7: Other comments and suggestions

	Frequency	Percent
Use one example to find the solution	1	33.3
Provide more information on reference material	1	33.3
There is need to assess the level of experience of participants (groups' experience and knowledge vary)	1	33.3
Total response units (ideas expressed)	**3**	**100.0**

Appendix M. Workshop Ratings: III–a. Quantitative Data Analysis, Part I
(Level I) *Gene Swimmer*

Table M1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	18	77.8	11.1	0	3.94	4	0.94	4.25
Extent to which you have acquired information that is new to you	18	77.8	5.6	0	4.06	4	0.87	4.08
Focus of this activity on what you specifically needed to learn	18	88.9	0	0	4.17	4	0.62	4.03
Extent to which content of this activity matched the announced objectives	17	88.2	0	1	4.24	4	0.66	4.17
Overall usefulness of this workshop	18	94.4	0	0	4.39	4	0.61	4.25
Other criteria or comments	4	100.0	0	1	4.25	4	0.50	4.31
Comments:								
More practical interpretation of statistical concepts, use of simpler language to explain concepts, more time to be allocated to this workshop, excellent presenter.								

Table M2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	18	94.4	0	0	4.39	4	0.61	4.18
Question and answer sessions with the full group of participants	18	88.9	5.6	0	4.11	4	0.76	4.22
Usefulness of the examples	18	94.4	0	0	4.44	5	0.62	4.24
Usefulness of the training materials	18	88.9	0	0	4.28	4	0.67	4.21
Objectivity of the presentation	18	94.4	0	0	4.44	5	0.62	4.22
Logical progression of the workshop	18	100.0	0	0	4.44	4	0.51	4.15
Pacing of the workshop	17	70.6	5.9	0	3.88	4	1.05	3.94
Small group activities	11	72.7	18.2	7	3.73	4	1.27	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table M3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	17	88.2	0	1	4.29	4	0.69	4.29
Willingness to share knowledge and skills	17	76.5	0	1	3.94	4	0.66	4.21
Different views and perspectives about evaluation	13	53.8	7.7	5	3.54	4	0.78	4.02
Different levels of knowledge and skills	15	60.0	13.3	3	3.73	4	1.03	4.04
Diverse experiences from all over the world	15	66.7	0	3	4.07	5	0.88	4.21
Interest in building liaisons and partnerships	16	50.0	6.3	2	3.63	3	0.89	3.89

Table M4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	16	87.5	0	1	4.38	5	0.72	4.56
Methodological knowledge and skills	18	100.0	0	0	4.61	5	0.50	4.54
Presentation skills	18	94.4	0	0	4.50	5	0.62	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	17	76.5	5.9	1	4.12	5	0.93	4.30
Ability to analyze various participant comments and provide meaningful feedback	18	94.4	0	0	4.28	4	0.58	4.34
Ability to manage the diverse needs and interests of various participants	16	81.3	0	0	4.25	5	0.78	4.24
Strengths: systematic presentations (3), knowledgeable, skilled and technically strong (7). **Improvements:** interpret in more practical language, time too short, slow the pace during presentations, cater for people with backgrounds in statistics (too basic for some participants), give more practical examples.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table M5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
All most everything was useful	4	36.4
Presentation: Clear and simple explanations, using computers, practical examples	4	36.4
Content: The use of SPSS, excellent content for the inexperienced participants (statistics)	3	27.3
Total response units (ideas expressed)	**11**	**100.0**

Table M6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Time: less time for exercises, too short for content, more time for the workshop (2 days)	3	60.0
Presentation: Not sharing experiences, quick delivery for a complex topic	2	40.0
Total response units (ideas expressed)	**5**	**100.0**

Table M7: Other comments and suggestions

	Frequency	Percent
Time factor – short	5	83.3
Have the advanced level of the content for those with statistical background	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

Appendix N. Workshop Ratings: III–b. Evaluating Mine Action Programs
(Level II) *Ted Paterson*

Table N1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	7	100.0	0	0	4.57	5	0.54	4.25
Extent to which you have acquired information that is new to you	7	85.7	0	0	4.14	4	0.69	4.08
Focus of this activity on what you specifically needed to learn	7	100.0	0	0	4.57	5	0.54	4.03
Extent to which content of this activity matched the announced objectives	7	100.0	0	0	4.29	4	0.49	4.17
Overall usefulness of this workshop	7	100.0	0	0	4.71	5	0.49	4.25
Other criteria or comments	0	0	0	2	0	0	0	4.31
Comments:								
More time and widen the program								

Table N2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	7	85.7	0	0	4.43	5	0.79	4.18
Question and answer sessions with the full group of participants	7	100.0	0	0	4.71	5	0.49	4.22
Usefulness of the examples	7	85.7	0	0	4.57	5	0.79	4.24
Usefulness of the training materials	7	85.7	0	0	4.57	5	0.79	4.21
Objectivity of the presentation	7	85.7	0	0	4.57	5	0.79	4.22
Logical progression of the workshop	7	85.7	0	0	4.43	5	0.79	4.15
Pacing of the workshop	7	71.4	0	0	4.29	5	0.95	3.94
Small group activities	7	100.0	0	0	4.57	5	0.54	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table N3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	7	100.0	0	0	4.43	4	0.54	4.29
Willingness to share knowledge and skills	7	100.0	0	0	4.43	4	0.54	4.21
Different views and perspectives about evaluation	6	66.7	16.7	0	3.50	4	0.84	4.02
Different levels of knowledge and skills	7	57.1	0	0	3.57	4	0.54	4.04
Diverse experiences from all over the world	7	71.4	0	0	3.71	4	0.49	4.21
Interest in building liaisons and partnerships	7	71.4	0	0	4.14	5	0.90	3.89

Table N4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	7	100.0	0	1	4.71	5	0.49	4.56
Methodological knowledge and skills	7	100.0	0	0	4.71	5	0.49	4.54
Presentation skills	7	85.7	0	0	4.43	5	0.79	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	7	100.0	5.9	0	4.71	5	0.49	4.30
Ability to analyze various participant comments and provide meaningful feedback	7	85.7	0	0	4.43	5	0.79	4.34
Ability to manage the diverse needs and interests of various participants	7	100.0	0	0	4.71	5	0.49	4.24

Strengths: Knowledgeable and experienced in evaluation of Mine Action (7) **Improvements:** Make a clear link of the workshop with Mine Action

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table N5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Content: content material provided, new perspective on monitoring and evaluation in Mine Action, evaluation and auditing – enriching knowledge	4	44.4
Presentation: Good presentation skills, provided application scenarios	4	44.4
Learning exposure – experience of MA in other countries	1	11.1
Total response units (ideas expressed)	**9**	**100.0**

Table N6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Time: less time for the workshop	3	100.0
Total response units (ideas expressed)	**3**	**100.0**

Table N7: Other comments and suggestions

	Frequency	Percent
Time factor – more required (e.g. 2 days or more), the concept or area of Mine Action is new and therefore it requires more examples and time	5	83.3
E-mail communication great and enhances discussions	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

Appendix O. Workshop Ratings: III–c. Participatory Monitoring and Evaluation
(Levels I & II) *Sulley Gariba*

Table O1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	28	75.0	7.1	0	4.14	5	0.97	4.25
Extent to which you have acquired information that is new to you	27	88.9	3.7	0	4.30	5	0.91	4.08
Focus of this activity on what you specifically needed to learn	27	74.1	3.7	0	4.04	4	0.98	4.03
Extent to which content of this activity matched the announced objectives	26	88.5	7.7	1	4.38	5	1.02	4.17
Overall usefulness of this workshop	27	88.9	7.4	0	4.37	5	1.01	4.25
Other criteria or comments	8	62.5	25.0	6	3.88	5	1.36	4.31
Comments:								
Extremely useful discussions, provision of a self- critique is essential, make readings that are more specific available								

Table O2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	28	92.9	0	0	4.50	5	0.64	4.18
Question and answer sessions with the full group of participants	28	89.3	0	0	4.36	5	0.68	4.22
Usefulness of the examples	28	85.7	3.6	0	4.29	5	0.81	4.24
Usefulness of the training materials	28	75.0	10.7	0	3.96	4	0.96	4.21
Objectivity of the presentation	27	74.1	3.7	0	4.00	4	0.96	4.22
Logical progression of the workshop	28	85.7	0	0	4.39	5	0.74	4.15
Pacing of the workshop	28	82.1	7.1	0	4.18	5	0.91	3.94
Small group activities	28	82.1	3.6	0	4.04	4	0.88	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table O3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	27	96.3	0	0	4.22	4	0.51	4.29
Willingness to share knowledge and skills	27	96.3	3.7	0	4.33	4	0.68	4.21
Different views and perspectives about evaluation	27	74.1	11.1	0	4.00	4	1.00	4.02
Different levels of knowledge and skills	26	73.1	3.8	1	4.08	5	0.89	4.04
Diverse experiences from all over the world	25	88.0	4.0	1	4.36	5	0.81	4.21
Interest in building liaisons and partnerships	27	70.4	11.1	0	3.85	4	1.06	3.89

Table O4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	27	92.6	0	0	4.67	5	0.62	4.56
Methodological knowledge and skills	27	92.6	0	0	4.70	5	0.61	4.54
Presentation skills	27	92.6	0	0	4.63	5	0.63	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	27	88.9	0	0	4.56	5	0.70	4.30
Ability to analyze various participant comments and provide meaningful feedback	27	88.9	0	0	4.56	5	0.70	4.34
Ability to manage the diverse needs and interests of various participants	24	91.7	0	0	4.50	5	0.66	4.24

Strengths: draws from a wealth of experience, clarity and ease in responding to participants' questions, precise and practical, thought provoking, mix of theoretical knowledge and practical work experience. **Improvements:** more time, more directions for the group discussions, more interactive sessions, expand more on the limitations of the methods.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table O5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: The use of case studies and reports on reforms, lecture with discussions and specific examples, illustration of content by using examples drawn from Ghana, deep practical knowledge of the presenter, very approachable and assist participants	12	60.0
Content: PM&E Process, political approach on PM&E process, conceptual framework, multiple ways of using information, emphasis on the involvement of participants - interesting	7	35.0
All of it	1	5.0
Total response units (ideas expressed)	**20**	**100.0**

Table O6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Time: limited time, scheduling	3	50.0
Not clear explanation of some of the concepts – more depth because there are different interpretations to certain concepts such as participatory	3	50.0
Total response units (ideas expressed)	**6**	**100.0**

Table O7: Other comments and suggestions

	Frequency	Percent
Increase the workshop duration because of its content	3	60.0
IPDET keep diversity of presenters – nation and continent	1	20.0
Very encouraging to read the presenters' scholarly work	1	20.0
Total response units (ideas expressed)	**5**	**100.0**

Appendix P. Workshop Ratings: III–d. Evaluating Community Development Initiatives
(Level II) *Ghazala Mansuri*

Table P1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	15	66.7	0	1	3.93	4	0.80	4.25
Extent to which you have acquired information that is new to you	16	87.5	6.3	0	4.06	4	0.77	4.08
Focus of this activity on what you specifically needed to learn	16	56.3	12.5	0	3.56	4	0.89	4.03
Extent to which content of this activity matched the announced objectives	15	66.7	6.7	0	3.67	4	0.98	4.17
Overall usefulness of this workshop	16	62.5	6.3	0	3.75	4	0.86	4.25
Other criteria or comments	4	100.0	0	0	4.25	4	0.50	4.31
Comments:								
No comments made								

Table P2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	16	81.3	0	0	3.94	4	0.57	4.18
Question and answer sessions with the full group of participants	16	62.5	0	0	3.81	4	0.75	4.22
Usefulness of the examples	16	75.0	0	0	4.06	4	0.77	4.24
Usefulness of the training materials	15	66.7	0	0	3.87	4	0.74	4.21
Objectivity of the presentation	15	66.7	0	0	3.87	4	0.74	4.22
Logical progression of the workshop	16	62.5	6.3	0	3.63	4	0.72	4.15
Pacing of the workshop	15	46.7	6.7	0	3.47	3	0.74	3.94
Small group activities	6	50.0	50.0	9	2.67	4	1.51	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table P3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	16	81.3	6.3	0	4.06	4	0.85	4.29
Willingness to share knowledge and skills	15	66.7	6.7	1	3.80	4	0.86	4.21
Different views and perspectives about evaluation	15	73.3	6.7	1	3.80	4	0.78	4.02
Different levels of knowledge and skills	15	80.0	0	1	4.33	5	0.82	4.04
Diverse experiences from all over the world	15	73.3	0	1	4.00	4	0.76	4.21
Interest in building liaisons and partnerships	14	50.0	0	2	3.71	3	0.83	3.89

Table P4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	16	93.8	0	0	4.63	5	0.62	4.56
Methodological knowledge and skills	16	87.5	0	0	4.50	5	0.73	4.54
Presentation skills	16	81.3	6.3	0	3.94	4	1.00	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	16	68.8	6.3	0	3.88	4	1.01	4.30
Ability to analyze various participant comments and provide meaningful feedback	16	81.3	0	0	4.13	4	0.72	4.34
Ability to manage the diverse needs and interests of various participants	16	62.5	6.3	0	3.69	4	1.01	4.24

Strengths: Elegant speaker (2), strong methodological and analytic skills (4), knowledgeable and wealth of experience (7) **Improvements:** Need to focus presentation on CDD, more case studies, more detail to content, time allocated too short

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table P5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: Compiled case studies –more educative, use of various qualitative methods, interesting perspective on community initiative, techniques of impact evaluation, excellent readings	9	75.0
Content: material provided was useful, Methods of conducting Impact Evaluation	3	25.0
Total response units (ideas expressed)	**12**	**100.0**

Table P6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Presentation: Power point was too long, dialogue among students, material delivered a bit late	4	66.7
Content: The formulas, reference to statistical methods	2	33.3
Total response units (ideas expressed)	**6**	**100.0**

Table P7: Other comments and suggestions

	Frequency	Percent
The presentation of information in a simple way – better understanding, use power point more	2	100.0
Total response units (ideas expressed)	**2**	**100.0**

Appendix Q. Workshop Ratings: III–e. Why Evaluate Private Sector Projects?
(Levels I & II) *William E. Stevenson and Sid Edelmann*

Table Q1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	7	100.0	0	1	4.57	5	0.54	4.25
Extent to which you have acquired information that is new to you	7	100.0	0	0	4.43	4	0.54	4.08
Focus of this activity on what you specifically needed to learn	7	100.0	0	0	4.43	4	0.54	4.03
Extent to which content of this activity matched the announced objectives	7	85.7	0	0	4.29	4	0.76	4.17
Overall usefulness of this workshop	7	100.0	0	0	4.71	5	0.49	4.25
Other criteria or comments	1	0	0	1	3.00	3	0	4.31
Comments:								
Pace of the workshop is very good, too short a time (at least 3 days), recent developments in private sector (PPP)								

Table Q2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	7	100.0	0	0	4.43	4	0.54	4.18
Question and answer sessions with the full group of participants	7	100.0	0	0	4.71	5	0.49	4.22
Usefulness of the examples	7	100.0	0	0	4.86	5	0.38	4.24
Usefulness of the training materials	7	100.0	0	0	4.71	5	0.49	4.21
Objectivity of the presentation	7	85.7	0	0	4.71	5	0.76	4.22
Logical progression of the workshop	7	85.7	0	0	4.43	5	0.79	4.15
Pacing of the workshop	7	71.4	0	0	4.43	5	0.79	3.94
Small group activities	7	85.7	14.3	0	4.00	4	1.00	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table Q3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	7	100.0	0	0	4.57	5	0.54	4.29
Willingness to share knowledge and skills	7	100.0	0	0	4.57	5	0.54	4.21
Different views and perspectives about evaluation	7	85.7	0	0	4.57	5	0.79	4.02
Different levels of knowledge and skills	7	71.4	0	0	4.14	5	0.90	4.04
Diverse experiences from all over the world	7	100.0	0	0	4.71	5	0.49	4.21
Interest in building liaisons and partnerships	7	71.4	0	0	4.29	5	0.95	3.89

Table Q4a: Presenter *William E. Stevenson*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	7	100.0	0	0	5.00	5	0	4.56
Methodological knowledge and skills	7	100.0	0	0	4.71	5	0.49	4.54
Presentation skills	7	100.0	0	0	4.57	5	0.54	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	7	85.7	0	0	4.57	5	0.79	4.30
Ability to analyze various participant comments and provide meaningful feedback	7	71.4	14.3	0	4.29	5	1.26	4.34
Ability to manage the diverse needs and interests of various participants	7	85.7	0	0	4.29	4	0.76	4.24

Strengths: Responsive and thoughtful, wide experience, knowledgeable and experienced. **Improvements:** work on shorter answers to questions, allow more participation.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table Q4b: Presenter *Sid Edelmann*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	7	100.0	0	0	4.86	5	0.38	4.56
Methodological knowledge and skills	7	100.0	0	0	5.00	5	0	4.54
Presentation skills	7	100.0	0	0	4.86	5	0.38	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	7	100.0	0	0	4.71	5	0.49	4.30
Ability to analyze various participant comments and provide meaningful feedback	7	100.0	0	0	4.71	5	0.49	4.34
Ability to manage the diverse needs and interests of various participants	7	100.0	0	0	4.71	5	0.49	4.24
Strengths: very focused on participants needs, good explanations were made, resourceful and allow more participation. **Improvements:** need for more presentations, be more decisive in terms of how the workshop proceeds.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table Q5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: Real examples, the methodologies developed, excellent readings	4	50.0
Content: course delivery was done efficiently, Private Sector project was competently dealt with, logical frames	4	50.0
Total response units (ideas expressed)	**8**	**100.0**

Table Q6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
More time on case studies	1	50.0
Annual review of IFC	1	50.0
Total response units (ideas expressed)	**2**	**100.0**

Table Q7: Other comments and suggestions

	Frequency	Percent
More time (the workshop was more relevant to all participants, fro private and even public sector)	5	83.3
Power point presentation should be legible	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

Appendix R. Workshop Ratings: III–f. Evaluating Gender Impacts
(Levels I & II) *Michael Bamberger*

Table R1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	6	50.0	0	0	3.83	3	0.98	4.25
Extent to which you have acquired information that is new to you	6	83.3	0	0	4.00	4	0.63	4.08
Focus of this activity on what you specifically needed to learn	5	40.0	0	0	3.60	3	0.89	4.03
Extent to which content of this activity matched the announced objectives	6	66.7	0	0	3.67	4	1.03	4.17
Overall usefulness of this workshop	5	80.0	0	0	4.00	4	0.71	4.25
Other criteria or comments	1	100.0	0	3	5.00	5	0	4.31
Comments:								
No comments								

Table R2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	6	50.0	16.7	0	3.50	3	1.05	4.18
Question and answer sessions with the full group of participants	6	66.7	16.7	0	3.83	4	1.17	4.22
Usefulness of the examples	6	83.3	0	0	4.50	5	0.84	4.24
Usefulness of the training materials	6	100.0	0	0	4.33	4	0.52	4.21
Objectivity of the presentation	6	100.0	0	0	4.33	4	0.52	4.22
Logical progression of the workshop	6	66.7	0	0	3.83	4	0.75	4.15
Pacing of the workshop	5	0	50.0	0	2.40	2	0.55	3.94
Small group activities	6	33.3	33.3	0	3.17	2	1.17	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table R3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	6	83.3	0	0	4.17	4	0.75	4.29
Willingness to share knowledge and skills	5	80.0	0	0	4.20	4	0.84	4.21
Different views and perspectives about evaluation	5	60.0	0	1	4.00	3	1.00	4.02
Different levels of knowledge and skills	6	66.7	0	0	4.00	3	0.89	4.04
Diverse experiences from all over the world	6	66.7	0	0	4.17	5	0.98	4.21
Interest in building liaisons and partnerships	6	50.0	0	0	3.50	2	1.38	3.89

Table R4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	6	100.0	0	0	4.83	5	0.41	4.56
Methodological knowledge and skills	6	100.0	0	0	4.67	5	0.52	4.54
Presentation skills	6	33.3	33.3	0	3.00	3	1.41	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	6	33.3	0	0	3.67	3	1.03	4.30
Ability to analyze various participant comments and provide meaningful feedback	6	83.3	14.3	0	4.33	5	0.82	4.34
Ability to manage the diverse needs and interests of various participants	6	66.7	0	0	4.00	3	0.90	4.24
Strengths: great experience (3), ability to relate to various comments, wide and grounded knowledge **Improvements:** more balance in presentations and exercises, improve on presentation style, need to encourage more participatory methods.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table R5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: examples of gender impact studies drawn from different regions, case studies, hands on	5	83.3
Content: Gender impact for evaluation design	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

Table R6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Time constraint	1	50.0
Material presentation	1	50.0
Total response units (ideas expressed)	**2**	**100.0**

Table R7: Other comments and suggestions

	Frequency	Percent
More time (the workshop was more relevant to all participants, fro private and even public sector)	5	83.3
Power point presentation need to be well printed	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

Appendix S. Workshop Ratings: IV–a. Sampling Techniques for Development Evaluation
(Level I) *Gregg B. Jackson*

Table S1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	21	81.0	4.8	0	4.19	5	0.87	4.25
Extent to which you have acquired information that is new to you	21	76.2	4.8	0	4.10	4	0.89	4.08
Focus of this activity on what you specifically needed to learn	20	75.0	10.0	0	3.95	4	0.95	4.03
Extent to which content of this activity matched the announced objectives	20	80.0	0	1	4.25	5	0.79	4.17
Overall usefulness of this workshop	21	81.0	0	0	4.29	5	0.78	4.25
Other criteria or comments	7	85.7	0	3	4.29	4	0.76	4.31
Comments:								
Very helpful exercises								

Table S2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	21	76.2	0	0	4.14	4	0.79	4.18
Question and answer sessions with the full group of participants	21	85.7	0	0	4.19	4	0.68	4.22
Usefulness of the examples	21	81.0	0	0	4.19	4	0.75	4.24
Usefulness of the training materials	21	85.7	0	0	4.24	4	0.70	4.21
Objectivity of the presentation	21	76.2	0	0	4.10	4	0.77	4.22
Logical progression of the workshop	21	85.7	0	0	4.19	4	0.68	4.15
Pacing of the workshop	21	85.7	50.0	0	4.24	4	0.70	3.94
Small group activities	19	78.9	0	0	4.32	5	0.82	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table S3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	21	85.7	4.8	0	4.10	4	0.77	4.29
Willingness to share knowledge and skills	21	81.0	0	0	4.10	4	0.70	4.21
Different views and perspectives about evaluation	19	78.9	5.3	1	3.95	4	0.78	4.02
Different levels of knowledge and skills	21	71.4	0	0	4.05	4	0.81	4.04
Diverse experiences from all over the world	20	70.0	0	0	3.95	4	0.76	4.21
Interest in building liaisons and partnerships	20	60.0	10.0	0	3.75	4	0.97	3.89

Table S4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	20	100.0	0	0	4.65	5	0.49	4.56
Methodological knowledge and skills	20	95.0	0	0	4.60	5	0.60	4.54
Presentation skills	21	76.2	4.8	0	4.19	5	0.93	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	21	76.2	0	0	4.14	4	0.79	4.30
Ability to analyze various participant comments and provide meaningful feedback	21	76.2	0	0	4.24	5	0.83	4.34
Ability to manage the diverse needs and interests of various participants	20	80.0	0	0	4.25	5	0.83	4.24
Strengths: detailed explains (2), knowledge and experience (9), good presenter. **Improvements:** need power point presentations, need for more practical examples, assign more group work, very helpful exercises.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table S5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: good presentation format, real exercises	6	54.5
Content: fine calculations, sampling methods	4	36.4
Always available to discuss questions with participants	1	9.1
Total response units (ideas expressed)	**11**	**100.0**

Table S6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Limited information sharing among the participants	2	100.0
Total response units (ideas expressed)	**2**	**100.0**

Table S7: Other comments and suggestions

	Frequency	Percent
Separate students by level to optimize learning	1	33.3
Limited time	1	33.3
It is important to get sampling right for development evaluation to be successful	1	33.3
Total response units (ideas expressed)	**3**	**100.0**

Appendix T. Workshop Ratings: IV–b. Performance Auditing in Development
(Level I) *John Mayne and Nicholas M. Zacchea*

Table T1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	7	57.1	28.6	0	3.43	4	1.13	4.25
Extent to which you have acquired information that is new to you	7	85.7	0	0	4.43	5	0.79	4.08
Focus of this activity on what you specifically needed to learn	7	42.9	0	0	3.71	3	0.95	4.03
Extent to which content of this activity matched the announced objectives	7	85.7	0	0	4.29	4	0.76	4.17
Overall usefulness of this workshop	7	57.1	0	0	4.14	5	1.07	4.25
Other criteria or comments	7	100.0	0	4	3.71	3	0.76	4.31
Comments:								
Very helpful exercises								

Table T2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	7	57.1	0	0	3.71	3	0.76	4.18
Question and answer sessions with the full group of participants	7	85.7	0	0	4.00	4	0.58	4.22
Usefulness of the examples	7	100.0	0	0	4.57	5	0.54	4.24
Usefulness of the training materials	7	57.1	0	0	3.86	3	0.90	4.21
Objectivity of the presentation	7	100.0	0	0	4.71	5	0.49	4.22
Logical progression of the workshop	6	66.7	0	0	4.33	5	1.03	4.15
Pacing of the workshop	7	57.1	14.3	0	3.71	3	1.11	3.94
Small group activities	4	25.0	0	3	3.50	3	1.00	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table T3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	7	100.0	0	0	4.43	4	0.54	4.29
Willingness to share knowledge and skills	7	71.4	0	0	4.00	4	0.82	4.21
Different views and perspectives about evaluation	6	83.3	0	1	4.33	5	0.82	4.02
Different levels of knowledge and skills	7	71.4	0	0	4.00	4	0.82	4.04
Diverse experiences from all over the world	7	71.4	0	0	4.00	4	0.82	4.21
Interest in building liaisons and partnerships	6	50.0	16.7	1	3.50	3	1.05	3.89

Table T4a: Presenter *John Mayne*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	6	83.3	16.7	0	3.83	4	1.47	4.56
Methodological knowledge and skills	5	60.0	0	1	4.00	3	1.00	4.54
Presentation skills	4	0	50.0	1	2.50	2	0.58	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	6	50.0	0	0	3.67	3	0.82	4.30
Ability to analyze various participant comments and provide meaningful feedback	6	66.7	16.7	0	3.67	4	1.03	4.34
Ability to manage the diverse needs and interests of various participants	5	40.0	0	1	3.60	3	0.89	4.24
Strengths: experience in public policy audit, knowledgeable, good counterbalance. **Improvements:** induce more discussion, be more involved in the course delivery.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table T4b: Presenter *Nicholas M. Zacchea*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	6	83.3	0	0	4.33	5	0.82	4.56
Methodological knowledge and skills	7	85.7	0	0	4.57	5	0.79	4.54
Presentation skills	7	100.0	0	0	4.57	5	0.54	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	7	100.0	0	0	4.43	4	0.54	4.30
Ability to analyze various participant comments and provide meaningful feedback	7	71.4	0	0	4.14	5	0.90	4.34
Ability to manage the diverse needs and interests of various participants	7	85.7	0	0	4.29	4	0.76	4.24
Strengths: detailed explanations made, good presentation skills, professional presentation and able to utilize limited time. **Improvements:** maybe should present alone, more clarity on different approaches of auditing and evaluation, more content to focus on methodology and indicators.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table T5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Content: Systematic process, differences between development evaluation and performance audit	4	80.0
Discussion on audit tools	1	20.0
Total response units (ideas expressed)	**5**	**100.0**

Table T6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Limited discussions and group work, more case studies	2	50.0
Presentation material was repetitive,	1	25.0
The presence of John Mayne did not add much value	1	25.0
Total response units (ideas expressed)	**4**	**100.0**

Table T7: Other comments and suggestions

	Frequency	Percent
Extend the time for the workshop (suggestion- 1 week) gives enough time for participants to review projects	1	100.0
Total response units (ideas expressed)	**1**	**100.0**

Appendix U. Workshop Ratings: IV–c. Using Logic Models in Development Evaluations
(Level I) *Karen Odhiambo and Nancy Porteous*

Table U1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	15	93.3	0	0	4.47	5	0.64	4.25
Extent to which you have acquired information that is new to you	15	73.3	13.3	0	3.93	4	1.04	4.08
Focus of this activity on what you specifically needed to learn	15	80.0	6.7	0	4.13	4	0.92	4.03
Extent to which content of this activity matched the announced objectives	15	80.0	13.3	0	3.93	4	0.96	4.17
Overall usefulness of this workshop	15	93.3	6.7	0	4.40	5	0.83	4.25
Other criteria or comments	3	100.0	0	1	4.33	4	0.58	4.31
Comments:								
Very educative to beginners, wished to learn more of logic model, lively presentations								

Table U2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	15	86.7	0	0	4.27	4	0.70	4.18
Question and answer sessions with the full group of participants	15	93.3	0	0	4.47	5	0.64	4.22
Usefulness of the examples	14	85.7	7.1	0	4.29	5	0.91	4.24
Usefulness of the training materials	15	93.3	0	0	4.40	4	0.63	4.21
Objectivity of the presentation	14	85.7	0	0	4.36	5	0.75	4.22
Logical progression of the workshop	15	86.7	6.7	0	4.27	5	0.88	4.15
Pacing of the workshop	15	73.7	6.7	0	4.07	5	0.96	3.94
Small group activities	15	93.3	0	0	4.27	4	0.60	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table U3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	15	93.3	0	0	4.27	4	0.59	4.29
Willingness to share knowledge and skills	15	86.7	6.7	0	4.13	4	0.83	4.21
Different views and perspectives about evaluation	15	80.0	6.7	0	3.87	4	0.99	4.02
Different levels of knowledge and skills	15	80.0	0	0	4.00	4	0.66	4.04
Diverse experiences from all over the world	15	86.7	6.7	0	3.93	4	0.70	4.21
Interest in building liaisons and partnerships	15	80.0	6.7	0	3.73	4	0.88	3.89

Table U4a: Presenter *Karen Odhiambo*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	14	85.7	7.1	1	4.07	4	0.83	4.56
Methodological knowledge and skills	14	78.6	7.1	1	3.93	4	0.83	4.54
Presentation skills	15	60.0	20.0	0	3.47	4	1.13	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	15	66.7	13.3	0	3.67	4	1.11	4.30
Ability to analyze various participant comments and provide meaningful feedback	14	64.3	7.1	1	3.79	4	0.89	4.34
Ability to manage the diverse needs and interests of various participants	13	69.2	23.1	0	3.69	4	1.11	4.24

Strengths: knowledgeable (2), good experience of the developing countries, knowledge of Africa regional issues (3) **Improvements:** need to improve presentation style (4), more example addressing PRSP, need more concrete examples.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table U4b: Presenter *Nancy Porteous*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	15	100.0	0	0	4.67	5	0.49	4.56
Methodological knowledge and skills	15	100.0	0	0	4.73	5	0.46	4.54
Presentation skills	15	100.0	0	0	4.73	5	0.46	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	15	100.0	0	0	4.60	5	0.51	4.30
Ability to analyze various participant comments and provide meaningful feedback	15	100.0	0	0	4.67	5	0.49	4.34
Ability to manage the diverse needs and interests of various participants	15	93.3	0	0	4.60	5	0.63	4.24
Strengths: pleasant personality, engaging presentation skills, knowledgeable and able to keep pace, real-world examples, systematic and clear voice **Improvements:** need more examples, more creativity is needed, more time for the workshop.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table U5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation of an alternative simple version of logic model, group work, question and answer approach	8	66.7
Content: logic model as a good tool to organize program evaluations, how to use logic model in describing programs, how to develop models	4	33.3
Total response units (ideas expressed)	**12**	**100.0**

Table U6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Group work, more case studies	2	66.7
Workshop was too basic	1	33.3
Total response units (ideas expressed)	**3**	**100.0**

Table U7: Other comments and suggestions

	Frequency	Percent
The core course should be taken as a base for the workshops, synergy of sessions	2	28.6
Well managed and presented workshop	2	28.6
Provide more follow up sessions for IPDET members	1	14.3
Comparison of different logic models	1	14.3
More time for the workshop	1	14.3
Total response units (ideas expressed)	**7**	**100.0**

Appendix V. Workshop Ratings: IV–d. Using Citizen Report Cards to Monitor the Performance of Public Agencies
(Level II) *Suresh Balakrishnan*

Table V1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	5	80.0	0	0	4.60	5	0.89	4.25
Extent to which you have acquired information that is new to you	5	100.0	0	0	4.80	5	0.45	4.08
Focus of this activity on what you specifically needed to learn	5	100.0	0	0	4.60	5	0.55	4.03
Extent to which content of this activity matched the announced objectives	5	100.0	0	0	5.00	5	0	4.17
Overall usefulness of this workshop	5	100.0	0	0	4.80	5	0.45	4.25
Other criteria or comments	1	100.0	0	1	5.00	5	0	4.31
Comments:								
No comments								

Table V2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	5	100.0	0	0	5.00	5	0	4.18
Question and answer sessions with the full group of participants	5	100.0	0	0	5.00	5	0	4.22
Usefulness of the examples	5	100.0	0	0	4.80	5	0.45	4.24
Usefulness of the training materials	5	100.0	0	0	4.80	5	0.45	4.21
Objectivity of the presentation	5	100.0	0	0	5.00	5	0	4.22
Logical progression of the workshop	5	100.0	0	0	4.80	5	0.45	4.15
Pacing of the workshop	5	100.0	0	0	4.80	5	0.45	3.94
Small group activities	5	80.0	0	0	4.40	5	0.89	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table V3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	5	100.0	0	0	4.40	4	0.55	4.29
Willingness to share knowledge and skills	5	100.0	0	0	4.40	4	0.55	4.21
Different views and perspectives about evaluation	5	80.0	0	0	4.20	4	0.84	4.02
Different levels of knowledge and skills	5	60.0	0	0	3.80	3	0.84	4.04
Diverse experiences from all over the world	5	100.0	0	0	4.60	5	0.55	4.21
Interest in building liaisons and partnerships	5	100.0	0	0	4.60	5	0.55	3.89

Table V4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	5	100.0	0	0	5.00	5	0	4.56
Methodological knowledge and skills	5	100.0	0	0	5.00	5	0	4.54
Presentation skills	5	100.0	0	0	5.00	5	0	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	5	100.0	0	0	5.00	5	0	4.30
Ability to analyze various participant comments and provide meaningful feedback	5	100.0	0	0	5.00	5	0	4.34
Ability to manage the diverse needs and interests of various participants	5	100.0	0	0	5.00	5	0	4.24
Strengths: knowledgeable (1), very experienced and covered material adequately.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table V5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: approach, discussions, concrete information for policy reform and service delivery	4	80.0
Content: logical progression of workshop	1	20.0
Total response units (ideas expressed)	**5**	**100.0**

Table V6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Group work, more case studies	2	66.7
Workshop was too basic	1	33.3
Total response units (ideas expressed)	**3**	**100.0**

Table V7: Other comments and suggestions

	Frequency	Percent
It exceeded expectations	1	100.0
Total response units (ideas expressed)	**1**	**100.0**

Appendix W. Workshop Ratings: IV–e. Evaluating Environmental and Social Sustainability
(Level II) *Roland Michelitsch and Jouni Eerikainen*

Table W1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	12	66.7	8.3	0	4.00	5	1.04	4.25
Extent to which you have acquired information that is new to you	13	76.9	7.7	0	3.77	4	1.01	4.08
Focus of this activity on what you specifically needed to learn	13	46.2	7.7	0	3.31	3	0.86	4.03
Extent to which content of this activity matched the announced objectives	13	53.8	15.4	0	3.31	4	0.95	4.17
Overall usefulness of this workshop	13	76.9	7.7	0	3.77	4	1.01	4.25
Other criteria or comments	2	100.0	0	1	4.00	4	0	4.31

Comments:

More on social development, need more time, less focus on the private sector, need to be broader, draw examples from developing countries.

Table W2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	13	76.9	7.7	0	3.69	4	0.63	4.18
Question and answer sessions with the full group of participants	13	76.9	7.7	0	3.92	4	0.86	4.22
Usefulness of the examples	13	53.8	7.7	0	3.46	4	0.97	4.24
Usefulness of the training materials	13	69.2	7.7	0	3.62	4	0.96	4.21
Objectivity of the presentation	13	38.5	15.4	0	3.38	3	0.96	4.22
Logical progression of the workshop	13	76.9	15.4	0	3.69	4	0.86	4.15
Pacing of the workshop	13	38.5	23.1	0	3.15	3	1.07	3.94
Small group activities	13	84.6	7.7	0	3.92	4	0.76	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table W3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	13	92.3	0	0	4.23	4	0.60	4.29
Willingness to share knowledge and skills	13	92.3	0	0	4.15	4	0.56	4.21
Different views and perspectives about evaluation	13	69.2	0	0	3.85	4	0.69	4.02
Different levels of knowledge and skills	13	92.3	0	0	4.15	4	0.56	4.04
Diverse experiences from all over the world	13	69.2	0	0	3.92	4	0.76	4.21
Interest in building liaisons and partnerships	13	69.2	7.7	0	3.92	4	0.95	3.89

Table W4a: Presenter *Roland Michelitsch*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	13	69.2	7.7	0	3.92	5	1.19	4.56
Methodological knowledge and skills	13	92.3	0	0	4.00	4	1.00	4.54
Presentation skills	13	76.9	7.7	0	3.77	4	1.01	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	13	84.6	7.7	0	4.08	4	0.86	4.30
Ability to analyze various participant comments and provide meaningful feedback	13	84.6	7.7	0	4.00	4	0.82	4.34
Ability to manage the diverse needs and interests of various participants	12	66.7	8.3	0	3.83	4	0.94	4.24
Strengths: Allows participants to interact and share ideas, precise in explanation, good facilitation skills, knowledge of different approaches, eager to know the concerns of participants, broad management perspective. **Improvements:** Try to answer questions in a complete way, there is need for a broader perspective.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table W4b: Presenter *Jouni Eerikainen*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	13	76.9	0	0	4.23	5	0.83	4.56
Methodological knowledge and skills	13	100.0	0	0	4.46	4	0.52	4.54
Presentation skills	13	53.8	7.7	0	3.54	4	0.78	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	13	61.5	7.7	0	3.69	4	0.86	4.30
Ability to analyze various participant comments and provide meaningful feedback	13	76.9	7.7	0	3.85	4	0.80	4.34
Ability to manage the diverse needs and interests of various participants	13	76.9	7.7	0	3.85	4	0.80	4.24
Strengths: knowledge of environmental tools, shorter power point presentations, relevant industry examples, knowledge of different approaches in different institutions, IFC and developed country issues. **Improvements:** draw more examples and broader a perspective from developing countries.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table W5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Broad overview of tools, exposure to new information	2	33.3
Explicit examples, interesting techniques and methodologies	2	33.3
Case studies and strategies	2	33.3
Total response units (ideas expressed)	**6**	**100.0**

Table W6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Examples were more on private sector	4	66.7
Material and focus were disappointing	1	16.7
Experienced shared did not use much of participants work related knowledge	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

Table W7: Other comments and suggestions

	Frequency	Percent
More time for the workshop	3	42.9
Addition of evaluating environment in the mainstreaming and how to audit and measure large global environment is necessary	2	28.6
There should be more on social and rural development	1	14.3
Course needs to be restructured, lecture materials to highlight the 'how to' of the course. Distil lessons and good practice with application in developing countries	1	14.3
Total response units (ideas expressed)	**7**	**100.0**

Appendix X. Workshop Ratings: IV–f. Conducting International Joint Evaluations

(Level I) *Niels Dabelstein, Ted Kliest, and Ted Freeman*

Table X1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	14	64.3	14.3	1	3.86	5	1.10	4.25
Extent to which you have acquired information that is new to you	16	81.3	6.3	0	4.19	5	0.91	4.08
Focus of this activity on what you specifically needed to learn	15	73.3	6.7	1	4.00	4	0.93	4.03
Extent to which content of this activity matched the announced objectives	15	86.7	0	0	4.13	4	0.64	4.17
Overall usefulness of this workshop	15	86.7	0	0	4.20	4	0.68	4.25
Other criteria or comments	2	100.0	0	4	4.50	4	0.71	4.31
Comments:								
Allowed a lot of room for discussion, enhanced the capability of participants to engage in International Joint Evaluations.								

Table X2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	15	73.3	0	0	3.87	4	0.64	4.18
Question and answer sessions with the full group of participants	15	93.3	0	0	4.40	4	0.63	4.22
Usefulness of the examples	15	93.3	6.7	0	4.33	4	0.82	4.24
Usefulness of the training materials	15	80.0	0	0	3.93	4	0.59	4.21
Objectivity of the presentation	15	86.7	0	0	4.33	5	0.72	4.22
Logical progression of the workshop	14	85.7	0	0	4.07	4	0.62	4.15
Pacing of the workshop	16	75.0	6.3	0	3.94	4	0.85	3.94
Small group activities	14	92.9	0	1	4.43	5	0.65	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table X3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	16	93.8	6.3	0	4.31	4	0.79	4.29
Willingness to share knowledge and skills	15	93.3	0	0	4.33	4	0.62	4.21
Different views and perspectives about evaluation	16	68.8	6.3	0	3.94	4	0.93	4.02
Different levels of knowledge and skills	16	75.0	12.5	0	4.00	4	1.03	4.04
Diverse experiences from all over the world	14	78.6	0	0	4.21	5	0.80	4.21
Interest in building liaisons and partnerships	14	64.3	14.3	0	3.71	4	0.99	3.89

Table X4a: Presenter *Niels Dabelstein*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	16	93.8	0	0	4.56	5	0.63	4.56
Methodological knowledge and skills	16	93.8	6.3	0	4.44	5	0.81	4.54
Presentation skills	16	81.3	0	0	4.25	5	0.78	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	16	87.5	6.3	0	4.38	5	0.89	4.30
Ability to analyze various participant comments and provide meaningful feedback	16	87.5	6.3	0	4.38	5	0.89	4.34
Ability to manage the diverse needs and interests of various participants	13	100.0	0	2	4.54	5	0.52	4.24
Strengths: vast experience on joint evaluation (6), rich and practical examples (3), knowledgeable (3). **Improvements:** strengthen focus on the political background of joint evaluation, more case study, voice projection and more slowly.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table X4b: Presenter *Ted Kliest*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	16	93.8	0	0	4.44	5	0.63	4.56
Methodological knowledge and skills	16	93.8	6.3	0	4.31	4	0.79	4.54
Presentation skills	16	68.8	0	0	4.06	5	0.85	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	16	75.0	0	0	4.25	5	0.86	4.30
Ability to analyze various participant comments and provide meaningful feedback	16	93.8	0	0	4.38	4	0.62	4.34
Ability to manage the diverse needs and interests of various participants	16	100.0	0	0	4.38	4	0.50	4.24

Strengths: enthusiastic presenter, experienced (4), openness and good knowledge, good communication skills. **Improvements:** Need for an update of case studies, engage participants more, improve on referencing of websites.

Table X4c: Presenter *Ted Freeman*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	16	100.0	0	0	4.63	5	0.50	4.56
Methodological knowledge and skills	16	87.5	0	0	4.50	5	0.73	4.54
Presentation skills	16	87.5	0	0	4.44	5	0.73	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	16	100.0	0	0	4.56	5	0.51	4.30
Ability to analyze various participant comments and provide meaningful feedback	16	100.0	0	0	4.69	5	0.48	4.34
Ability to manage the diverse needs and interests of various participants	13	100.0	0	0	4.56	5	0.51	4.24

Strengths: Great experience in joint evaluation (4), professional and highly knowledgeable (5), good team player, willingness to discuss and present challenges and dilemmas. **Improvements:** good cross cultural input.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table X5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: practical case studies, different trends, group exercise, sharing of experiences	11	84.6
Content: very wide perspectives and macro perceptions, emphasis of joint evaluations	2	15.4
Total response units (ideas expressed)	**13**	**100.0**

Table X6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Group presentation was a bit long and started early in the workshop, consulted perspective	3	75.0
Time limited	1	25.0
Total response units (ideas expressed)	**4**	**100.0**

Table X7: Other comments and suggestions

	Frequency	Percent
Consider the number of presenters to one workshop	2	40.0
Focus more on joint evaluations	1	20.0
More reading material	1	20.0
More time	1	20.0
Total response units (ideas expressed)	**5**	**100.0**

Appendix Y. Workshop Ratings: V–a. Quantitative Data Analysis, Part II
(Level II) *Gene Swimmer*

Table Y1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	9	77.8	11.1	0	4.00	4	1.00	4.25
Extent to which you have acquired information that is new to you	9	88.9	0	0	4.67	5	0.71	4.08
Focus of this activity on what you specifically needed to learn	9	100.0	0	0	4.67	5	0.50	4.03
Extent to which content of this activity matched the announced objectives	9	100.0	0	0	4.67	5	0.50	4.17
Overall usefulness of this workshop	9	100.0	0	0	4.78	5	0.44	4.25
Other criteria or comments	2	100.0	0	1	5.00	5	0	4.31
Comments:								
Great workshop, enjoyed the class, more practical								

Table Y2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	9	100.0	0	0	4.56	5	0.53	4.18
Question and answer sessions with the full group of participants	9	100.0	0	0	4.56	5	0.53	4.22
Usefulness of the examples	9	100.0	0	0	4.67	5	0.50	4.24
Usefulness of the training materials	9	100.0	0	0	4.67	5	0.50	4.21
Objectivity of the presentation	9	100.0	0	0	4.44	4	0.53	4.22
Logical progression of the workshop	9	100.0	0	0	4.67	5	0.50	4.15
Pacing of the workshop	9	88.9	0	0	4.22	4	0.67	3.94
Small group activities	9	88.9	0	0	4.44	5	0.73	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table Y3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	9	77.8	0	0	4.11	4	0.78	4.29
Willingness to share knowledge and skills	9	77.8	0	0	4.00	4	0.71	4.21
Different views and perspectives about evaluation	8	75.0	0	1	4.00	4	0.76	4.02
Different levels of knowledge and skills	9	88.9	0	0	4.33	4	0.71	4.04
Diverse experiences from all over the world	9	66.7	0	0	4.00	3	0.87	4.21
Interest in building liaisons and partnerships	9	55.6	0	0	3.89	3	0.93	3.89

Table Y4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	7	85.7	0	2	4.29	4	0.76	4.56
Methodological knowledge and skills	9	100.0	0	0	4.56	5	0.53	4.54
Presentation skills	9	100.0	0	0	4.44	4	0.53	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	9	100.0	0	0	4.22	4	0.44	4.30
Ability to analyze various participant comments and provide meaningful feedback	9	100.0	0	0	4.33	4	0.50	4.34
Ability to manage the diverse needs and interests of various participants	8	100.0	0	0	4.13	4	0.35	4.24
Strengths: great presenter, clear explanation, very strong theoretical background, speaks very clearly. **Improvements:** pace the lecture with time								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table Y5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: computer lab practices, case studies and group work	5	71.4
Content: SPSS functions and regression models	2	28.6
Total response units (ideas expressed)	**7**	**100.0**

Table Y6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
No comments		
Total response units (ideas expressed)		

Table Y7: Other comments and suggestions

	Frequency	Percent
Class could have been earlier in the week, mathematical concepts to be done earlier	2	66.7
Increase time allocated to the workshop	1	33.3
Total response units (ideas expressed)	**3**	**100.0**

Appendix Z. Workshop Ratings: V–b. Case Study Methods for Development Evaluations
(Levels I and II) *Linda G. Morra-Imas and Ray C. Rist*

Table Z1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	10	80.0	0	0	4.30	5	0.83	4.25
Extent to which you have acquired information that is new to you	10	60.0	0	0	4.10	5	0.99	4.08
Focus of this activity on what you specifically needed to learn	10	80.0	0	0	4.00	4	0.94	4.03
Extent to which content of this activity matched the announced objectives	10	80.0	0	0	4.20	4	0.79	4.17
Overall usefulness of this workshop	10	80.0	0	0	4.20	4	0.79	4.25
Other criteria or comments	1	100.0	0	2	5.00	5	0	4.31
Comments:								
Practical and useful								

Table Z2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	10	90.0	0	0	4.50	5	0.71	4.18
Question and answer sessions with the full group of participants	10	90.0	0	0	4.70	5	0.68	4.22
Usefulness of the examples	10	80.0	10.0	0	4.20	5	1.03	4.24
Usefulness of the training materials	9	77.8	0	1	4.22	5	0.83	4.21
Objectivity of the presentation	10	100.0	0	0	4.50	4	0.53	4.22
Logical progression of the workshop	10	80.0	0	0	4.40	5	0.84	4.15
Pacing of the workshop	10	80.0	0	0	4.20	4	0.79	3.94
Small group activities	9	44.6	0	1	3.67	3	0.87	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table Z3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	10	100.0	0	0	4.60	5	0.52	4.29
Willingness to share knowledge and skills	10	90.0	0	0	4.50	5	0.71	4.21
Different views and perspectives about evaluation	10	80.0	0	0	4.10	4	0.74	4.02
Different levels of knowledge and skills	10	80.0	0	0	4.10	4	0.74	4.04
Diverse experiences from all over the world	10	80.0	0	0	4.20	4	0.79	4.21
Interest in building liaisons and partnerships	10	90.0	0	0	4.40	4	0.79	3.89

Table Z4a: Presenter *Linda G. Morra-Imas*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	10	100.0	0	0	4.80	5	0.42	4.56
Methodological knowledge and skills	10	100.0	0	0	4.90	5	0.32	4.54
Presentation skills	10	90.0	0	0	4.60	5	0.70	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	10	100.0	0	0	4.70	5	0.48	4.30
Ability to analyze various participant comments and provide meaningful feedback	10	100.0	0	0	4.80	5	0.42	4.34
Ability to manage the diverse needs and interests of various participants	10	90.0	0	0	4.70	5	0.68	4.24
Strengths: depth of knowledge(7) **Improvements:** more exercises will be useful, could do with more group activities.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table Z4b: Presenter *Ray C. Rist*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	10	100.0	0	0	4.80	5	0.42	4.56
Methodological knowledge and skills	10	90.0	0	0	4.70	5	0.68	4.54
Presentation skills	10	90.0	0	0	4.80	5	0.63	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	10	100.0	0	0	4.90	5	0.32	4.30
Ability to analyze various participant comments and provide meaningful feedback	10	100.0	0	0	4.80	5	0.42	4.34
Ability to manage the diverse needs and interests of various participants	10	100.0	0	0	4.90	5	0.32	4.24
Strengths: great communicator, relevant experience, very clear presentation of information. **Improvements:** need more time to get through the material, more group activities.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table Z5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: exercises, reading material, examples	7	77.8
Content: case studies as a research design	2	22.2
Total response units (ideas expressed)	**9**	**100.0**

Table Z6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Not enough exercises, examples	2	100.0
Total response units (ideas expressed)	**2**	**100.0**

Table Z7: Other comments and suggestions

	Frequency	Percent
More case studies and some group work	2	66.7
Provide relevant information prior to the session to allow more preparation by participants	1	33.3
Total response units (ideas expressed)	**3**	**100.0**

Appendix AA. Workshop Ratings: V–c. Cost-Benefit Analytic Tools for Development Evaluation
(Level I) *James Edwin Kee*

Table AA1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	10	90.0	0	0	4.30	4	0.68	4.25
Extent to which you have acquired information that is new to you	10	80.0	10.0	0	4.00	4	0.94	4.08
Focus of this activity on what you specifically needed to learn	10	80.0	0	0	4.10	4	0.74	4.03
Extent to which content of this activity matched the announced objectives	10	90.0	0	0	4.50	5	0.71	4.17
Overall usefulness of this workshop	10	80.0	0	0	4.40	5	0.84	4.25
Other criteria or comments	1	100.0	0	2	5.00	5	0	4.31
Comments:								
Group work assignments were practical.								

Table AA2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	10	90.0	0	0	4.50	5	0.71	4.18
Question and answer sessions with the full group of participants	10	90.0	0	0	4.60	5	0.70	4.22
Usefulness of the examples	10	90.0	0	0	4.50	5	0.71	4.24
Usefulness of the training materials	10	90.0	0	1	4.50	5	0.71	4.21
Objectivity of the presentation	10	90.0	0	0	4.50	5	0.71	4.22
Logical progression of the workshop	10	90.0	0	0	4.50	5	0.71	4.15
Pacing of the workshop	10	80.0	0	0	4.22	4	0.97	3.94
Small group activities	10	88.9	11.1	1	4.40	4	0.52	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table AA3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	10	100.0	0	0	4.60	5	0.52	4.29
Willingness to share knowledge and skills	10	100.0	0	0	4.50	4	0.53	4.21
Different views and perspectives about evaluation	10	90.0	0	0	4.30	5	0.95	4.02
Different levels of knowledge and skills	10	80.0	0	0	4.20	4	0.79	4.04
Diverse experiences from all over the world	10	90.0	0	0	4.30	4	0.68	4.21
Interest in building liaisons and partnerships	9	88.9	0	1	4.22	4	0.67	3.89

Table AA4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	10	90.0	0	0	4.60	5	0.70	4.56
Methodological knowledge and skills	10	90.0	0	0	4.70	5	0.68	4.54
Presentation skills	10	100.0	0	0	4.80	5	0.42	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	10	80.0	0	0	4.60	5	0.84	4.30
Ability to analyze various participant comments and provide meaningful feedback	10	100.0	0	0	4.70	5	0.48	4.34
Ability to manage the diverse needs and interests of various participants	8	75.0	0	0	4.25	5	0.89	4.24
Strengths: delivery of course was good, academic background experience, ability to explain the subject matter. **Improvements:** balance and use of time.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table AA5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: very practical, simple examples, discussions	4	66.7
Content: identification of benefits of CB analysis, application to budget cost analysis issues	2	33.3
Total response units (ideas expressed)	**6**	**100.0**

Table AA6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Two days too short	1	50.0
Less real life examples	1	50.0
Total response units (ideas expressed)	**2**	**100.0**

Table AA7: Other comments and suggestions

	Frequency	Percent
More interested in taking a more in-depth training, computer course component would be helpful	3	60.0
Distribution of course material in advance	2	40.0
Total response units (ideas expressed)	**5**	**100.0**

Appendix BB. Workshop Ratings: V–d. Use of Evaluations in the Policy Cycle
(Levels I and II) *Robert D. van den Berg*

Table BB1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	16	93.8	0	0	4.38	4	0.62	4.25
Extent to which you have acquired information that is new to you	16	87.5	6.3	0	3.94	4	0.68	4.08
Focus of this activity on what you specifically needed to learn	16	68.8	6.3	0	3.88	4	0.89	4.03
Extent to which content of this activity matched the announced objectives	16	81.3	0	0	4.06	4	0.68	4.17
Overall usefulness of this workshop	16	87.5	6.3	0	4.25	4	0.86	4.25
Other criteria or comments	3	66.7	33.3	1	3.00	4	1.73	4.31
Comments:								
Useful course, very stimulating and structured examples, would have liked more training on policy analysis.								

Table BB2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	16	68.8	6.3	0	3.94	4	0.93	4.18
Question and answer sessions with the full group of participants	16	75.0	6.3	0	3.94	4	1.06	4.22
Usefulness of the examples	16	81.3	6.3	0	4.06	4	0.85	4.24
Usefulness of the training materials	16	75.0	6.3	0	4.00	4	0.89	4.21
Objectivity of the presentation	16	75.0	6.3	0	4.00	4	0.89	4.22
Logical progression of the workshop	16	68.8	6.3	0	3.81	4	1.05	4.15
Pacing of the workshop	16	68.8	12.5	0	3.81	4	1.17	3.94
Small group activities	16	68.8	0	0	4.06	5	0.85	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table BB3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	15	86.7	0	0	4.13	4	0.64	4.29
Willingness to share knowledge and skills	15	80.0	0	0	4.07	4	0.70	4.21
Different views and perspectives about evaluation	15	80.0	0	0	4.13	4	0.92	4.02
Different levels of knowledge and skills	15	73.3	13.3	0	3.93	4	1.03	4.04
Diverse experiences from all over the world	15	100.0	0	0	4.47	4	0.52	4.21
Interest in building liaisons and partnerships	15	73.3	0	0	4.00	4	0.76	3.89

Table BB4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	16	81.3	6.3	0	4.31	5	0.95	4.56
Methodological knowledge and skills	16	81.3	6.3	0	4.13	5	1.09	4.54
Presentation skills	16	75.0	6.3	0	4.00	4	1.10	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	16	75.0	6.3	0	4.06	4	0.93	4.30
Ability to analyze various participant comments and provide meaningful feedback	16	75.0	0	0	4.06	4	0.77	4.34
Ability to manage the diverse needs and interests of various participants	15	86.7	6.7	0	4.00	4	1.00	4.24
Strengths: very skilled at imparting knowledge, very good adult teaching skill, diverse and experienced, experienced in both national and international policy evaluation. **Improvements:** more pace for the first part of the workshop to allow more time for problems, draw more examples from developing countries.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table BB5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: practical examples, discussions	8	57.1
Content: introduced a new dimension to policy evaluation, theoretical content	4	28.6
Networking: learning from others experiences, knowledge sharing	2	14.3
Total response units (ideas expressed)	**14**	**100.0**

Table BB6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
The case study length, case studies that were not relevant	3	50.0
Small group work, introduction	2	33.3
No analysis of participants	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

Table BB7: Other comments and suggestions

	Frequency	Percent
Need to review the content, its length, more time	3	42.8
Different perspectives on policy evaluation	2	28.6
Excellent presenter, generally good workshop	2	28.6
Total response units (ideas expressed)	**7**	**100.0**

Appendix CC. Workshop Ratings: V–e. Assessing Organizational Performance
(Level I) *Marie-Hélène Adrien and Charles Lusthaus*

Table CC1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	16	100.0	0	0	4.69	5	0.48	4.25
Extent to which you have acquired information that is new to you	16	87.5	6.3	0	4.31	5	0.87	4.08
Focus of this activity on what you specifically needed to learn	16	81.3	12.5	0	4.19	5	1.05	4.03
Extent to which content of this activity matched the announced objectives	16	87.5	0	0	4.56	5	0.73	4.17
Overall usefulness of this workshop	16	87.5	0	0	4.50	5	0.73	4.25
Other criteria or comments	2	100.0	0	3	5.00	5	0	4.31
Comments:								
Excellent work, easy to grasp with prior knowledge.								

Table CC2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	16	87.5	0	0	4.50	5	0.73	4.18
Question and answer sessions with the full group of participants	16	87.5	0	0	4.56	5	0.73	4.22
Usefulness of the examples	16	81.3	6.3	0	4.44	5	0.96	4.24
Usefulness of the training materials	16	87.5	0	0	4.63	5	0.72	4.21
Objectivity of the presentation	16	87.5	0	0	4.44	5	0.73	4.22
Logical progression of the workshop	16	87.5	6.3	0	4.44	5	0.89	4.15
Pacing of the workshop	16	87.5	6.3	0	4.06	4	0.77	3.94
Small group activities	16	93.8	0	0	4.31	4	0.60	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table CC3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	15	100.0	0	0	4.27	4	0.46	4.29
Willingness to share knowledge and skills	15	93.3	0	0	4.27	4	0.60	4.21
Different views and perspectives about evaluation	15	86.7	0	0	4.33	5	0.72	4.02
Different levels of knowledge and skills	15	93.3	0	0	4.40	4	0.63	4.04
Diverse experiences from all over the world	15	93.3	6.7	0	4.47	5	0.83	4.21
Interest in building liaisons and partnerships	15	86.7	0	0	4.27	4	0.70	3.89

Table CC4a: Presenter *Marie-Hélène Adrien*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	16	87.5	0	0	4.63	5	0.72	4.56
Methodological knowledge and skills	16	87.5	6.3	0	4.56	5	0.89	4.54
Presentation skills	16	75.0	6.3	0	4.38	5	1.03	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	16	81.3	6.3	0	4.38	5	0.96	4.30
Ability to analyze various participant comments and provide meaningful feedback	16	81.3	12.5	0	4.31	5	1.08	4.34
Ability to manage the diverse needs and interests of various participants	16	81.3	0	0	4.25	5	1.18	4.24
Strengths: excellent, good motivator, wide experience, clarity in thought and word. **Improvements:** need more professional discussion, more developed case studies.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table CC4b: Presenter *Charles Lusthaus*

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	16	100.0	0	0	4.81	5	0.40	4.56
Methodological knowledge and skills	16	100.0	0	0	4.81	5	0.40	4.54
Presentation skills	16	100.0	0	0	4.75	5	0.45	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	16	100.0	0	0	4.75	5	0.45	4.30
Ability to analyze various participant comments and provide meaningful feedback	16	100.0	0	0	4.75	5	0.45	4.34
Ability to manage the diverse needs and interests of various participants	16	87.5	0	0	4.56	5	0.73	4.24
Strengths: excellent and experienced presenter (5), conceptualization and problem analysis, clear and focused. **Improvements:** more professional discussion, improving on listening to participants, need to draw more from his sociological and management background.								

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

Table CC5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Content: the framework, learning to apply framework of concepts, tools for OA	6	54.5
Presentation: balance in project presentation, practical examples	4	36.4
Ability of the facilitator	1	9.1
Total response units (ideas expressed)	**11**	**100.0**

Table CC6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
Theory approach	1	33.3
Too much individual work	1	33.3
Using of case studies that are not drawn from live experiences	1	33.3
Total response units (ideas expressed)	**3**	**100.0**

Table CC7: Other comments and suggestions

	Frequency	Percent
More time to the workshop	3	50.0
Focus of case studies on assessing the three factors of motivation, reinforce the theoretical and sociological aspect	2	33.3
Extremely pleased by this workshop	1	16.7
Total response units (ideas expressed)	**6**	**100.0**

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Appendix DD. Workshop Ratings: V–f. How to Design and Conduct Focus Groups
(Levels I and II) *Janet Mancini Billson*

Table DD1: Workshop Outcomes

To what degree has the workshop met the following criteria?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Relevance of this workshop to your current work or functions	7	100.0	0	0	4.86	5	0.38	4.25
Extent to which you have acquired information that is new to you	7	100.0	0	0	4.43	4	0.54	4.08
Focus of this activity on what you specifically needed to learn	7	100.0	0	0	4.71	5	0.49	4.03
Extent to which content of this activity matched the announced objectives	7	100.0	0	0	4.86	5	0.38	4.17
Overall usefulness of this workshop	7	100.0	0	0	4.86	5	0.38	4.25
Other criteria or comments	4	75.0	0	0	4.25	5	0.96	4.31
Comments:								
More time needed, different approach								

Table DD2: Design and Delivery

How would you rate the quality of the design and delivery of the workshop?	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Lectures / presentations	7	100.0	0	0	4.71	5	0.49	4.18
Question and answer sessions with the full group of participants	7	100.0	0	0	4.57	5	0.54	4.22
Usefulness of the examples	7	100.0	0	0	5.00	5	0	4.24
Usefulness of the training materials	6	100.0	0	1	4.83	5	0.41	4.21
Objectivity of the presentation	7	100.0	0	0	4.71	5	0.49	4.22
Logical progression of the workshop	7	100.0	0	0	4.71	5	0.49	4.15
Pacing of the workshop	7	87.5	0	0	4.43	5	0.79	3.94
Small group activities	7	100.0	0	0	4.57	5	0.54	3.99

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

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Table DD3: Participants as Active Learners

Please rate your fellow participants on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
A readiness to learn among participants	7	100.0	0	0	4.86	5	0.38	4.29
Willingness to share knowledge and skills	7	85.7	0	0	4.57	5	0.79	4.21
Different views and perspectives about evaluation	5	100.0	0	2	4.80	5	0.45	4.02
Different levels of knowledge and skills	6	83.3	0	0	4.33	5	0.82	4.04
Diverse experiences from all over the world	7	85.7	0	0	4.43	5	0.79	4.21
Interest in building liaisons and partnerships	7	57.1	14.3	0	3.86	5	1.22	3.89

Table DD4: Presenter

Please rate the presenter on the following characteristics:	N[1]	% 4 or 5[2]	% 1 or 2[3]	NA[4]	Mean[5]	Mode[6]	Std.Dev.[7]	W Mean[8]
Experience in development evaluation	7	100.0	0	0	4.86	5	0.38	4.56
Methodological knowledge and skills	7	100.0	0	0	4.86	5	0.38	4.54
Presentation skills	7	100.0	0	0	5.00	5	0	4.25
Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	7	100.0	0	0	5.00	5	0	4.30
Ability to analyze various participant comments and provide meaningful feedback	7	100.0	0	0	4.86	5	0.38	4.34
Ability to manage the diverse needs and interests of various participants	7	100.0	0	0	4.57	5	0.54	4.24

Strengths: excellent presenter, vast experience (2), keep attention of attendants, handouts and lecture were incredible. **Improvements:** cultural sensitivity, maybe a tighter schedule.

1. Number of Respondents
2. Percentage of respondents who answered '4' or '5' (high)
3. Percentage of respondents who answered '1' or '2' (low)
4. Respondents answering 'Not applicable'. Removed from analysis
5. Average score on a scale of '1' (low) to '5' (high)
6. Most frequently occurring observation.
7. Standard deviation: spread of scores. Two thirds of the observations fall between +1 and -1 std dev from the average (mean)
8. Average score for Week 3 and Week 4 workshop presenters combined.

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Table DD5: Benefits

What did you find most useful in the workshop?	Frequency	Percent
Presentation: doing a focus group with good instructions and comments, good focus, applicable focus group techniques, practical and relevant information, demonstration	5	100.0
Total response units (ideas expressed)	**5**	**100.0**

Table DD6: Drawbacks

What did you find least useful in the workshop?	Frequency	Percent
No comments		
Total response units (ideas expressed)		

Table DD7: Other comments and suggestions

	Frequency	Percent
Too much focus on process	1	50.0
Best class	1	50.0
Total response units (ideas expressed)	**2**	**100.0**