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Back home from Canada, I am still overwhelmed with impressions after attending this amazing, consistent, intensive, useful, interesting, and unforgettable IPDET 2013 course! The new learning and absolutely outstanding people that I met there re-oriented my thinking towards monitoring and evaluation as a management tool helping to make evidence-based decisions, towards outcomes as behavioral or organizational change, and towards seeing evaluation as a source of learning.

—Aurelia Ciornei, Deputy Project Coordinator
Swiss Water Supply and Sanitation Project “ApaSan,” Moldova
IPDET 2013
Thank you for your interest in IPDET 2015. Now entering its 15th year, over 3,500 participants from 125 countries have come to IPDET for one to four weeks of study over the years. We look forward to welcoming many participants this year, which the United Nations has declared as the International Year of Evaluation; some new to evaluation who need to build their capacity, some experienced who need a refresher, and many returning for professional evaluation. When IPDET was first held in 2001, there was little, if any, short-term training available on designing and conducting effective evaluations of development interventions. Available training centered on master’s degree programs, donor training in their own evaluation systems, and very short one-off training events. This is no longer the case. With emphasis across the development community turning to evaluation capacity building, new training programs have been and are being launched worldwide. Why then, from developed and developing countries, non-governmental organizations, bilateral and multilateral development agencies, research firms, universities, and the private sector, do evaluation practitioners continue to choose IPDET?

We believe it is in no small part because of IPDET’s adherence to five key values:

- Engage the best faculty in the world;
- Modify content continuously to remain current;
- Build a sense of community;
- Create and nurture a network that continues after the training;
- Walk the talk by annually evaluating IPDET itself for continuous improvement.

Of course we could add that it has to do with the user-friendly text, *The Road to Results: Designing and Conducting Effective Development Evaluations*, or the hands-on nature of the training and emphasis on peer learning, or perhaps the irresistible chocolate “tower of power” featured at receptions! It is likely all these things and more that draw participants from around the world to come to IPDET year after year. We hope the pages in this catalogue also draw you to join a truly unique community of learners at IPDET 2015.
Welcome Letters

Carleton University

It is with great pleasure that I welcome International Program in Development Evaluation Training 2015 participants to Carleton University. This is a milestone year for us since it marks the 15th annual offering of this unique and intensive professional development program and is the International Year of Evaluation.

You are embarking on an exciting journey of discovery and learning. Upon completion, you will join an active and engaged alumni body that now exceeds 3,500 members who are working in countries and communities around the globe to translate the Paris Declaration on Aid Effectiveness principles into practice: enhancing local ownership, mutual accountability and transparency, and managing for results through better evaluation. The Faculty of Public Affairs is proud to support your efforts and commitment to strengthening evaluation capacity as part of a long-term effort to reduce global poverty and achieve sustainable growth.

From our teaching faculty and students to our university administrators, the Carleton community is proud of its partnership with the World Bank, and we have learned much from the presence of IPDET participants on campus. Many of you have stayed in touch, and we value those relationships.

Past participants have found that Carleton University provides a positive learning environment and a warm and welcoming “home away from home.” I know that you will as well. While you are here, I invite you to learn about the resources available at Carleton University for further study and about Ottawa, Canada’s capital. I hope that you will enjoy your time with us!

André Plourde
Dean, Faculty of Public Affairs | Carleton University

World Bank Group

For evaluation professionals, 2015 is an important year—declared by the United Nations as the International Year of Evaluation. And so I am particularly pleased, as Director-General, Evaluation, for the World Bank Group, to invite you to attend IPDET 2015 this coming June and July.

Those of us who have been evaluators over the past 15 years have been able to witness a profound expansion of our professional field and its influence. IPDET has been a major contributor to this growth. Based on a collaboration between the World Bank Group and Carleton University, IPDET has become a marvelous source of development evaluation training, known for its breadth and depth of coverage, diversity of topics, and world class instructors. But IPDET does not stop at being a learning event—the learning and networking continue through an engagement model that brings together current participants and alumni. IPDET’s more than 3,500 graduates and their respective organizations remain involved in knowledge exchange and ongoing updates through active online dialogue.

Throughout my professional career—including with the World Food Programme, the International Fund for Agriculture Development, and the Asian Development Bank—I have promoted the importance of building evaluation capacity in the international development community. Investing in this capacity contributes to advancing not only evaluations but also to evidence-based policy making, thus raising awareness of the importance of monitoring and evaluation in good governance for equitable and sustainable human development.

The skills and insights you will gain at IPDET 2015 will help you produce stronger evaluations of development interventions. In turn, these evaluations will better inform decision makers, enable leaders and civil societies to develop and implement better policies, and contribute to improving development effectiveness well beyond 2015.

This year is IPDET’s 15th—an auspicious moment and even more of a reason to join. So a warm welcome to all of you who will participate in IPDET. I hope to have the opportunity to meet you personally during this year’s program.

Caroline Heider
Director-General, Evaluation | The World Bank Group
Co-Founders and Program Directors

As the founders of IPDET back in 2000 and its co-directors since the beginning, we are delighted to welcome you to the 15th year of IPDET. We initially developed the program to fill a global need for short-term, but intensive, executive-level training in development evaluation. That need remains relevant today. We want to encourage you to join us, either as a returning or first-time participant. We have worked to build on the successes of the past 14 programs to offer you a world-class learning experience. Each year, an external evaluator conducts an extensive evaluation of the program, and we use the findings to continually improve the program.

IPDET is divided into two segments. Segment one, the Core Course during the first two weeks, offers a graduate-level seminar that provides an overview of development evaluation. This year, we will again co-teach the Core Course with Carleton University’s Dr. José Galdo. The second two weeks consist of specialized workshops which offer opportunities to interact with some of the top evaluation experts in the world, and to study particular evaluation topics in greater depth. The broad array of workshops allows you to customize the training to your needs. Each year, IPDET offers new workshops that reflect the most current evaluation issues in the international development arena.

We believe that we have built a curriculum that is relevant, applicable, and timely to your learning needs. We look forward to welcoming you to Ottawa this summer for the 15th year of IPDET, which will be an exciting and rewarding experience.

Linda G. Morra Imas  
*IPDET Co-Director and former Evaluation Capacity Building Advisor*  
*Independent Evaluation Group, The World Bank Group*

Ray C. Rist  
*IPDET Co-Director and former Evaluation Capacity Building Advisor*  
*Independent Evaluation Group, The World Bank Group*
What Is IPDET?

Founded in 2001, the International Program for Development Evaluation Training is an executive training program that aims to provide managers and practitioners with the generic tools required to evaluate development policies, programs, and projects at the local, national, regional, and global levels. An intensive and unique training initiative of the Independent Evaluation Group of the World Bank and Carleton University, it is best known for its flagship training program offered each summer in Ottawa, Canada.

The program features a two-week Core Course, followed by two weeks of 27 in-depth workshops, taught by a dynamic group of renowned international faculty drawn from organizations around the world. The program is highly responsive to the changing international environment, addressing the requirements of new development policies and delivery mechanisms that favor local ownership, increased national accountability, and partnership. Similarly, the curriculum is designed to reflect the international shift in focus from project evaluation to more complex program-, policy-, country-, and even global-level evaluation.

We find that many IPDET graduates return to the program in subsequent years for continuing professional education. IPDET alumni occupy senior- and mid-level evaluation, audit, and management positions in developed and developing country governments, non-governmental organizations (NGOs), bilateral and multilateral development agencies, and the private sector. Find a list of sending organizations on p. 53.

IPDET Objectives

IPDET strives to provide a program in which participants:

• develop knowledge of development evaluation concepts, processes, and methods (Core Course);
• increase or upgrade their current depth or level of evaluation knowledge and skills (workshops);
• enhance specific skills in designing and conducting evaluations of development programs;
• meet people from around the globe who are engaged in development evaluation; and
• network for collaboration and knowledge sharing.

We wanted to develop a world-class training program in development evaluation. Judging from the external evaluations of IPDET, we’ve succeeded.

—Linda G. Morra Imas
IPDET Co-Director and former Evaluation Capacity Building Advisor
Independent Evaluation Group, World Bank Group
IPDET Evaluation of Program Impact, a report by Brad Cousins, Catherine E. Elliott, and Nathalie Gilbert, October 2010

In addition to its annual evaluation, IPDET has had two external evaluations of its impact. In the most recent impact evaluation, published in 2010, Dr. Brad Cousins of the University of Ottawa examined the following questions:

Dr. Cousins and his associates concluded the following:

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

2. To what extent are IPDET participants able to apply learned knowledge and skills in their home workplace?

3. To what extent has IPDET had an impact on the organizations to which participants belong?

- “IPDET is a very successful program that is unparalleled in its ability to acquire foundational knowledge and skill in development evaluation.”
- “There is a fairly high degree of knowledge transfer of monitoring and evaluation (M&E) skills learned at IPDET to the participants’ home work environment.”
- “IPDET is helping to build local capacity and demand for development evaluation. Through the efforts of alumni who are ‘championing’ M&E, IPDET is also helping to make inroads in contexts that have a readiness for development M&E.”

Core Course Offers a Solid Foundation in Evaluation Principles and Their Application

IPDET’s Core Course provides participants with a comprehensive overview of development monitoring and evaluation. The Core Course is made up of 15 instructional modules, which follow chapters in *The Road to Results: Designing and Conducting Effective Development Evaluations*, co-authored by Linda G. Morra Imas and Ray C. Rist. It is designed for those with little prior evaluation experience or training, or those seeking to refresh and update their knowledge. Special emphasis is placed on the following:

- Understanding the development evaluation context;
- Constructing and using theories of change;
- Developing a results-based monitoring system;
- Using an evaluation design matrix to plan an evaluation;
- Considering the full range of designs for answering evaluation questions.

Combining lectures, classroom activities, theory, and practice, the Core Course is structured to offer daily opportunities for peer learning through small group teamwork, real-world evaluation design, mini-workshops, lunch-time roundtable discussions and guest speaker events.

Participants can attend any combination of weeks in the program or individual workshops.
Workshops Offer Room to Explore and Specialize

IPDET workshops allow participants to delve into specialized topics. In the two weeks following the Core Course, participants may choose from 27 workshops on a variety of methodological and thematic topics. IPDET 2015 will feature the successful workshops and instructors from 2014, as well as some new or updated workshops (pp. 21–46). Participants can attend any combination of weeks in the program or individual workshops. The Core Course or equivalent is a prerequisite for all workshops:

- Core Course only (2 weeks)
- Individual workshop (2 or 3 days)
- Either or both of the workshop weeks
- Entire four-week program

IPDET workshops also provide an opportunity for continuous learning. After completing the Core Course in one year, participants often return in following years to attend workshops as part of their continuing professional development.

Supportive Learning Environment

The IPDET program features a range of resources to assist participant learning:

- Instructors with expertise in the most current development evaluation methods
- Small group work
- Case studies
- Internet resources
- Guest speakers on development evaluation issues, challenges, and methods
- Applied learning
- Personally customized program of workshops, matching participant skill level and interests
- Continuing access to the IPDET listserv network after the program ends
- Mentoring by leading evaluation experts

Work with World-Class Faculty

We have assembled a world-class faculty for this program, blending extensive field experience from all regions of the world with high-level methodological skills and knowledge. IPDET Co-Directors Linda G. Morra Imas and Ray C. Rist teach the Core Course, together with Carleton University Associate Professor José Galdo and several guest lecturers. See Core Course faculty bios (p. 15). The workshop faculty includes international experts with extensive experience in development evaluation. See workshop descriptions and faculty bios (pp. 21–46).
Learning Outside the Classroom

Guest Speakers and Panelists
Every year, we invite outstanding guest speakers, such as senior officials from the Canadian Department of Foreign Affairs, Trade and Development (incorporating the former CIDA), and well-known evaluators, such as Michael Q. Patton and John Mayne. We are pleased to collaborate again with the National Capital Chapter of the Canadian Evaluation Society (CES), whose members volunteer as expert panelists for the final day of small group presentations in the Core Course.

Enhance Your Learning through Special Events
To ensure that participants’ learning experience is diverse, productive, and engaging, the program includes a variety of special events and weekend activities. An opening dinner reception attended by development executives and practitioners in the Ottawa region will signal the start of the Core Course. A reception in Week 2 allows program participants to mingle with Ottawa-based evaluation practitioners. These events provide informal and relaxed opportunities for participants to meet other practitioners and learn about the programs and activities of a national and international evaluation association. A daily IPDET bulletin announces details of field trips, including a city tour, scenic river trip, visits to a national park, and trips to historical points of interest.

Join a Community of Learners after IPDET Ends
IPDET is more than a training program—it is a global community of learners who connect with colleagues during the program and often stay in touch long after graduation. An active, moderated listserv for instructors and alumni facilitates this contact, as well as continuous learning, shared problem solving, and the day-to-day work of individual evaluators, advisors, and managers. Recent moderated discussions on the IPDET listserv have focused on such topics as setting up a monitoring and evaluation framework, identifying gender equality and women’s empowerment international indicators, writing terms of reference and setting up a national evaluation association. The IPDET listserv also serves as a means to disseminate completed evaluation results, reports, and lessons learned and as a forum for announcing employment opportunities and upcoming events. Participants can also stay connected to IPDET on Twitter and Facebook.

IPDET Mentoring Project
An initiative to provide mentoring to selected IPDET alumni began in 2011. Thanks to funding from Canada’s Department of Foreign Affairs, Trade and Development, IPDET is now linking members of its experienced faculty with alumni working around the world who request short-term assistance with an evaluation. Guidance and procedures have been established, and it is expected that this initiative will serve to further strengthen individual skills and knowledge.

IPDET 2011 was a stimulating and rewarding professional development experience for me. It had so much to offer: content, networking and camaraderie. IPDET brought so many actors with diverse and fascinating backgrounds and experiences on one platform and provided an opportunity to engage with them. The faculty, class instructions, facilitation, group work, hands-on approaches, course material, facilities and hospitality were world class. The guest lecturers were the unique feature of IPDET. IPDET stands unparalleled as a world-class professional development training in M&E.

—Alok Vajpeyi, Director, Monitoring & Evaluation
Catholic Relief Services, India
IPDET 2011
IPDET Results

- Nearly 100 percent of Core Course participants indicated that the chances of using the knowledge they gained at IPDET were very high or high.
- Nearly 90 percent of all IPDET participants would recommend the program to a colleague.
- Nearly 90 percent of participants indicated that they would return to IPDET.*

* Results are based on annual IPDET evaluations and an independent impact evaluation. To access recent evaluation reports, please go to www.ipdet.org.

Connect with Canada

We offer this program in a friendly, safe, and accessible city—Ottawa, Canada’s national capital. A multicultural city, Ottawa is also home to many of the country’s major international development institutions, including the Department of Foreign Affairs, Trade and Development; International Development Research Centre (IDRC); and a wide range of NGOs, research institutes, and private companies engaged in development efforts around the world. Evaluation practitioners and managers from these organizations are a rich resource for IPDET and serve as facilitators, panelists, and guest speakers over the four weeks. Numerous formal and informal opportunities are provided throughout the program for participants to meet and connect with Canadian colleagues.

IPDET Partners

Independent Evaluation Group (IEG), The World Bank Group. IEG reaches out to development partners through studies and capacity-building initiatives and evaluates the contribution of the Bank to a country’s overall development. IEG’s country, sectoral, thematic, and global evaluations are dedicated to improving development results.

The Faculty of Public Affairs, Carleton University. The Faculty is one of Canada’s premier educational organizations in public administration and international affairs. The Faculty offers a wide range of undergraduate and graduate programs for professionals from Canada and around the world who are in the early and middle stages of their careers. The Faculty of Public Affairs is home to the Arthur Kroeger College of Public Affairs, a special honors program for the next generation of leaders in Canadian society.
Contact Us

Do you have a question about IPDET? We have created a section called “Frequently Asked Questions” on our Web site at www.ipdet.org and hope we have anticipated some of your concerns. If you do not find the answer you need, let us know—it is very likely someone else has the same question. For more information, do not hesitate to contact us.

**Julia Thompson** | IPDET Manager
**Mary Dixon** | IPDET Registrar
IPDET, Faculty of Public Affairs
Suite 2800, Carleton Technology and Training Centre
Carleton University
1125 Colonel By Drive | Ottawa, Ontario K1S 5B6 | Canada
Tel: +1 (613) 520-3525 | Fax: +1 (613) 520-7815 | E-mail: info@ipdet.org

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The course and the scholarship have contributed to my work as Research and Evaluation Specialist at UNICEF India. Since the completion of the course, I have taken part in managing a major evaluation for UNICEF India, which has informed our new Country Programme for 2014–2017; institutionalized a development evaluation programme in a premier academic institution in India; managed an annual Executive Programme on Evaluation for Development, jointly with Indian School of Business; delivered a module on Evaluation Design during the Executive Programme and developed a concept note for evaluation capacity development for UNICEF India, 2014-2017. The participation in the full four-week programme has allowed me to learn considerably and substantially, which is definitely contributing to the achievements I’ve made in my work.

—Michiru Sugi Mita, Research and Evaluation Specialist  
UNICEF India
IPDET 2011
Who Should Attend and Why?

IPDET is designed for development professionals who conduct or manage development evaluations. Participants have historically come from government ministries or agencies in the developing world, development banks and The World Bank Group, the not-for-profit and foundation sectors, the United Nations system, bilateral development agencies, universities and think tanks, and private sector consulting firms specializing in development evaluation (for a full list, see pp. 53–58).

IPDET participants also represent considerable regional diversity: typically, nearly a third of participants come from Africa, while the next largest groups of students come from Asia and North America. In 2014, the more than 210 participants represented 79 countries.

Types of Organizations Represented in the 2014 Core Course
Benefits for Individuals

Individuals who responded to an online survey (part of the 2010 impact evaluation) reported benefits from IPDET even several years after taking the program. Eighty-six percent of respondents indicated they had increased or upgraded their current depth or level of Monitoring & Evaluation (M&E) knowledge and skills, and 80 percent said the program assisted them in developing networks for future collaboration and knowledge sharing. Seventy-nine percent reported that they use the M&E knowledge or skills in their workplace, and 75 percent believe that IPDET contributed to their application of these skills.

What did you find most useful about the program?

“The opportunity to meet, discuss, and socialize with faculty and participants from all over the world.”

“Practical case studies, hands-on approaches, and sharing of methodological guidelines and manuals.”

“I found [IPDET] a thoroughly rewarding experience and would definitely recommend it to other colleagues. I’m looking forward to staying in touch through the listserv.”

“The specialized knowledge transfer was unique. Engagement with professional colleagues from around the world was stimulating.”

—From IPDET participant evaluations

Benefits for Organizations

Respondents in the 2010 impact evaluation reported changes occurring in their organizations, notably related to evaluation infrastructure, profile, and positioning. The majority credited the program with having some or a major degree of influence. For example, a respondent reported that “organizational capacity for conducting and analyzing evaluations had improved, resulting in better project/program formulation with clear and appropriate measure indicators and targets… clear evaluation objectives, designs, and plans.”

Despite only a relatively small number of Sri Lankan nationals having attended IPDET, it would appear that the program has had positive direct and indirect effects on the development of government systems for M&E and the development of a local culture of evaluation. This is partly attributable to members attending IPDET and successfully transferring knowledge back to the country, but also through ongoing interaction with IPDET colleagues and IPDET co-directors over time. International, regional, and local networks of evaluators and persons interested in M&E have been established, and evidence that IPDET has played a significant role in facilitating networking, especially international and local, was observed in the case study.

—IPDET Evaluation of Program Impact
October 2010
Benefits for Countries

Aid is most effective when partner countries are accountable for their own development policies and programs. National governments in the South are building their own capacity in evaluation, and several have sent sizable contingents from key departments to IPDET with a view to creating an evaluation culture from within.

Countries benefit in other ways as well. Many IPDET alumni have distinguished themselves by their level of participation in international, regional, and national professional evaluation associations, such as the Uganda Evaluation Association, African Evaluation Association, and most recently, International Development Evaluation Association (IDEAS). Active as executive members, instructors, coaches, and mentors, IPDET alumni are contributing significantly to the development of the culture and capacity of evaluation at national and global levels, e.g. Rijad Kovac (IPDET 2006) has recently founded the Bosnian Evaluation Society.

Building Evaluation Capacity

Organizations, such as the Geneva International Centre for Humanitarian Demining (GICHD), have collaborated with IPDET to build critical mass in support of development evaluation within their global networks. In 2005 and 2006, using donor funds, GICHD sponsored 15 senior mine action managers from mine-affected countries to participate in the IPDET program and attend a specialist workshop provided within the IPDET framework. Later, GICHD and IPDET developed a five-day workshop—“Evaluating Mine Action”—based on the mini-IPDET package. Regional workshops have now been held in Bangkok, Tbilisi, and Ljubljana. Each featured IPDET and GICHD instructors and brought in IPDET graduates from the region as facilitators. The most recent one, in October 2012, was delivered in Afghan local languages.

Efforts to date demonstrate that the mini-IPDET package is readily adaptable to the specific requirements of different sectors, countries and regions, for example the European Program for Development Evaluation Training (EPDET). These workshops rely on IPDET graduates from the country as organizers, facilitators, and trainers adapting the evaluation training to national context and translating training materials into local languages.

IPDET's association with GICHD over the past five years has been highly fruitful. IPDET has played a key role in helping develop sector-specific evaluation training materials and has aided greatly in helping the Centre with its evaluation capacity-building agenda. IPDET will continue to assist with the delivery of mini-IPDET regional training opportunities and will also help with the Stage 3 of GICHD’s strategy: country-level training and capacity building.

IPDET Evaluation of Program Impact
October 2010
IPDET’s Program for 2015—What’s New?

The analytical, conceptual, and political framework of development has changed dramatically since the late 1990s, when the initial concept that would become IPDET was conceived. The 2005 Paris Declaration on Aid Effectiveness and the new development agenda embodied by the Global Partnership for Effective Development Co-operation both call for improved evaluation models that assess results at the country, sector, theme, policy, and global levels. International Sustainable Development goals may be established by the UN in 2015.

As the development agenda grows in scope and complexity, so does development evaluation. An increasing number of joint evaluations involving multiple partners and stakeholders add to the complexity and demand new approaches and a new mix of skills—not just methodological expertise, but competencies in communication, management, and team building, among others.

IPDET’s curriculum has been revised over the years to reflect these trends. Both the Core Course and the workshops address challenges at program and country levels. We hope that this year’s participants will leave IPDET 2015 feeling more confident about their knowledge, skills, and abilities to design, conduct, and manage effective development evaluations for evidence-based decision making.

For a detailed list of workshops and instructors, please see pp. 21–46.

New in 2015!

Each year, IPDET offers new workshops to participants. At the time of publishing, the following new courses are confirmed:

- “Innovation in Evaluation Methods,” taught by Patricia Rogers, Professor of Public Sector Evaluation at Royal Melbourne Institute of Technology, Australia, and Project Director of Better Evaluation.
- “Capturing the Unintended Outcomes of International Development Programs,” taught by Michael Bamberger, Social Development and Program Evaluation Consultant; and by Michele Tarsilla, Program and Project Evaluator, author, and blogger.
- “NVivo10: Qualitative Data Analysis Software for Development program Monitoring and Evaluation,” taught by Mathieu Bujold, medical anthropologist and consultant in qualitative and mixed research/evaluation methodologies.

Also in 2015 IPDET will have a workshop specially dedicated to the challenges that the evaluation community will face when the Sustainable Development Goals are adopted:


The entire course was phenomenal, from theoretical inputs to workshops and roundtable presentations.

—Shachi Joshi, Deputy Director (Research) Institute of Applied Manpower Research, India

IPDET 2013
A Unique Hands-On Experience

About one-third of the Core Course involves working in small, theme-based teams. Each team is tasked with preparing an evaluation design for a real-life project, based on an initiative that one of the group members needs to evaluate and for which a design will be produced. Participants are encouraged to bring a 2-3 page summary of a program or project they are directly involved with that can be proposed to the group as case study. Work on the design proceeds hand in hand with classroom coverage of the modules. Facilitators work with the project teams to provide feedback and help them stay on track. On the last day of the Core Course, each team presents its theory of change and evaluation design to a panel of evaluation specialists in a live simulation of the evaluation design review process.

If numbers, materials, and interest warrant, we will organize a French-language team and facilitator for a group that will prepare its evaluation design in French.

Roundtable Discussions

In addition to daily teamwork in small groups, we encourage participants to present their own evaluation experience or challenges to their peers at roundtables, which are scheduled at lunchtime during the Core Course. If you wish to share or investigate an evaluation issue with others, come to IPDET prepared to offer a brief (15–20 minute) oral or visual presentation.

A successful presentation allows enough time for peer interaction. One way to do this is to prepare and hand out a short written description of the context of your issue at the start of your presentation.

Mini-Workshops

An afternoon of mini-workshops is an innovation in the curriculum that allows participants hands-on practical exploration of evaluation competencies. Modules are delivered by leaders in the field. Topics include:

- Facilitation Skills
- Peer Review: Who is Evaluating the Evaluator?
- Vision and Perspective: Unleashing Your Creativity
- Working across Organizations
Core Course Faculty

**Linda G. Morra Imas**
Dr. Morra Imas is one of the creators and co-directors of IPDET and has more than 30 years of experience with private and public sector evaluation and training in M&E throughout the world. She is the co-author, with Ray C. Rist, of the comprehensive text, *The Road to Results: Designing and Conducting Effective Development Evaluations* (The World Bank, 2009). Recently retired as Chief Evaluation Officer and Advisor, Evaluation Capacity Development of the Independent Evaluation Group, World Bank Group, Dr. Morra Imas consults and trains on monitoring and evaluation for organizations and national governments. She is former Director of Education and Employment Program Evaluation for the U.S. Government Accountability Office and has taught program evaluation at George Washington University as an adjunct professor.

**Ray C. Rist**
Dr. Rist is one of the creators and co-directors of IPDET and current president of IDEAS. Retired from the Independent Evaluation Group of the World Bank, Dr. Rist continues to advise organizations and national governments throughout the world on how to design and build results-based M&E systems. His career includes 15 years in the U.S. Government with senior appointments in both the executive and legislative branches. He has held professorships at Johns Hopkins, Cornell, and George Washington Universities and been a Fulbright Fellow at the Max Planck Institute. He has authored or edited 32 books, written more than 140 articles, and lectured in more than 85 countries. Dr. Rist serves on the editorial boards of nine professional journals and chairs an international working group that collaborates on research related to evaluation and governance.

**José Galdo**
Dr. Galdo is an Associate Professor of Public Policy and Economics at Carleton University, Ottawa, and also Research Fellow at the Institute for the Study of Labor (IZA) in Bonn, Germany. His research lies at the intersection of labor economics, program evaluation, and microeconometrics. He teaches graduate-level courses in advanced research methods and design, as well as program evaluation in developing countries. Published in peer-reviewed academic journals, he has substantial research and field experience in evaluating active labor market programs in developing countries and has consulted for a range of international and development institutions. Dr. Galdo is a Fulbright Scholar and holds a doctoral degree in economics from Syracuse University.
Core Course Requirements and Expectations

The Core Course program is taught at a master’s degree level. To get the most from the program, participants are required to have an undergraduate degree. Most past participants have graduate-level degrees in a related field. Some Core Course participants will have had experience in development evaluation, but little or no formal training; others may be new to development evaluation.

To help you decide whether to attend the core program, especially if you have prior training or experience in development evaluation, we encourage you to review the Competencies for Development Evaluators developed by the International Development Evaluation Association (www.ideas-int.org). The Core Course will address many of the basic competencies.

IPDET Expectations of Participants

• During the Core Course, you will be assigned to read The Road to Results, which will be provided to all participants at the start of the program. Expect to spend a couple of hours each evening reading the text, if you have not read it before the start of the program.

• Small group work makes up one-third of the Core Course time and will be an integral part of each day. You will meet with your co-participants in groups of five to eight for two hours or more daily, be challenged to develop a theory of change for a program or policy, and then design and present your team’s evaluation framework.

• If you want your small group to consider basing its evaluation design assignment on your own program or evaluation situation, bring brief, relevant materials, such as a two-page program overview or the executive summary of a recent report on a program you need to evaluate. Small project teams, organized around your stated areas of interest, will decide which project or program they will use for their evaluation design.

• There will also be time set aside during the program for more informal exchanges with instructors and among participants, including roundtable discussions and mini-workshops.

About one-third of Core Course teaching time is devoted to small group work.
For those with no exposure to the international development field, IPDET is an excellent primer. It brings donors, development partners and international institutions in one place and provides a broad introduction to M&E. It is an excellent start for international development managers and aspiring evaluators as well as a good refresher for practitioners regarding new developments in the field of evaluation.


The month I spent in Ottawa was truly a great experience, which I believe strongly advanced my M&E knowledge and expertise. I had an amazing chance to meet and link with many colleagues from all around the world. During IPDET, I also organized a roundtable discussion about the Palestinian Evaluation Association, which was really productive and deemed engaging and useful by colleagues who attended it.

—Khalil Bitar, Co-Founder and Director Palestinian Evaluation Association IPDET 2013

The learning I gained from IPDET has significantly improved my methodological skills in designing impact evaluation. I have gained confidence to identify suitable impact evaluation methodology and justify my choices with confidence.


For me every day was special as I learnt something new from someone else’s experience in addition to what the course had to offer. I found the programme to be invaluable to both new practitioners and professionals alike who want to be abreast of new developments and to stay relevant in the discipline of development evaluation. IPDET has undoubtedly made me a more resourceful person than I was before.

—Kenneth Oonyu Omukaya, Senior Inspectorate Officer Inspectorate of Government, Uganda IPDET 2011
# 2015 Core Course Preliminary Schedule

## Week 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday June 8</th>
<th>Tuesday June 9</th>
<th>Wednesday June 10</th>
<th>Thursday June 11</th>
<th>Friday June 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00–12:30</td>
<td>Welcome and Introduction, Course Objectives and Overview</td>
<td>Module 3: Building a Results-Based Monitoring and Evaluation System</td>
<td>Module 5: Considering the Evaluation Approach</td>
<td>Module 6: Developing Evaluation Questions and Starting the Design Matrix</td>
<td>Module 7: Selecting Designs for Cause and Effect, Normative and Descriptive Evaluation Questions</td>
</tr>
<tr>
<td></td>
<td>Module 1: Introduction to Development Evaluation</td>
<td>• Importance of Results-Based M&amp;E</td>
<td>• Introduction to Evaluation Approaches</td>
<td>• Sources of Questions</td>
<td>• Connecting Questions to Design</td>
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<tr>
<td></td>
<td>• What Is Results-Based M&amp;E?</td>
<td>• Development Evaluation Context</td>
<td>• Development Evaluation Approaches</td>
<td>• Three Types of Questions</td>
<td>• Experimental Designs for Cause and Effect Questions</td>
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<tr>
<td></td>
<td>• Traditional Versus Results-Based M&amp;E</td>
<td>• Ten Steps</td>
<td>• Challenges Going Forward</td>
<td>• Identifying and Selecting Questions</td>
<td>• Quasi-Experimental Designs and Threats to Validity</td>
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<td></td>
<td>Module 1: Introduction to Development Evaluation</td>
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<td></td>
<td>• Keys for Developing Good Evaluation Questions</td>
<td>• Designs for Descriptive Questions</td>
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<tr>
<td></td>
<td>• Evaluation: What Is It?</td>
<td></td>
<td></td>
<td>• Using the Design Matrix</td>
<td>• Designs for Normative Questions</td>
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<td></td>
<td>• Origins and History of the Evaluation Discipline</td>
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<td>• Randomized Control Trials in Development Evaluation</td>
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<td>• Development Evaluation Context</td>
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<tr>
<td></td>
<td>• Principles and Standards of Development Evaluation</td>
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<tr>
<td>12:30–2:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Speaker’s Luncheon</td>
<td>Roundtables</td>
<td>Lunch</td>
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<tr>
<td></td>
<td>• Evaluation in Developed and Developing Countries</td>
<td>• Front-End Analysis</td>
<td>Open Discussion Session with Core Faculty Member</td>
<td></td>
<td>• Facilitation Skills</td>
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<tr>
<td></td>
<td>• Emerging Development Issues</td>
<td>• Identifying the Main Client and Key Stakeholders</td>
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<td>• Peer Review: Who is Evaluating the Evaluator?</td>
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<td></td>
<td></td>
<td>• Understanding the Context</td>
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<td>• Vision and Perspective: Unleashing Your Creativity</td>
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<td></td>
<td></td>
<td>• Constructing, Using, and Assessing a Theory of Change</td>
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<td></td>
<td>• Working across Organizations</td>
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<td></td>
<td>Introduction to Group Work Session</td>
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<tr>
<td>6:30–8:00</td>
<td>Opening Reception</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Ottawa City Tour</td>
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</tbody>
</table>

Note: This is a preliminary schedule. Actual timing and content of the Core Course may vary.
# 2015 Core Course Preliminary Schedule

## Week 2

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
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<tbody>
<tr>
<td></td>
<td>June 15</td>
<td>June 16</td>
<td>June 17</td>
<td>June 18</td>
<td>June 19</td>
</tr>
<tr>
<td>9:00–12:30</td>
<td><strong>Module 8:</strong> Selecting and Constructing Data Collection Instruments</td>
<td><strong>Module 10:</strong> Planning Data Analysis and Completing the Design Matrix</td>
<td><strong>Module 12:</strong> Managing for Quality and Use</td>
<td><strong>Module 14:</strong> Guiding the Evaluator: Evaluation Ethics, Politics, Standards, and Guiding Principles</td>
<td><strong>Introduction of Panel Members, Small Group Presentations, &amp; Panel Comments</strong></td>
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<tr>
<td></td>
<td>• Data Collection Strategies</td>
<td>• Data Analysis Strategy</td>
<td>• Managing the Design Matrix</td>
<td>• Managing the Design Matrix</td>
<td>Evaluation of Core Course</td>
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<td>• Key Issues about Measures</td>
<td>• Analyzing Qualitative Data</td>
<td>• Managing an Evaluation</td>
<td>• Managing Evaluation Effectively</td>
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<tr>
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<td>• Quantitative and Qualitative Data</td>
<td>• Analyzing Quantitative Data</td>
<td>• Assessing the Quality of an Evaluation</td>
<td>• Evaluating Results</td>
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<td>• Common Data Collection Approaches: The Toolkit</td>
<td>• Linking Qualitative and Quantitative Data</td>
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<td><strong>Concurrent Advanced Session</strong></td>
<td><strong>Module 11:</strong> Evaluating Complex Interventions</td>
<td><strong>Module 13:</strong> Presenting Results</td>
<td><strong>Wrap-Up: Looking to the Future of Development Evaluation</strong></td>
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<td>• Propensity Score Matching</td>
<td>• Big Picture Views</td>
<td>• Communication Basics</td>
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<td></td>
<td>• Country Program Evaluations</td>
<td>• Writing Evaluation Reports for Your Audience</td>
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<td>• Sector Program Evaluations</td>
<td>• Using Visual Information</td>
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<td>• Thematic Evaluations</td>
<td>• Making Oral Presentations</td>
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<td></td>
<td>• Global and Regional Partnership Programs</td>
<td>• Peer Review and Meta-Evaluation</td>
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<td>• Evaluation Capacity Development</td>
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<td><strong>Open Discussion Session with Core Faculty Member</strong></td>
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<tr>
<td>12:30–2:00</td>
<td>Lunch</td>
<td>Speaker’s Luncheon</td>
<td>Roundtables</td>
<td>Lunch</td>
<td>Lunch</td>
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<tr>
<td>2:00–5:30</td>
<td><strong>Module 9:</strong> Deciding on the Sampling Strategy</td>
<td><strong>Module 11:</strong> Evaluating Complex Interventions</td>
<td><strong>Module 13:</strong> Presenting Results</td>
<td><strong>Wrap-Up: Looking to the Future of Development Evaluation</strong></td>
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</tr>
<tr>
<td></td>
<td>• Introduction to Sampling</td>
<td>• Big Picture Views</td>
<td>• Communication Basics</td>
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<tr>
<td></td>
<td>• Types of Samples: Random and Nonrandom</td>
<td>• Country Program Evaluations</td>
<td>• Writing Evaluation Reports for Your Audience</td>
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<td>• How Confident and Precise?</td>
<td>• Sector Program Evaluations</td>
<td>• Using Visual Information</td>
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<td>• How Large a Sample?</td>
<td>• Thematic Evaluations</td>
<td>• Making Oral Presentations</td>
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<td>• Where to Find a Sampling Statistician?</td>
<td>• Global and Regional Partnership Programs</td>
<td>• Peer Review and Meta-Evaluation</td>
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<td>• Sampling Glossary</td>
<td>• Evaluation Capacity Development</td>
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<td><strong>Open Discussion Session with Core Faculty Member</strong></td>
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<tr>
<td>6:30–8:00</td>
<td>Group Work</td>
<td>Group Work</td>
<td>Group Work</td>
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<td></td>
<td>CES Networking Reception</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Core Course Graduation</td>
<td>Cultural Event</td>
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</tbody>
</table>

**Note:** This is a preliminary schedule. Actual timing and content of the Core Course may vary.
IPDET is a good mixture of lecture-type sessions, small group work, and guest speaker presentations. We were introduced to new approaches by world-class evaluation experts, who shared their huge knowledge and practice with us, inspiring and at the same time, providing very practical tools and skills. … The workshops were so interesting and tempting that it was hard to make a decision in which to participate.

—Lusine Hakobyan, M&E and Program Learning Director
Counterpart International, Armenia
IPDET 2012

Participating in IPDET 2013 has enabled me to gain in-depth understanding of the key concepts in development evaluation and how to design results-based monitoring and evaluation systems, which is critical to improving aid effectiveness. IPDET 2013 further provided me the platform to interact with experienced participants, evaluation professionals and members of the Canadian Evaluation Society. This served as a useful avenue to discuss challenges in my work, learn from experiences of others and adopt best practices from all over the world.

—Barbara Serwaa Arthur, Monitoring and Evaluation Officer
Parliamentary Centre Africa Office, Ghana
IPDET 2013

The greatest, most valuable thing about IPDET is the human capital… helpful not only for myself, but also for my organization and hopefully for my country.

—Artem Myroshnychenko, Head of the Qualitative Methods Department
Kiev International Institute of Sociology, Ukraine
IPDET 2012
Deepen Your Knowledge with Specialized Evaluation Topics

After the Core Course, 27 in-depth workshops of two to three days each in specialized areas of evaluation practice are offered over a two-week period. Participants may attend one or both weeks, or register for a single workshop.

Workshop Requirements and Expectations

- **All workshops require participants to have completed IPDET’s Core Course training or equivalent and to have basic evaluation skills.**

- This year, all workshops are once again being designed at the intermediate or advanced level. Intermediate-level workshops require participants to have a basic knowledge of and/or experience in evaluation and some familiarity with the specific workshop topic. These workshops will quickly move in to intermediate-level coverage of the topic. They assume knowledge of what has been taught in the Core Course. Some workshops may have specific prerequisites. Please check the workshop descriptions carefully before registering.

- Advanced-level workshops are for participants with a strong background in the workshop subject. These workshops generally have specific prerequisites. Workshop participants also should have substantial evaluation experience.

- If you are not sure whether the workshop and level are right for you, check with the instructor or the IPDET Secretariat.

- Participants are not permitted to attend part of one workshop and then part of another that occupies the same time slot. Because of the costs involved, books and materials for each workshop are ordered only in amounts sufficient for those registered for that workshop. Most instructors will have contacted registered participants in advance and tailored instruction to them. Therefore, **changes in workshop selections are strongly discouraged.**

- Participants should expect evening homework or reading.

- Note that classes extend to 5:30 pm on Fridays, subject to instructor discretion. Classes will end earlier on the final Friday prior to graduation, again subject to the instructor’s discretion.

- Participants in the final week of the program should plan to depart on Saturday, July 4th, as graduation will continue until late in the evening on Friday, July 3rd.

Please check the Web site at [www.ipdet.org](http://www.ipdet.org) for the most up-to-date information on the program and schedule. Before the start of the program, more detailed workshop outlines will be posted on the site.
PDET’s wide choice of workshops lets participants customize their learning and select the workshops that are most pertinent to their objectives. With numerous workshops offered each year, we find some participants would like a bit of assistance. Therefore, we have grouped workshops into nine focus areas. These groupings may be helpful to those who want to concentrate on a specific theme, such as qualitative methods, impact evaluation, or managing evaluations. In the end, the choice is yours! Do not hesitate to contact the IPDET Secretariat or the instructor if you are not sure about your selection.

### Which Workshops Should I Take?

<table>
<thead>
<tr>
<th>Qualitative Methods</th>
<th>III-b</th>
<th>Case Study Methods for Development Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IV-a</td>
<td>NVivo10: Qualitative Data Analysis Software for Development Program Monitoring and Evaluation</td>
</tr>
<tr>
<td></td>
<td>IV-d</td>
<td>Qualitative Methods and Analysis for Development Evaluation</td>
</tr>
<tr>
<td>Quantitative Methods</td>
<td>I-c</td>
<td>Introduction to Quantitative Data Analysis</td>
</tr>
<tr>
<td></td>
<td>I-f</td>
<td>Making Surveys a Value Proposition in Development Evaluation</td>
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<tr>
<td></td>
<td>II-g</td>
<td>Sampling Techniques for Development Evaluation I</td>
</tr>
<tr>
<td></td>
<td>III-a</td>
<td>Sampling Techniques for Development Evaluation II</td>
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<td>III-c</td>
<td>Intermediate Quantitative Data Analysis</td>
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<td></td>
<td>IV-c</td>
<td>Quantitative Impact Evaluation</td>
</tr>
<tr>
<td>Data Collection Methods</td>
<td>I-f</td>
<td>Making Surveys a Value Proposition in Development Evaluation</td>
</tr>
<tr>
<td></td>
<td>IV-d</td>
<td>Qualitative Methods and Analysis for Development Evaluation</td>
</tr>
<tr>
<td>Emerging Practices in Evaluating Development Policies and Programs</td>
<td>II-a</td>
<td>Innovations in Evaluation Methods</td>
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<tr>
<td></td>
<td>II-b</td>
<td>Qualitative Comparative Analysis</td>
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<td></td>
<td>II-e</td>
<td>How to Design and Manage Equity-Focused and Gender-Responsive Evaluations</td>
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<td></td>
<td>II-f</td>
<td>Value Chains and Evaluation in the Private Sector</td>
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<tr>
<td></td>
<td>III-d</td>
<td>Developmental Evaluation: Applying Systems Thinking and Complexity Concepts to Enhance Innovation and Use</td>
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<td></td>
<td>IV-f</td>
<td>Challenges in Evaluating the Sustainability of Development</td>
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<tr>
<td>Impact Evaluation</td>
<td>II-d</td>
<td>Capturing the Unintended Outcomes of International Development Programs</td>
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<tr>
<td></td>
<td>IV-b</td>
<td>Evaluation of Results: Techniques Used by Multilateral Development Banks</td>
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<tr>
<td></td>
<td>IV-c</td>
<td>Quantitative Impact Evaluation</td>
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<td></td>
<td>IV-e</td>
<td>Assessing the Outcomes and Impacts of Complex Programs</td>
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<tr>
<td>Managing Evaluation</td>
<td>I-b</td>
<td>Assessing Organizational Performance</td>
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<tr>
<td></td>
<td>III-g</td>
<td>Both Sides Now: Managing the External Evaluation Team from the Client and Consultant Perspectives</td>
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<td></td>
<td>III-h</td>
<td>Managing an Evaluation Unit</td>
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Which Workshops Should I Take? *(continued)*

<table>
<thead>
<tr>
<th>Results-Based Monitoring and Evaluation (Performance Management)</th>
<th>I-a</th>
<th>Designing and Building Results-Based Monitoring and Evaluation Systems</th>
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<tbody>
<tr>
<td></td>
<td>II-c</td>
<td>Logic Models in Development Evaluations</td>
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<tr>
<td></td>
<td>III-f</td>
<td>Performance Budgeting</td>
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<tr>
<td>Evaluation in the Public Sector</td>
<td>I-b</td>
<td>Assessing Organizational Performance</td>
</tr>
<tr>
<td></td>
<td>I-d</td>
<td>Cost-Benefit Analytic Tools for Development Evaluation</td>
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<tr>
<td></td>
<td>I-e</td>
<td>Building Evaluation Capacity within Ministries: Lessons Learned and Good Practice in Industrialized and Developing Countries</td>
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<tr>
<td></td>
<td>III-f</td>
<td>Performance Budgeting</td>
</tr>
<tr>
<td></td>
<td>III-h</td>
<td>Managing an Evaluation Unit</td>
</tr>
<tr>
<td></td>
<td>IV-b</td>
<td>Evaluation of Results: Techniques Used by Multilateral Development Banks</td>
</tr>
<tr>
<td>Human Rights/Governance</td>
<td>III-e</td>
<td>Monitoring and Evaluating Governance in Africa</td>
</tr>
</tbody>
</table>

My experience in this course has been very enriching. On one hand, it has allowed me to reinforce knowledge of monitoring and evaluation, as well as to learn new content on the subject. It has also given me greater confidence for the performance of tasks linked to M&E in areas such as: writing terms of reference (ToR), how to best develop a design matrix or implementing new sampling strategies, among other.

Furthermore, the course allowed me to meet M&E specialists from many countries and to stay in touch with them through a listserv. In addition, IPDET has given me the opportunity to know many new reference sources to complement knowledge even after the training has finished.

Thus, at IPDET people learn not only during the class from the professors’ lectures but also from other fellow participants, who have diverse professional experience conducting monitoring and evaluation in different contexts.

—Eva Arias, Monitoring and Evaluation Projects Coordinator  
Center for the Implementation of Public Policies Promoting Equity and Growth  
IPDET 2013
# In-Depth Workshops in Development Evaluation

**Week 3, June 22–June 26, 2015**

<table>
<thead>
<tr>
<th>SESSION I</th>
<th>SESSION II</th>
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<tbody>
<tr>
<td><strong>Select one workshop in this session</strong></td>
<td><strong>Select one workshop in this session</strong></td>
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<tr>
<td><strong>Monday</strong></td>
<td><strong>Thursday</strong></td>
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<tr>
<td>June 22</td>
<td>June 25</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td><strong>Friday</strong></td>
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<td>June 23</td>
<td>June 26</td>
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<tr>
<td><strong>Wednesday</strong></td>
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</tr>
<tr>
<td><strong>a</strong></td>
<td>Innovations in Evaluation Methods</td>
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<tr>
<td>Designing and Building Results-Based Monitoring and Evaluation Systems</td>
<td>Patricia Rogers</td>
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<tr>
<td>Ray C. Rist</td>
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<tr>
<td><strong>b</strong></td>
<td>Qualitative Comparative Analysis</td>
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<tr>
<td>Assessing Organizational Performance</td>
<td>Barbara Befani</td>
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<tr>
<td>Marie-Hélène Adrien and Charles Lusthaus</td>
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<td>Logic Models in Development Evaluations</td>
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<td>Introduction to Quantitative Data Analysis</td>
<td>Steve Montague</td>
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<tr>
<td>Gene Swimmer</td>
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<td><strong>d</strong></td>
<td>Capturing the Unintended Outcomes of International Development Programs</td>
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<tr>
<td>Cost-Benefit Analytic Tools for Development Evaluation</td>
<td>Michael Bamberger and Michele Tarsilla</td>
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<tr>
<td>Philip Joyce and Larry D. Schroeder</td>
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<tr>
<td><strong>e</strong></td>
<td>How to Design and Manage Equity-Focused and Gender-Responsive Evaluations</td>
</tr>
<tr>
<td>Building Evaluation Capacity within Ministries: Lessons Learned and Good Practice in Industrialized and Developing Countries</td>
<td>Marco Segone and Ada Ocampo</td>
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<td>Frédéric Martin</td>
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<td><strong>f</strong></td>
<td>Value Chains and Evaluation in the Private Sector</td>
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<td>Making Surveys a Value Proposition in Development Evaluation</td>
<td>Ruerd Ruben</td>
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<tr>
<td>Suresh Balakrishnan and Oli Sengupta</td>
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<tr>
<td><strong>g</strong></td>
<td>Sampling Techniques for Development Evaluation I</td>
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<tr>
<td>Sampling Techniques for Development Evaluation</td>
<td>Bassirou Chitou</td>
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Note: Full schedule information for the workshops is regularly updated and available at [www.ipdet.org](http://www.ipdet.org).
## In-Depth Workshops in Development Evaluation
### Week 4, June 29–July 3, 2015

<table>
<thead>
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<td><strong>Monday</strong></td>
<td><strong>Wednesday</strong></td>
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<tr>
<td>June 29</td>
<td>July 1</td>
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<tr>
<td><strong>Tuesday</strong></td>
<td><strong>Thursday</strong></td>
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<tr>
<td>June 30</td>
<td>July 2</td>
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<tr>
<td><strong>Friday</strong></td>
<td><strong>Friday</strong></td>
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<tr>
<td>July 3</td>
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**NVivo10: Qualitative Data Analysis Software for Development Program Monitoring and Evaluation**

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**Evaluation of Results: Techniques Used by Multilateral Development Banks**

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**Quantitative Impact Evaluation**

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**Qualitative Methods and Analysis for Development Evaluation**

|     | Michael Q. Patton |

**Assessing the Outcomes and Impacts of Complex Programs**

|     | Michael Bamberger and Mita Marra |

**Challenges in Evaluating the Sustainability of Development**

|     | Juha I. Uitto and Robert D. van den Berg |

**Full schedule information for the workshops is regularly updated and available at [www.ipdet.org](http://www.ipdet.org).**
I-a. Designing and Building Results-Based Monitoring and Evaluation Systems

Instructor: Ray C. Rist (rayrist11@gmail.com)

This workshop presents ten steps that describe how results-based M&E systems are built. The workshop will help participants to plan, design, and implement a results-based M&E system, beginning with a readiness assessment and moving on to goal setting and indicator selection, establishing baseline data, and setting targets to ensure use and sustainability. Throughout this workshop, participants will discuss the ten steps, the tasks needed to complete them, and the tools available to help along the way.

Ray C. Rist (see page 15 for instructor bio).

I-b. Assessing Organizational Performance

Instructors: Marie-Hélène Adrien (mhadrien@universalia.com) and Charles Lusthaus (clusthaus@universalia.com)

This workshop on assessing organizational performance follows an approach developed by the IDRC and the Universalia Management Group to examine what drives performance in value-based organizations, compared with private sector firms where performance is measured by the bottom line. The workshop gives participants an overview of the framework, methodology, and tools for assessing organizational performance and imparts experiences in applying the methodology in different settings: regional development banks, multilateral institutions, research institutions, the public sector, and NGOs. The workshop tailors discussions to participant interests to provide a better understanding of how these assessments can be used in their organizations to improve performance.

Marie-Hélène Adrien is president of Universalia Management Group, a Canadian consulting firm specializing in evaluation and project management, and the former president of IDEAS. Dr. Adrien has 20 years of consulting experience in evaluation, organizational capacity development, and training, representing work in 36 countries around the world. She has published extensively, including: International Monitoring and Evaluation: 25 Years of Lessons Learned; Organizational Assessment: A Framework for Improving Performance; and Enhancing Organizational Performance, A Toolbox for Self-Assessment.

Charles Lusthaus is a founding partner of Universalia Management Group. His expertise lies in organizational analysis, performance management, and evaluation. In his more than 30 years of experience, Dr. Lusthaus has conducted more than 100 evaluations of projects, programs, and organizations, focusing primarily on not-for-profit and governmental organizations. Recently retired as professor in the Department of Administration and Policy Studies at McGill University, Dr. Lusthaus has authored three books that explore approaches to evaluating and strengthening organizational capacity.
l-c. Introduction to Quantitative Data Analysis
Instructor: Gene Swimmer (gene.swimmer@carleton.ca)

Intended for participants with limited or no background in statistics, this workshop will cover how to use descriptive statistics, such as means and proportions to summarize information and how to estimate the true (population) average value of a variable, based on sample data. It will also focus on how to test whether a “statistically significant” difference exists between the average value of the outcome variable for development project participants and the control or comparison group of nonparticipants. The final day of the workshop is concerned with the nature of relationships between pairs of variables, using correlation and simple linear regression techniques.

Gene Swimmer is a distinguished research professor at Carleton University’s School of Public Policy and Administration. His several books and more than 30 journal articles or book chapters focus mainly on public sector policy. Dr. Swimmer has served as a statistical consultant to numerous Canadian government and nonprofit agencies. In 2004 Dr. Swimmer received the Gérard Dion Award, the highest award offered by the Canadian Industrial Relations Association, for outstanding contributions to the industrial relations profession. He also received the Master of Arts in Public Administration Society’s 2004 award.

Instructors: Philip Joyce (pgjoyce@umd.edu) and Larry D. Schroeder (ldschoe@maxwell.syr.edu)

Cost-benefit and cost-effectiveness analyses are frequently used tools when evaluating policies and projects in both public and non-governmental organizations. The logic of the techniques—that activities should only be undertaken if the benefits outweigh the costs—is unassailable. In practice, however, it is quite challenging to conduct such analyses, both conceptually and technically. This workshop illustrates how to do so, with a particular emphasis on problems facing developing countries. Participants will receive a step-by-step introduction to these types of evaluations and will review case examples that offer hands-on practice in reviewing and critiquing cost-benefit and cost-effectiveness analyses. Some of the issues considered include: discounting, risk and uncertainty, sensitivity analysis, and approaches to handling intangibles and equity issues in conducting such evaluations.

Philip Joyce is a professor of public policy at the University of Maryland. His extensive research and writing has focused primarily on the U.S. federal budget and use of performance information in the budget process. His 12 years of public sector work experience include five years each at the U.S. Congressional Budget Office and Illinois Bureau of the Budget. In 2005, he was elected a Fellow of the National Academy of Public Administration, and in 2009 he received the Elmer Staats Teaching Award from the National Association of Schools of Public Affairs and Administration.
**Larry D. Schroeder**, professor emeritus of Public Administration and International Affairs at the Maxwell School, Syracuse University, Syracuse, NY, is a public finance economist with primary interest in state and local public finance and financial management. He is the co-author of several books and numerous articles addressing those subjects. Dr. Schroeder has led and participated in a variety of policy research projects in numerous countries, especially in South and Southeast Asia but also in Africa and Eastern Europe. Since 2002, he has supervised training sessions for participants in the Post Graduate Program in Public Policy and Management (PGPPM) at the Indian Institute of Management, Bangalore (IIMB), and has participated in numerous other international mid-career training programs.

**I-e. Building Evaluation Capacity within Ministries: Lessons Learned and Good Practice in Industrialized and Developing Countries**

Instructor: Frédéric Martin (fmartin@idea-international.org)

Intended for evaluators from industrialized and developing countries alike, this workshop discusses analytical and practical issues and provides guidelines for building evaluation capacity within ministries, that is, beyond the traditional external audit performed by an independent body attached to the legislative or judicial branches. This workshop will first present an analytical framework for building evaluation capacity, positioning the debate within results-based management and ten-step frameworks, and outlining a variety of analytical and institutional issues, such as independence, transparency, learning, and leadership. Several case studies will help draw lessons and identify good practices: the case of Canada, in particular, the role of the Centre of Excellence for Evaluation, as well as the contents and implications of the revised Evaluation Policy of 2009. Shorter case studies from Latin American, Asian, and African industrialized and developing countries will also be drawn on for illustrative and comparative purposes.

Frédéric Martin is co-founder, senior economist, and co-president of the Institute for Development in Economics and Administration (IDEA International) and is very involved in IDEAS as a board member. For 18 years, he taught at the University of Laval, Canada, where he served as professor and chair for international development. Overall, Dr. Martin has 28 years of experience in 30 countries in Africa, Asia, Europe, Latin America, and North America.

The knowledge and skills acquired from this course are absolutely immeasurable and will continue to remain an essential reference point in undertaking monitoring and evaluation activities in social development and broader public service.

— Richard Mashilwane, Assistant Director, Monitoring and Evaluation: Department of Social Development, South Africa

IPDET 2014
I-f. Making Surveys a Value Proposition in Development Evaluation

Instructors: Suresh Balakrishnan (SureshBalakrishnan1@gmail.com) and Oli Sengupta (olijay@sympatico.ca)

The current emphasis on mainstreaming and scaling up development programs often demands the use of large surveys in evaluations. This stems from the capacity of surveys to efficiently reach out to large populations to gather data and to provide a reliable platform to evaluate results. However, large surveys are expensive and need to be well-justified and designed to ensure value for money. This workshop offers participants a structured learning experience to decide when to use surveys and provides steps that can be incorporated at different stages of the survey to enhance cost-effectiveness.

The workshop guides participants through the process of designing surveys which clearly address evaluation objectives, develop question and response choices, and develop strategies to secure high response rates. It also provides instruction on field testing surveys and interviewing. Additionally, it exposes participants to public domain tools and how to leverage this technology to improve survey design and enhance the cost efficiency of implementation. Participants will have the opportunity to work through several exercises each day and receive feedback from their colleagues and instructors. The workshop will not cover sampling or data analyses, which are covered in other IPDET workshops. Note: Participants in this workshop may want to consider taking either of the two sampling workshops (II-g or III-a), which would be useful complements to this workshop to acquire specialized skills on sampling for surveys.

Suresh Balakrishnan is chief technical advisor of the United Nations Capital Development Fund in Bangladesh and former executive director of the Public Affairs Centre, a non-profit think tank in Bangalore, India. Dr. Balakrishnan has more than two decades of M&E experience in governance and development, which spans training, research, and consulting. He has worked closely with national, provincial, and city governments and NGOs across Asia and Africa. He has been closely involved in the evolution of citizen report cards, a survey-based development evaluation tool enabling and empowering communities to influence public service delivery.

Oli Sengupta is a credentialed program evaluator at the Canada Border Services Agency (CBSA), in the federal government of Canada. She has designed and conducted large scale surveys as part of her evaluation work. She has a Master’s degree in Public Administration from Carleton University and has qualifications in Training and Adult Education from the UK. Prior to joining the CBSA, she was a lecturer in post-secondary education in London and also worked as a consultant in the UK. Ms. Sengupta has presented on evaluation topics including theory-based approaches to evaluation at the Canadian Evaluation Society, at the Treasury Board of Canada, and at Carleton University as a guest lecturer.
II-a. Innovations in Evaluation Methods
Instructor: Patricia Rogers (patricia.rogers@rmit.edu.au)

This workshop will explore different types of innovation in evaluation along with strategies for adopting and adapting them. It will provide information on a range of innovative methods that have been used successfully in development evaluations, including using mobile phones for data collection, big data, interactive mapping of crowd sourced data, community mapping, participatory video and photography, and using social media for data collection and dissemination. These methods can improve the depth and breadth of data collection, the validity of interpretation, and the use of evaluation findings—as well as engaging intended beneficiaries in the evaluation process. The session will present the key features of each method together with an example and guidance for finding further information. Participants will discuss which methods are likely to best suit particular evaluation questions and situations and how they might appropriately choose innovative methods and implement them successfully.

Patricia Rogers is a professor of public sector evaluation at Royal Melbourne Institute of Technology and is Project Director of BetterEvaluation, an international platform for generating and sharing information about how to better choose and use evaluation methods. She has twenty plus years of experience in monitoring and evaluation in the public sector and with NGOs, in a wide range of programs and levels of government, both in Australia and internationally. Dr. Rogers, work has been recognized with the AES Evaluation Training and Services Award, and the Caulley-Tulloch Prize for Pioneering Literature in Evaluation.

IPDET was more than a learning environment for me. It was a life changing experience.
—Nonkululeko Ngcobo, Assistant Director: Programme and Policy Evaluations, Department of Social Development, Republic of South Africa

IPDET 2014
II-b. Qualitative Comparative Analysis
Instructor: Barbara Befani (befani@gmail.com)

This workshop provides a theoretical and practical understanding of Qualitative Comparative Analysis (QCA) as an approach and a tool to undertake systematic cross-case comparison in program and policy evaluation. QCA has the potential to answer the impact question “What makes the difference under what circumstances?” directly and empirically, and as such is particularly suited for impact evaluations specifically aimed at answering this question. Participants will learn how QCA relates to other evaluation approaches, when it is appropriate to use it and how to apply it in practice, including using freely-available software. By the end of the course, participants will be able to critically engage with QCA and autonomously carry out a full QCA analysis, from the selection of an initial model or working theory, to the calibration and analysis of data sets, the analysis of robustness and sensitivity, and the interpretation of findings. The course will take place in a computer laboratory.

Barbara Befani is an independent evaluation researcher and consultant specializing in innovative designs for impact evaluations, in particular QCA and Process Tracing, and on criteria to combine designs on the basis of the characteristics of the evaluation. As co-author of the Stern et al. paper "Broadening the Range of Designs and Methods for Impact Evaluations," and lead editor of the two special issues of the IDS Bulletin "Rethinking Impact Evaluation for Development" and "Towards Systemic Approaches to Evaluation and Impact" she has a broad overview of innovative designs, including a range of causal inference models.

II-c. Logic Models in Development Evaluations
Instructor: Steve Montague (steve.montague@pmn.net)

A logic model is a diagram of the common elements in a program, showing what the program is supposed to do, with whom, and why. Logic models depict the theory of a program, showing its underlying cause-and-effect assumptions. IPDET’s Core Course introduces logic models, giving participants an initial opportunity to use this tool during their small group work. This workshop offers an opportunity to explore this model in more detail. It takes a practical, step-by-step approach to developing traditional program logic models and then offers innovative strategies for depicting the complexity involved in many of today’s development initiatives. Participants will work on a series of individual and small group exercises, have ample time to ask questions, consider plenty of practical examples, and be encouraged to share their own experiences.

Steve Montague has more than 30 years of experience providing consulting, evaluation, and education services to various governments and government agencies, as well as to NGOs, not-for-profit organizations, and international agencies. He has given workshops and presentations on four continents and pioneered the use of alternative logic model approaches, including the direct inclusion of “reach” in depictions of results logic and the use of various techniques to address the nonlinear nature of results linkages in complex environments. He has three times been distinguished for his contribution to Canadian evaluation.

“The programme met all of my expectations and beyond. I acquired skills and knowledge that I will utilize to make my work at SASSA more meaningful and empowering.”
—Pat Naicker, General Manager
South Africa Social Security Agency
IPDET 2013
II-d. Capturing the Unintended Outcomes of International Development Programs

Instructors: Michael Bamberger (jmichaelbamberger@gmail.com) and Michele Tarsilla (mitarsi@hotmail.com)

This two-day workshop addresses two questions “Why do many development evaluations fail to detect unintended outcomes?” and “How can planners and evaluators address these challenges?” The workshop will review why so many evaluation designs—including randomized control trials, quasi-experimental designs, theory-based evaluations and results-based M&E systems—often fail to capture unintended outcomes. The workshop will cover the following topics: (1) classifying unintended outcomes of international development programs, (2) examples of evaluation designs failing to identify unintended outcomes and the often serious consequences, (3) methodological, political and real-world constraints that explain why conventional evaluation methodologies fail to capture these outcomes, (4) case studies illustrating how randomized control trials and quasi-experimental designs fail to identify unintended outcomes, and (5) strategies that planners and evaluators can adopt to strengthen their ability to identify unintended outcomes (e.g., through a creative and innovative use of mixed method approaches).

Michael Bamberger has evaluated development programs throughout Africa, Asia, Latin America, and the Middle East. He worked for more than a decade with NGOs in Latin America. During his 22 years with the World Bank, he worked on M&E in many different sectors, including gender and development, and evaluation capacity development. Since retiring from the Bank, he has consulted for a number of UN, multilateral, and bilateral development agencies; published widely on development evaluation; and served on the editorial board of several evaluation journals. He was recently appointed to the United Nations Development Programme (UNDP) Evaluation Office International Evaluation Advisory Committee. His most recent book (co-authored with Jim Rugh and Linda Mabry) was RealWorld Evaluation: Working under Budget, Time, and Data Constraints (2nd ed., 2012).

Michele Tarsilla has been conducting evaluations (both qualitative and quantitative) of several World Bank, Food and Agriculture, World Food Programme, Department for International Development and U.S. Agency for International Development (USAID) projects. He also developed and delivered workshops and online technical assistance programs in M&E in over thirty countries. A blogger and author of several articles and book chapters, Dr. Tarsilla is currently serving as associate editor of the Journal of Multidisciplinary Evaluation (JMDE), and is among other current positions Chair of the Organizational Learning & Capacity Building Group at the American Evaluation Association (AEA).
The push for a stronger focus on social equity and gender equality in human development is gathering momentum at the international level. Its premise is increasingly supported by UN reports and strategies as well as by independent analysis. While this is the right path, focusing on achieving equitable development results poses important challenges—and opportunities—to the evaluation function. This interactive workshop starts by defining social equity and gender equality, why it matters and why it is urgent now. It then explains how to incorporate a gender and an equity lens in development evaluations, and discusses the purpose as well as the potential challenges in the promotion and implementation of equity-focused and gender-responsive evaluations. The second part of the workshop explains how to manage evaluations that are equity-focused and gender-responsive, presenting the key issues to take into account when preparing the Terms of Reference and defining the evaluation questions. The workshop also discusses how to identify the appropriate evaluation framework and the methods to collect data. Finally, it touches on how to ensure that the evaluation will be used for learning, accountability, and policy advocacy purposes.

**Marco Segone** is Director, Independent Evaluation Office, at UN Women. Previously, he was responsible for the decentralized evaluation function as well as the national evaluation capacity development portfolios at the UNICEF Evaluation Office. He is co-founder and co-chair of the EvalPartners Initiative and the UNEG Task Force on National Evaluation Capacities. Previously, he was Regional Chief, M&E in the UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States, during which he represented UNICEF on the Board of Trustees of the International Programme Evaluation Network (IPEN). He has authored numerous publications including *Evaluation for Equitable Development Results* and *How to Design and Manage Equity-Focused Evaluations*.

**Ada Ocampo** is a Peruvian sociologist who has worked in the UN system since 1990 with UNICEF, UNDP, United Nations Population Fund (UNFPA) and International Fund for Agricultural Development (IFAD) in different countries of Latin America, Africa, and Asia. During her career, she has mainly focused on evaluation capacity development and networking. She is the author of several articles and publications. She has lectured at Claremont University, The Indian School of Business (ISB) and at BRAC University. She has managed and led several evaluation training programs, and is one of the founders of the International Organization for Cooperation in Evaluation (IOCE). She is a member of the Management Group of EvalPartners. Currently, she holds the position of Sr. Evaluation Specialist at UNICEF’s Evaluation Office in New York.
II-f. Value Chains and Evaluation in the Private Sector

Instructor: Ruerd Ruben (ruerd.ruben@wurl.nl)

This workshop aims to provide insights into the results framework for the evaluation of private sector development (PSD) programs. The workshop is organized around the sequence from theory-based approaches for PSD evaluation to evidence-based systems for PSD result monitoring and evaluation. Key attention is given to empirical approaches for assessing relevance and effectiveness and for measuring attribution and additionality in the agricultural value chains. Different indicator approaches for evaluating programs based on Making Markets Work for the Poor (M4P), Value Chain Mapping (VCM) and Business Environment Reform will be discussed and illustrated with practical examples. In addition, assessment frameworks for analyzing cross-cutting issues of Public-Private Partnerships (PPPs) and Corporate Social Responsibility (CSR) are outlined.

Ruerd Ruben is professor and coordinator of the research programs on food security, value chains and impact assessment at LEI-Wageningen University, The Netherlands. His research concerns the prospects for smallholder participation in tropical food value chains, the effectiveness of rural cooperative organizations and the impact of fair trade certification in value chains. Ruben lived and worked for 14 years in Central America where he was engaged in programs of land reform, cooperative development and smallholder agriculture. He was, previous to his current role, the director of the Independent Policy and Operations Evaluation (IOB) department at the Netherlands Ministry of Foreign Affairs and professor in Development Effectiveness at the Centre for International Development Issues (CIDIN) at Radboud University Nijmegen.

My experience in this course has been very enriching. It has given me greater confidence for the performance of monitoring and evaluation tasks in areas such as writing terms of reference, developing a design matrix, and implementing new sampling strategies. Furthermore, the course allowed me to meet M&E specialists from many countries and to stay in touch with them through a listserv.

—Eva Arias, Monitoring and Evaluation Projects Coordinator
Center for the Implementation of Public Policies Promoting Equity and Growth
Argentina
IPDET 2013
Il-g. Sampling Techniques for Development Evaluation I
Instructor: Bassirou Chitou (bdii1210@gmail.com)

This workshop focuses on the use of sampling to improve the quality and efficiency of development evaluations. It addresses common myths about sampling, explains various types of random and purposeful samples, notes the advantages and disadvantages of each, develops participant skills in drawing several types of samples, and discusses how to determine needed sample sizes. Web-based tools and widely available software are introduced. Participants practice skills throughout the various sessions. In small groups, they also work through two complex case studies. The treatment of the topic is conceptual, rather than mathematical, and knowledge of statistics is not required. Come and enjoy a pleasant and fruitful workshop.

Bassirou Chitou is an international consultant, a senior statistician, and an M&E specialist. He is co-author, with Dr. Gregg Jackson, of the Sampling Guide for Development Evaluation. Dr. Chitou is currently working for biotech company Phenomenome Discoveries. He is also a “Thinking Into Results” facilitator from Proctor Gallagher Institute. Previously, Dr. Chitou worked for international organizations such as the U.S. Centers for Disease Control and Prevention (CDC), and the United Nations Development Programme (UNDP). A former IPDET graduate, he specializes in household survey design and implementation, sampling for the evaluation of development programs, survey data analysis, and statistical capacity building.

IPDET is one of its kind across the globe in development evaluation training. ... Development evaluation will never be the same for anyone who has attended an IPDET Course.
—Julius Birungi, Senior Monitoring and Evaluation Officer and Head of M&E Unit
East African Community (EAC) Secretariat, Tanzania
IPDET 2013
III-a. Sampling Techniques for Development Evaluation II

Prerequisite: Completion of “Sampling Techniques for Development Evaluation I” or working knowledge of sampling techniques

Instructor: Bassirou Chitou (bdii1210@gmail.com)

In this workshop, participants will focus on (1) how to sample hard-to-reach populations, (2) cluster sampling for health-related surveys, and (3) two-stage and multi-stage sampling. Participants will review and critique the sampling used in three cases: identifying ex-child soldiers in Congo, marijuana farmers in São Paolo, and female sexual workers in Rwanda. Participants will know how and when to apply two common sampling methods used for hard-to-reach populations—time location sampling and respondent driven sampling. Secondly, participants will explore how to use basic cluster sampling techniques to address issues that arise in monitoring health interventions. Participants will learn how to (a) sample from each target population, and (b) determine important sampling parameters such as sample size and stratification criteria for client or staff samples. This workshop is hands-on and participants are invited to bring their own cases—either completed or in progress—as well as sampling issues they would like to discuss.

Bassirou Chitou (see page 35 for instructor bio).

The main course material is a book that Ray and Linda jointly published, The Road to Results: Designing and Conducting Effective Development Evaluations. This is an innovative publication that will completely render all that you know about M&E useless, once you lay your eyes on, and read, this book.

—Madi Jobarteh, Program Manager
The Association of NGOs in The Gambia (TANGO)
IPDET 2011
Ill-b. Case Study Methods for Development Evaluation
Instructors: Linda G. Morra Imas (lindag1000@gmail.com) and Ray C. Rist (rayrist11@gmail.com)

Evaluations done in a development context frequently indicate the use of case study methodology, but to do so appropriately means meeting certain conditions. And although case study methodology is often useful in addressing evaluation questions, choosing the type of case study to conduct is as important as choosing the methodology. This workshop defines the case study, focusing on when to use it and what type to use. The workshop introduces participants to leading proponents and compares and contrasts their approaches. Participants learn what makes a case study, its different types, and considerations for choosing each. They will also explore qualitative data collection methods and software systems for performing content analysis. Workshop participants will critique examples of case studies and conduct several short field exercises. Participants are encouraged to bring examples of case studies, either completed or in progress.

Linda G. Morra Imas (see page 15 for instructor bio).

Ray C. Rist (see page 15 for instructor bio).

Ill-c. Intermediate Quantitative Data Analysis
Prerequisite: Completion of “Introduction to Quantitative Data Analysis” or working knowledge of inferential statistics
Instructor: Gene Swimmer (gene.swimmer@carleton.ca)

This workshop focuses on the uses and abuses of multiple regression analysis for evaluation. The power of multiple regression is its ability, in a statistical sense, to estimate the impact of one variable (the development project, e.g., a new hospital) on the target variable (e.g., child mortality), holding constant other factors such as nutrition or literacy. Throughout the workshop, regression concepts will be explored using data from impact evaluations conducted for the World Bank. Not only will participants develop and test regression models, they will also learn about the statistical assumptions that are implicitly being made when multiple regression is used.

Gene Swimmer (see page 27 for instructor bio).
Instructor: Michael Q. Patton (MQPatton@prodigy.net)

Developmental evaluation involves timely feedback about what is emerging in complex, dynamic systems as innovators seek to bring about systems change. Participants will learn the unique niche of developmental evaluation, along with methods and tools for doing developmental evaluations, including what certain perspectives, such as systems thinking and complex nonlinear dynamics, can offer when applied as practical and concrete development evaluation approaches. Five different kinds of developmental evaluation will be presented. Developmental evaluation is distinct from one development evaluation to the next, so not all development evaluations are developmental, and not all developmental evaluations occur in development contexts. Participants will have an opportunity to apply these distinctions to their own work and settings. Participants will receive a copy of the instructor’s book, Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use (2011).

Michael Q. Patton is an independent evaluation and organizational development consultant. He is a former president of the American Evaluation Association and author of six evaluation books, including three widely used evaluation textbooks, Utilization-Focused Evaluation, Qualitative Research and Evaluation Methods, and Developmental Evaluation. His latest book is Essentials of Utilization-Focused Evaluation (2012). He is the recipient of both the Myrdal Award for Outstanding Contributions to Useful and Practical Evaluation Practice from the Evaluation Research Society and the American Evaluation Association’s Lazarsfeld Award for Lifelong Contributions to Evaluation Theory. He has been on the faculty of IPDET from its beginning.

III-e. Monitoring and Evaluating Governance in Africa
Instructor: Richard Levin (levinrich@mweb.co.za)

This interactive two-day workshop prepares participants to define and understand governance in Africa as well as explore various techniques to measure it. A new focus on good governance from the 1990s onwards put pressure on African states to inter alia, implement the Millennium Development Goals, fight poverty, establish sound macro-economic frameworks, conduct democratic elections, fight corruption, and establish people-centered, decentralized service delivery mechanisms underpinned by sound systems of public administration. The workshop examines various methodologies which have been employed to monitor and evaluate African governance systems, including the African Peer Review mechanism and the Ibrahim Index of African Governance. A case study of the Public Service Commission of South Africa’s governance monitoring and evaluation instruments will also be presented and participants will be invited to identify appropriate governance indicators and how best to measure them.

Richard Levin is director-general of the Office of the Public Service Commission in South Africa, steering a knowledge-based institution responsible for promoting the constitutionally-enshrined democratic principles and values of the public service. Dr. Levin is an accomplished scholar and is currently a professor at the University of Pretoria, South Africa, and a visiting professor at the University of Witwatersrand. Professor Levin has served as chairperson of the Government Medical Aid Scheme and also as chairperson of the South African Chapter of the African Association of Public Administration and Management (AAPAM).


### III-f. Performance Budgeting
**Instructor:** Philip Joyce (pgjoyce@umd.edu)

This workshop addresses the relationship between performance information and public sector budgets. This relationship, most frequently referred to as performance budgeting, has been the subject of much recent reform activity around the world. The workshop will focus on the components of performance budgeting (such as performance measurement, cost accounting, and budget structure) and will discuss the challenges and incentives in implementing such reform. In doing this, the workshop will focus not only on the initial allocation of resources, but on the implementation of budgets and on post-audit applications. The workshop will use numerous international examples in linking the theory of performance budgeting to its practice.

*Philip Joyce* (see page 27 for instructor bio).

### III-g. Both Sides Now: Managing the External Evaluation Team from the Client and Consultant Perspectives
**Instructors:** Ted Freeman (tedfreeman@bell.net) and Ted Kliest (nttk@planet.nl)

Evaluations involving external evaluation consultants are characterized by a dynamic client-consultant relationship which is influenced by a multitude of factors and conditions. Among key factors guiding the relationship are the ways in which the client prepares the evaluation’s Terms of Reference and the Request for Proposal, selects the best-positioned evaluation team, and manages the evaluation process with a view to receiving timely results of high quality. Important aspects from the consultant perspective are: effectively reviewing the Request for Proposal (including the Terms of Reference for the evaluation work to be accomplished); writing and submitting an effective proposal; operating the team of evaluators efficiently in order to get the job done on time and according to the requirements of the Terms of Reference; and effectively presenting evaluation results to the client.

This workshop, which consists of presentations and group work, highlights these processes from the client and the consultant perspectives. It includes a presentation of an evaluation confronted with a difficult technical problem and one with a severe management challenge. The presentations will provide the participants with important insights regarding good and bad practice in the client-consultant relationship. During case work different groups of participants will prepare a Request for Proposal and develop a framework for reviewing the Request for Proposal. Case work will also involve one group developing a concise presentation of key findings and conclusions on the basis of an example evaluation, whilst the other group will develop a set of expectations about the quality and content of the presentation of key results.
Ted Freeman, a senior associate of Goss Gilroy Inc. of Ottawa, Canada, has served as the team leader for a wide range of complex, multi-disciplinary evaluation projects. Most recently, he served as team leader of the global evaluation of the Danish Strategy for Support of Sexual and Reproductive Health and Rights. He also served as lead technical expert on an initiative to develop approaches for strengthening the joint collection and analysis of evaluative information on the development effectiveness of multilateral organizations carried out for a task team of the DAC Network on Development Evaluation, CIDA and the Netherlands Ministry of Foreign Affairs.

Ted Kliest worked as a senior evaluator in the Policy and Operations Evaluation Department of the Netherlands Ministry of Foreign Affairs from 1991 until 2014. He was a member of the OECD Development Cooperation Directorate’s Network on Development Evaluation from 1994 to 2014. Currently Ted works as an independent evaluation consultant and advisor. He has been involved in managing several complex joint evaluations and peer reviewed evaluation and evaluation functions of several donor and multilateral agencies. He has been team leader and main author of many evaluations conducted by the Policy and Operations Evaluation Department covering international development policies and programs as well as Dutch foreign policy.

The course helped me explore the new evaluation architecture and learn how to focus better on results. One of the important parts of the course were discussions on the major drivers for the development agenda that are influencing evaluation such as Paris declaration, MDGs, governance, anti-money laundering, private sector development, workers remittances, etc.

—Boris Gilca, UNFPA Assistant Representative, Moldova CO
IPDET 2014
III-h. Managing an Evaluation Unit
Instructors: Niels Dabelstein (dabelstein@telia.com) and Maliha Khan (maliha.khan@girlhub.org)

This highly participatory workshop is aimed at those who are setting up a new evaluation unit, those who are new to managing evaluation units and have limited prior evaluation management experience, or those that would like to enhance their evaluation management skills. The instructors, who have both government and NGO backgrounds, will tailor the workshop to the specific needs of participants, covering how evaluation units are structured, staffed and placed; how to plan and budget for evaluation units; and how to involve and deal with managers and governance structures (boards, committees and politicians). Participants will also receive hands-on advice on managing evaluation contracts and evaluators, creating good products and most importantly, ensuring maximum learning and utilization of evaluation findings towards improving quality and impact of programs.

A highlight of the workshop will be a panel session with experienced directors of development evaluation units who will share their knowledge and insights on some of the key issues.


Maliha Khan is a development practitioner in the fields of monitoring and evaluation and learning and accountability and has led in these functions for CARE USA, Oxfam America. Currently she is the senior director for Measurement, Learning and Results at Girl Hub, a strategic initiative of DFID and Nike Foundation. She has been responsible for leading internal teams that provide technical support, maintain standards, lead innovation and provide thought leadership in the organizations. Prior to joining CARE, Dr. Khan was an associate professor of Sustainable Development at World Learning’s SIT Graduate Institute where she taught development professionals program design, monitoring and evaluation amongst other things. She has worked as a consultant for a variety of bilateral, multilateral and government organizations. Dr. Khan is from Pakistan, where she started her career implementing development projects.
IV-a. Software for Development Program Monitoring and Evaluation

Instructor: Mathieu Bujold (mathieubujold@yahoo.fr)

This computer lab-based workshop will give participants the ability to apply NVivo software in development evaluation contexts. In general, the course will provide participants with a familiarity with the possibilities of Computer-Assisted/Aided Qualitative Data Analysis Software (CAQDAS) in general and NVivo in particular. It will also provide an ability to navigate through a development NVivo project and to create and organize an NVivo project. By the end of the workshop participants will be able to modify, organize and interpret data and be able to manage a multi-analyst project. For educational and logistical reasons, the exercises will be done with a provided database. However, participants can bring their own qualitative databases to work in parallel (such as transcripts of interviews or focus group, descriptive documents (.pdf, .doc, etc.), survey with qualitative section, photos, videos). Each day, a consultation period will allow the participant to ask questions about the utilisation of their database to create their own optimal NVivo project.

Mathieu Bujold is an anthropologist and consultant in qualitative and mixed research/evaluation methodologies. He has considerable experience providing training and coaching on Computer Assisted/Aided Qualitative Data Analysis Software (CAQDAS), such as NVivo, to various university research groups, government agencies, and NGOs working in international development. He has applied this knowledge by coordinating development program evaluation teams in Latin America.

“A new roadmap has been drawn as my work has shifted to another level…

—Ninsiima Alice, Technical Monitoring Officer-WES, Ministry of Finance Planning and Economic Development, Uganda
IPDET 2014
IV-b. Evaluation of Results: Techniques Used by Multilateral Development Banks

Instructors: Marvin Taylor-Dormond (mtaylordormond@ifc.org) and Sidney J. Edelmann (sedelmann@ifc.org)

Multilateral development banks (MDBs), such as the Inter-American Development Bank, African Development Bank, The World Bank Group, and others, provide loans, equity, grants, and advice to promote poverty reduction and economic growth. For reasons of accountability and learning, MDBs have adopted elaborate systems for self- and independent evaluation. Participants will leave this workshop with an understanding of MDB evaluation systems and the basic skills for evaluating public and private sector development projects. Participants should expect a dynamic workshop that relies heavily on real-life cases to stimulate discussion and analysis of the critical elements of a viable, well-designed evaluation framework. Participants are encouraged to relate their own experiences and practices and to debate current issues in evaluation.

Marvin Taylor-Dormond is the director of Private Sector Evaluation at the Independent Evaluation Group of The World Bank Group. The IEG reports directly to The World Bank Group Board of Executive Directors through the director-general, evaluation. Before this position, he had a successful career at the Central American Bank of Economic Integration in Tegucigalpa, Honduras, where he held positions such as controller (Independent Oversight and Evaluation Authority), executive vice-president, and most recently, chief economist and chief, evaluation.

Sidney J. Edelmann is the team lead for communication and outreach with The World Bank Group’s Independent Evaluation Group. In his current position, Mr. Edelmann is responsible for disseminating IEG evaluation products, including findings and lessons, to WBG staff and external audiences. He previously served as an investment officer in IFC’s Sub-Saharan Africa Department and Business Advisory Services for Central America and the Caribbean. Mr. Edelmann grew up in Edmonton, Alberta.

The exercise and practice of the knowledge I have gained at IPDET 2013 will go a long way in adding value to the good governance, better performance, and enhanced accountability in my country.

— Miandad Rahoojo, Director Audit
Department of Auditor General of Pakistan
IPDET 2013
IV-c. Quantitative Impact Evaluation

Advanced
Prerequisite: Completion of “Intermediate Quantitative Data Analysis” and knowledge of basic inferential statistics
Instructor: José Galdo (jose.galdo@carleton.ca)

This workshop introduces IPDET students to experimental and non-experimental quantitative approaches used by social scientists to analyze the causal impacts of interventions in developing countries. This is an intensive methodological and applied workshop aimed at developing quantitative skills in program evaluation methods and practice. After completing this workshop, students will be able to understand the role of counterfactuals in program evaluation, compute average treatment impacts using actual interventions in developing countries, summarize and interpret the data and results gathered from an impact evaluation, acknowledge the differences among alternative empirical evaluation methods, and handle statistical/econometric software for impact evaluation.

José Galdo (see page 15 for instructor bio).

IV-d. Qualitative Methods and Analysis for Development Evaluation

Instructor: Michael Q. Patton (MQPatton@prodigy.net)

This workshop covers the fundamentals of conducting useful, meaningful, and credible qualitative evaluations in development contexts. It includes strategies for selecting cases (purposeful sampling), in-depth interviewing, and qualitative applications for different kinds of evaluations, such as implementation and impact evaluations. It covers cross-program synthesis approaches for generating high-quality lessons learned, participatory approaches, and pragmatic qualitative approaches to doing fieldwork. Participants will gain an understanding of the crucial significance of adapting, evaluating, and understanding interventions holistically within local contexts. The emphasis is on conducting useful and practical evaluations that are appropriate for and adapted to particular intended uses, intended users, development circumstances, and political situations—a contingency-oriented approach. The relationship between monitoring and qualitative evaluation will be examined from this perspective, as well as mixed methods designs and ethical issues in conducting qualitative evaluations in development contexts. New and innovative approaches to qualitative evaluation will be covered. Throughout the workshop, participants will have opportunities to design qualitative evaluations that fit their own circumstances and responsibilities. Participants will receive a copy of Patton’s book: Qualitative Research and Evaluation Methods.

Michael Q. Patton (see page 38 for instructor bio).

I gained tremendous skills in evaluating humanitarian work, complex organizations, facilitation, learning for impact, influencing and managing change both as an agent and as a change leader, organization assessment and effectiveness, organization performance evaluation, and many other development management programs relevant to the work of my organization.

—Elizabeth Nkwasire Boonabaana
Staff Training and Development Coordinator
World Vision Uganda
IPDET 2013
IV-e. Assessing the Outcomes and Impacts of Complex Programs

Prerequisite: Familiarity with the main types of quantitative, qualitative, and mixed method data collection and analysis techniques

Instructors: Michael Bamberger (jmichaelbamberger@gmail.com) and Mita Marra (mimarra@unisa.it)

This workshop reviews strategies for assessing outcomes and impacts of complex development interventions, such as general budget support, multi-component sector programs, and cross-cutting thematic programs (e.g. gender mainstreaming or peace-building). The challenge for evaluators is that conventional evaluation methods such as randomized control trials and quasi-experimental designs, as well as many qualitative methods, are not able to address the complex characteristics of the contexts in which programs are conceived and implemented, or specific traits of the programs themselves. Exploring the interactions that can possibly unfold between program features and context traits requires tracing multiple causal paths and allowing for emergent designs where program objectives and intended outcomes change as the program evolves. The central message is that complexity requires innovative evaluation designs developed by selecting a variety of methods among the many at our disposal. A wide range of practical evaluation tools are discussed and illustrated, including: theory-based approaches; quantitative, qualitative and mixed-methods designs; rating systems (often based on OECD/DAC criteria); and innovative Web-based approaches, such as concept mapping and other forms of expert consultation, crowdsourcing and participatory planning, and the multiple applications of big data. Participants are encouraged to bring their own evaluations of complex interventions to illustrate promising approaches and to seek suggestions from their colleagues.

Michael Bamberger (see page 33 for instructor bio).

Mita Marra is a tenured assistant professor of public policy and public administration at the University of Salerno and has been a senior researcher at the Italian National Research Council in Naples since 2000. She has consulted with the World Bank, the United Nations Economic Commission for Europe, and a number of regional governments in Italy, conducting evaluation research on training and institutional development programs as well as gender equality and welfare policies. She has authored numerous articles and books in the areas of public sector reform and regional program evaluation. She is currently the president of the Italian Evaluation Association.

To me, IPDET has been a further step ahead in my professional career. I have gained and updated my M&E knowledge, skills, resources, and networking which are very useful in my daily duties.

—Narayan Gyawali, Asia/ME Regional M&E Manager
Lutheran World Relief, Nepal
IPDET 2012
IV-f. Challenges in Evaluating the Sustainability of Development

Instructors: Juha I. Uitto (juitto@thegef.org) and Rob D. van den Berg (rdwinterberg@gmail.com)

This workshop introduces the complexities and challenges in evaluating sustainable development to intermediate evaluation professionals. The upcoming Sustainable Development Goals necessitate a fresh look at how environmental sustainability and longer term inclusive development are interlinked and can be assessed and evaluated. Participants will discuss how difficulties of scope, scale, and timing, and linkages between climate change, natural resources management, poverty, gender, and development, can and should be tackled in evaluations at different levels: projects, policies, and national strategies and priorities. The first day will touch upon concepts and contexts and on developing a critical, reflective mode in how to integrate the different domains of the environment, social behavior and the economy into a sustainability framework that allows countries to grow and poverty to be reduced in a sustainable way. Group work will allow participants to interact on evaluative solutions to these issues. Participants can expect exposure to a range of informed perspectives on how environment and development related evaluation is implemented at different levels (global, regional, national and at community level) and will be exposed to the opportunities and challenges these pose.

Juha I. Uitto is director of the Independent Evaluation Office of the Global Environment Facility (GEF) since September 2014. Before that time he was deputy director of the Evaluation Office of UNDP. He has previously held positions in UNDP and the GEF conducting and managing a large number of programmatic and thematic evaluations, especially in the area of environment and sustainable development. He has previously worked with the United Nations University, Nordic Africa Institute, International Fund for Agricultural Development, and as consultant in development cooperation. Educated at the Universities of Helsinki and Lund, Dr. Uitto holds a PhD in Social and Economic Geography. He was chair of the Second International Conference on Evaluating Climate Change and Development held in Washington, DC in November 2014.

Robert D. van den Berg is president of the International Development Evaluation Association (IDEAS); Visiting Professor at King’s College, London; Visiting Fellow at the Institute of Development Studies in Brighton; and Special Advisor Development Cooperation at the Netherlands’ Ministry of Foreign Affairs. Until September 2014 he was director of GEF’s Independent Evaluation Office. He previously directed the independent Policy and Operations Review Department of the Dutch Ministry of Foreign Affairs and held various positions in Dutch development cooperation. He has also chaired the Organisation for Economic Co-operation and Development’s DAC Network on Development Evaluation. Mr. van den Berg has written extensively on global public goods, climate change and development, and other aspects of policy formulation and development cooperation.
The Carleton University Campus

Bounded by the Rideau River on one side and the Rideau Canal on the other, the campus of Carleton University is picturesque and congenial. The university is located in the southern part of Ottawa, 15 minutes from downtown and about the same distance from the Ottawa International Airport. Houses of Parliament, national museums, art galleries, and the historic center are all downtown. Open-air farmers’ markets can be found nearby on weekends, and shopping centers are within easy reach by public transit.

Frequent bus and taxi services link the campus to other parts of Ottawa as well. Canadian summers are pleasantly warm, but jackets may be needed for cool evenings and sweaters for indoor air conditioning.

Attire

IPDET classroom attire is business casual. Participants are encouraged to bring their national dress or other dress clothes for special evening events.

Transportation

Ottawa is served by Ottawa International Airport, which provides direct service to major Canadian and U.S. destinations and good connections through Toronto and Montreal to anywhere worldwide. Canada's rail network VIA Rail (www.viarail.ca) serves Ottawa and is linked to the main transcontinental route across the country. Major bus lines serve the Capital Region. Ottawa also has easy highway access and a good local transit system.

Accommodations

IPDET accommodations are in the Leeds Residence and are suitable for professional education. They are comfortable, but not luxurious. Each participant has a private room furnished with a double bed, desk, adequate storage space, and telephone. Four private rooms are arranged in a suite, which also has two bathrooms, some common living space, and a kitchenette (with refrigerator) for preparing light refreshments. In addition, each floor of the residence has lounges furnished with comfortable chairs and a wide-screen television. International newspapers are delivered to the lounges on a daily basis. Regrettably, bringing spouses and/or children to IPDET is discouraged, as there are no suitable facilities on campus for families.

Each participant is issued a guest computer account, which provides access to all public computer laboratories on campus. This includes access to the Internet and many commonly used application packages. There is a high-speed network connection (Ethernet) in every residence room. For those bringing a laptop computer, the university’s information technology staff will be available to facilitate the connection. The university’s facilities include a bank and several automated teller machines, libraries, a convenience store, bookstore, a sports facility, hair salon, several cafeterias, lounges, a medical clinic, and many other services. There is also a communal quiet room for IPDET participant study. Support for accommodations will be provided by both Carleton Conference Services and the IPDET Secretariat.

Exercise / Recreation

This quiet campus is ideally situated for cycling into the city, running, and other recreational pursuits. Bicycles and helmets are available to rent off-campus. Participants should bring exercise clothing and appropriate footwear, such as athletic shoes. Tuition fees include the use of Carleton’s athletic/sports facilities. IPDET also offers early morning “Stretch and Tone” classes three times a week.
We would like to thank our sponsoring agencies: the Canadian Department of Foreign Affairs, Trade and Development (DFATD), Danish International Development Agency (Danida), Department for International Development, UK (DFID), Dutch Ministry of Foreign Affairs (IOB), Swiss Agency for Development and Cooperation (SDC), and the United Nations Population Fund (UNFPA). Their support over the past number of years has enabled numerous applicants from developing country governments, development agencies, and NGOs to attend IPDET. Each year, limited scholarship funds are available; the amount varies from year to year, subject to decisions by donor countries. Sponsors pay only for the direct costs associated with each individual participant: tuition, transportation, accommodations, and food, and visas.

Eligibility

IPDET considers scholarships primarily for those who come from and work in a developing country. Under special circumstances and on an exception basis, IPDET may also consider offering awards to employees of UN agencies, but employees of development banks or other financial institutions are ineligible. Employees of private sector companies and private consultants are generally ineligible.

**IPDET encourages applications for partial rather than full scholarships.** Only in unusual circumstances will a full scholarship be awarded. Applicants and sending organizations are strongly encouraged to mobilize sources of funding and make a partial contribution, as they are able, to the overall costs of attendance. IPDET does not ask for financial records, but urges those only in real need to apply for support, as the requests for scholarships far outnumber the funds available.

Selection Criteria

IPDET considers multiple criteria when awarding scholarships:

- Individual works in a priority country for donor capacity development or meets specific criteria identified by a donor (e.g., works in a partner institution or priority sector).
- Individual holds a position of influence that is likely to foster wider adoption of M&E practices.
- Individual is willing to attend all four weeks of the program; transportation is a large part of the expense, and so all else being equal, priority goes to those who can commit to attending the full program. However, where an individual has substantial training and/or experience in development evaluation, the condition can be waived and a scholarship offered to attend workshop weeks only.
- Individual has direct evaluation responsibilities. Involvement in evaluating the country’s poverty reduction strategy paper or equivalent is an additional positive factor.
- Individual holds a position of influence within a recognized and legitimate NGO.
- Individual has not received prior scholarship assistance.
- Individual comes from a country with limited prior IPDET attendance, where he or she is likely to disseminate lessons learned at IPDET or mobilize resources within his or her organization on behalf of improved evaluation practice.
- Individual works in an organization with a long-term plan to build evaluation capacity and where IPDET training is an integral part of a more comprehensive plan.

Attention will also be paid to ensuring an appropriate gender balance among the scholarship recipients.
Selection Process

Each applicant is considered on a case-by-case basis. The Selection Panel consists of the two co-directors, as well as the program manager from Carleton University. Decisions are made on “batches” of scholarship applications, generally three times during the registration period. Early applications are highly encouraged, as the last review may exclude those who need a long lead time to obtain visas. Please note that preference is given to those who are asking for partial scholarships.

How to Apply

There is no separate scholarship application form. To apply for a scholarship, you must first register on the IPDET Web site and then complete the online application form. This form contains a section where applicants should indicate if they are requesting a full scholarship, partial scholarship, or no scholarship funding.

Required Additional Documentation

If you request scholarship support, you will be asked to describe briefly how attending IPDET would benefit your organization. In addition, you must upload the following documents to the database as part of your online application:

- Curriculum vitae (CV) limited to a maximum of two pages
- Letter from your employer or institution supporting your application and detailing how your participation in IPDET would assist the organization in better meeting its vision and mission

The online application form will allow for the submission of these documents. Without these additional elements, scholarship applications will be deemed incomplete and will not be considered.

Submission Deadline

Applications for scholarship funding will be accepted up to and including March 6, 2015.

The training equipped me with the skills needed to evaluate developmental programmes implemented by the Ministry. The training was well tailored to meet the needs of my institution.

—Mutengo Sindano, Planner
Ministry of Lands, Zambia
IPDET 2011
How to Apply

Complete an application form online at www.ipdet.org by first registering as a user. This places your application immediately in our database and allows you to indicate your preferences for workshops and small group work. It also helps us keep track of your application and the demographics of our participants. If you have questions about the online application, do not hesitate to contact the registrar, Mary Dixon (mary.dixon@carleton.ca), who will be happy to guide you through the process.

Alternatively, request a copy by e-mailing Ms. Dixon. Once you complete the form, you may submit it to Ms. Dixon via email, by fax at +1 (613) 520-7815, or by surface mail to IPDET, Suite 2800, Carleton Technology and Training Centre, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario K1S 5B6, Canada. Please note that these application methods will result in a lengthier processing time than the online application.

Notice of Acceptance/Scholarship Award

Notice of acceptance is sent by e-mail. Applicants not seeking financial assistance should receive a response within ten working days of receipt of their application.

Notice of scholarship award is also sent by e-mail, but the selection process is lengthier and a swift response is unlikely. Scholarship recipients will be notified promptly following selection.

Most participants will require a “Temporary Resident” visa to enter Canada to attend IPDET. The events of September 11, 2001 substantially lengthened the processing time of visa applications. Please visit www.cic.gc.ca/english/visit/visas.asp to determine if you require a visa to enter Canada and www.cic.gc.ca/english/information/offices/apply-where.asp for a list of countries and corresponding Canadian visa offices.

WE URGE YOU TO BEGIN THE VISA APPLICATION PROCESS AS SOON AS YOU RECEIVE NOTIFICATION OF ACCEPTANCE INTO THE PROGRAM.

The training workshops were very well conceived, planned and executed. Thanks to IPDET for bringing in the best facilitators in the globe to make the workshops extremely lively, informative and participatory.

—Shantanu Gupta, Monitoring and Evaluation Specialist
UNICEF Bangladesh
IPDET 2013
Payment Information

Depending on the length of the program you choose and whether you intend to stay in residence, the following fees apply:

<table>
<thead>
<tr>
<th>PROGRAM WEEK</th>
<th>2015 Price (in CAD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-day workshop (Tuition Only)</td>
<td>$1,345</td>
</tr>
<tr>
<td>3-day workshop (Tuition Only)</td>
<td>$2,000</td>
</tr>
<tr>
<td>Week 3 or 4 (Tuition Only)</td>
<td>$3,345</td>
</tr>
<tr>
<td>Week 3 or 4 (Residential)</td>
<td>$4,200</td>
</tr>
<tr>
<td>Weeks 1 and 2 (Tuition Only)</td>
<td>$5,690</td>
</tr>
<tr>
<td>Weeks 1 and 2 (Residential)</td>
<td>$7,300</td>
</tr>
<tr>
<td>Weeks 3 and 4 (Tuition Only)</td>
<td>$6,690</td>
</tr>
<tr>
<td>Weeks 3 and 4 (Residential)</td>
<td>$8,300</td>
</tr>
<tr>
<td>Weeks 1 and 2 plus Week 3 or 4 (Tuition Only)</td>
<td>$9,035</td>
</tr>
<tr>
<td>Weeks 1 and 2 plus Week 3 or 4 (Residential)</td>
<td>$11,485</td>
</tr>
<tr>
<td>Weeks 1–4 (Tuition Only)</td>
<td>$11,375</td>
</tr>
<tr>
<td>Weeks 1–4 (Residential)</td>
<td>$14,600</td>
</tr>
</tbody>
</table>

The “Residential” option (also known as “tuition, room, and board” option) covers tuition fees, course materials, accommodations up to two nights before the start of the applicant’s program and the Friday night at the end of the applicant’s program, three meals per day provided on campus (including weekends), plus two health breaks per day from Monday to Friday. In addition, access to Carleton’s athletic facilities is provided.

The “tuition only” option covers tuition fees and course materials. Participants are responsible for making their own arrangements for accommodations and for payment of accommodation and meal expenses with the exception of special event luncheons, dinners, and receptions, which are included in the tuition fees.

Payment of a non-refundable deposit of $500 Canadian is required within 15 days of notification of acceptance, unless special arrangements have been made with the IPDET Finance Officer (finance@ipdet.org). Space will not be held without the deposit. Payment of remaining fees is due by May 22, 2015.

Payment can be made by wire transfer, check, or international money order, payable to Carleton University, or by MasterCard or VISA. Whereas IPDET cannot process credit card payments online, applicants are able to pay using their credit card by including all relevant information in the application form. To send the payment by wire transfer, please use the following information:

The Bank of Nova Scotia
20 Queen Street West, 4th Floor
Toronto, Ontario M5H 3R3
Canada
Account No. 400060330914, Swift code: NOSCCATT, Transit No. 47886

To ensure that your payment is properly credited, all wire transfers should designate that the funds are for IPDET, Fund No. 188314, and include the name of the participant and invoice number.
Discounts

We offer a 5 percent discount to organizations that notify us of their intention in advance to send three or more individuals to IPDET in the same year and for which one group invoice can be prepared. A 5 percent discount is also offered to individuals who have participated in a “mini-IPDET.” The discount increases to 10 percent for organizations that inform us of their intention to sponsor six to ten individuals and to 15 percent when organizations send eleven or more staff.

Program alumni are always welcome back and are eligible for a 5 percent discount for their second enrollment and a 10 percent discount for enrollment in three or more programs. In the event that an individual is eligible for multiple discounts, the higher individual discount amount will be applied.

Refund Policy

Full refunds (less the $500 deposit) will be made for cancellations up to May 22, 2015 only.

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If I am to describe this experience in a few words, I can say that my participation in the course has been a truly life-changing experience. The wealth of knowledge and skills amassed in a period of four weeks, coupled with the extensive network of new friends and colleagues that has been built as a result of attending this program, is simply incredible.

—Jessie Mvula, Monitoring & Evaluation Officer
Local Development Fund Technical Support Team
Ministry of Finance, Republic of Malawi
IPDET 2013
Cities

- City of Johannesburg, South Africa
- General Secretariat of the Executive Council of Abu Dhabi, U.A.E.
- Ministry of Education of the City of Buenos Aires, Argentina
- Toronto Community Housing Corporation, Canada

Governments

- European Commission
- European Union

Government of Afghanistan
- Capacity Development Secretariat
- Independent Administrative Reform and Civil Service Commission
- Ministry of Counter Narcotics
- Ministry of Finance
- Ministry of Labour, Social Affairs, Martyrs, and Disabled

Government of Albania
- Council of Ministers
- Department of Strategy and Donor Coordination, Council of Ministers
- Ministry of Agriculture and Food
- Ministry of Culture, Youth, and Sports
- Ministry of Economy
- Ministry of Education and Science
- Ministry of Finance
- Ministry of Health
- Ministry of Justice
- Ministry of Labour and Social Affairs
- Ministry of Territory Adjustment
- National Institute of Public Health
- Prime Minister’s Office, Department of Policy Development

Government of Antigua and Barbuda
- Ministry of Agriculture

Government of Armenia
- Ministry of Health
- National Institute of Labour and Social Research

Government of Australia
- Australian Agency for International Development
- Australian Federal Police
- Department of Education, Employment, and Workplace Relations

Government of Austria
- Austrian Development Agency

Government of Azerbaijan
- National Agency for Mine Action

Government of Bangladesh
- Bangladesh Academy of Rural Development
- Ministry of Finance
- Ministry of Planning
- Ministry of Primary and Mass Education
- National Institute of Local Government

Government of Belarus
- Ministry of Labour and Social Protection

Government of Belgium
- Belgian Development Agency (BTC)
- Directorate-General for Development Cooperation
- European Social Fund Agency
- Le Service public fédéral Affaires étrangères

Government of Belize
- Ministry of Human Development and Social Transformation
- National Committee for Families and Children

Government of Bhutan
- Gross National Happiness Commission
- Ministry of Education
- Ministry of Works and Human Settlement
- Office of the Prime Minister
- Royal Civil Service Commission
- Thimphu District Administration

Government of Bolivia
- Defensor del Pueblo–Bolivia (Ombudsman)
- Unidad de Análisis de Políticas Económicas y Sociales

Government of Bosnia and Herzegovina
- Bosnia and Herzegovina Mine Action Centre
- Federal Employment Institute
- Ministry for Human Rights and Refugees of Bosnia and Herzegovina
- Ministry of Health and Social Welfare of Republic of Srpska

Government of Botswana
- Local Enterprise Authority
- Ministry of Agriculture
- Ministry of Finance
- Ministry of Lands and Housing
- Ministry of Local Government
- National Strategy Office
- Primary Health Care Services
- Vision 2016 Council

Government of Brazil
- Assessor on Social Policies and Programs
- Brazilian Court of Audit (Tribunal de Contas da União)
- Presidency of the Republic of Brazil

Government of Bulgaria
- National Center of Public Health and Analyses
- National Center of Public Health Protection

Government of Burkina Faso
- National Institute of Statistics and Demography (INSD)

Government of Cambodia
- Ministry of Planning

Government of Cameroon
- Cameroon National Youth Council
- Ministry of Agriculture
- Ministry of Planning, Programming, and Regional Development
- Ministry of Public Contracts
- National Community-Driven Development Programme

Government of Canada
- Canada Border Services Agency
- Canadian Space Agency
- Department of Foreign Affairs Trade, and Development
- Department of Justice
- Department of National Defence and the Canadian Armed Forces
- Embassy of Canada to China
- Health Canada
- Human Resources and Skills Development Canada
- Infrastructure Canada
- International Development Research Centre
- Office of the Auditor General
- Parliament of Canada
- Public Health Agency of Canada
- Public Safety Canada National Crime Prevention Centre
- Rights and Democracy
- South West Local Health Integration Network, Province of Ontario
- Statistics Canada
- Treasury Board of Canada Secretariat
- Water Technology Acceleration Project, Province of Ontario

Government of Cape Verde
- Millennium Challenge Account–Cape Verde
- Ministry of Finance and Public Administration
- Núcleo Operacional da Sociedade de Informação (NOSi), Cabinet of Prime Minister

Government of China
- Boen Golden Special Economic Zone
- Department of Foreign Investment Administration
- Ministry of Commerce
- Ministry of Environmental Protection
- Ministry of Finance

Government of Colombia
- State Data Center

Government of Cook Islands
- Office of the Prime Minister

Government of Côte d’Ivoire
- Ministry of Economy and Finance
- National Agency of Rural Development

Government of Czech Republic
- Institute of International Relations
- National Institute for Education

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Government of Democratic Republic of the Congo
- Ministry of Trade
- Ministry of Education
- National Institute of Public Health

Government of Denmark
- Ministry of Foreign Affairs
- The Danish Evaluation Institute

Government of Egypt
- Ministry of Education
- Ministry of Finance
- Ministry of Planning and International Cooperation, Project Evaluation, and Macroeconomic Analysis
- National Council for Women

Government of Eritrea
- Ministry of Health

Government of Ethiopia
- Ethiopian Mine Action Office

Government of France
- Agence française de Développement

Government of The Gambia
- Ministry of Finance and Economic Affairs
- National Planning Commission

Government of Ghana
- Bank of Ghana
- Commission on Human Rights and Administrative Justice
- Department of Social Welfare
- Ghana AIDS Commission
- Ghana Cocoa Board
- Ghana Education Service
- Ghana Health Service
- Ghana National Commission on Children
- Ghana Statistical Service
- Ministry for Private Sector Development
- Ministry of Communications
- Ministry of Education, Youth, and Sports
- Ministry of Employment and Social Welfare
- Ministry of Finance and Economic Planning
- Ministry of Food and Agriculture
- Ministry of Gender, Children and Social Protection
- Ministry of Health
- Ministry of Lands and Natural Resources
- Ministry of Local Government and Rural Development
- Ministry of Manpower, Youth, and Employment
- Ministry of Trade, Industry, Private Sector Development, and President’s Special Initiatives
- National Development Planning Commission
- National Malaria Control Programme
- Northern Regional Planning Coordinating Unit
- Parliament of Ghana, State House Policy, Planning, Monitoring, and Evaluation Division
- Regional Planning Office
- Skills Development Fund
- Upper West Regional Coordinating Council

Government of Grenada
- Grenada Industrial Development Corporation

Government of Guatemala
- Office of the President
- Secretary of Planning

Government of Guyana
- Central Housing and Planning Authority
- Ministry of Education
- Ministry of Finance
- Ministry of Natural Resources and the Environment

Government of India
- Central Pension Accounting Office
- Central Tibetan Administration
- Department for International Development
- Department of Finance
- Government of the State of Andhra Pradesh
- Government of the State of Mizoram
- Planning Commission
- Program Evaluation Organization
- State Water and Sanitation Mission

Government of Indonesia
- Department of Statistics
- Directorate for Development Funding
- Directorate for Poverty Reduction
- Ministry of Education and Culture
- Ministry of Forestry
- Ministry of Marine Affairs and Fisheries
- Ministry of Religious Affairs
- National Development Planning Agency (BAPPENAS)
- National Team for the Acceleration of Poverty Reduction (TPNP2K)

Government of Ireland
- Department of Foreign Affairs and Trade
- Irish Aid

Government of Italy
- Ministry of Foreign Affairs

Government of Jamaica
- Human Employment and Resource Training Trust/National Training Agency
- Ministry of Finance and the Public Service
- Ministry of Foreign Affairs and Trade
- Cabinet Office

Government of Japan
- Development Bank of Japan
- Embassy of Japan in Tajikistan
- Japan Bank for International Cooperation
- Japan International Cooperation Agency

Government of Jordan
- Ministry of Planning and International Cooperation
- Ministry of Social Development

Government of Kazakhstan
- Ministry of Healthcare

Government of Kenya
- Communications Commission of Kenya
- Kenya Human Rights Commission
- Kenya National Bureau of Statistics
- Ministry of Agriculture
- Ministry of Foreign Affairs
- Ministry of Planning
- Ministry of State for Planning, National Development & Vision 2030
- Monitoring and Evaluation Directorate
- National AIDS Control Council
- Office of the President

Government of Kosovo
- Ministry of Health

Government of Kyrgyzstan
- Ministry of Agriculture, Department of Water Resources
- Ministry of Finance

Government of Lao People’s Democratic Republic
- Ministry for Planning and Investment
- Poverty Reduction Fund
- Public Administration and Civil Service Authority

Government of Lebanon
- Ministry of Education and Higher Education

Government of Lesotho
- Ministry of Education
- Ministry of Development Planning
- Ministry of Finance

Government of Liberia
- Governance Commission
- Ministry of Planning and Economic Affairs

Government of Macedonia, FYR
- Ministry of Health

Government of Madagascar
- Ministry of Decentralization
- Projet de Gouvernance des Ressources Minérales
- Vice Primature

Government of Malawi
- Prime Minister’s Department, Economic Planning Unit

Government of Mauritius
- Ministry of Finance and Economic Development

Government of Mexico
- Institute for Social Security and Services for State Workers
- Ministry of Finance, State of Chiapas
- National Institute of Public Health
- Social Development Ministry

Government of Moldova
- Ministry of Health
- Ministry of Justice
- Ministry of Youth and Sports
- State Chancellery

Government of Mongolia
- Cabinet Office, Monitoring and Evaluation Department
- Governor’s Office of Tuv Province
- Millennium Challenge Account
- Ministry of Finance, State Secretary
- Ministry of Food, Agriculture and Light Industry

Government of Mozambique
- Millennium Challenge Account

Government of Nepal
- Department of Local Infrastructure Development and Agricultural Roads
- Ministry of Peace and Reconstruction
Government of The Netherlands
- Ministry of Finance and Economic Planning
- Ministry of Foreign Affairs

Government of New Zealand
- Department for Development Cooperation
- Ministry of Foreign Affairs

Government of Norway
- Norwegian Agency for Development Cooperation (NORAD)
- Norwegian Centre for International Cooperation in Higher Education

Government of Pakistan
- Auditor General of Pakistan
- Earthquake Reconstruction and Rehabilitation Authority
- Ministry of Communications
- Ministry of Industries
- Pakistan Poverty Alleviation Fund

Government of Palestine
- Ministry of Planning and Administrative Development
- Palestinian Ministry of Education and Higher Education

Government of Papua New Guinea
- Department of National Planning and Monitoring

Government of Philippines
- Department of Health
- Department of Social Welfare and Development
- Forest Management Bureau
- National Economic and Development Authority

Government of Poland
- Ministry of Finance

Government of Portugal
- Ministry of Foreign Affairs

Government of the Russian Federation
- Federal Center for Project Finance
- Federal State Statistics Service
- Ministry of Economic Development and Trade
- National Research Center for Preventive Medicine of the Ministry of Health

Government of Rwanda
- Common Development Fund
- Decentralisation and Community Development Project
- District of Rubavu Human Resources and Institutional Capacity Development Agency
- Ministry of Finance and Economic Planning

Government of Sri Lanka
- Department of National Planning
- Information and Communication Technology Agency
- Ministry of Finance and Planning
- Ministry of Health
- Ministry of Policy Development and Implementation
- Parliament of Sri Lanka
- Presidential Secretariat

Government of St. Lucia
- Eastern Caribbean Supreme Court
- Small Enterprise Development Unit

Government of St. Vincent and the Grenadines
- Ministry of Finance and Planning

Government of Suriname
- Ministry of Planning and Development Cooperation
- Second Basic Education Improvement Program

Government of Swaziland
- Ministry of Agriculture and Cooperatives

Government of Sweden
- State Secretariat for Economic Affairs
- Swedish Agency for Development Evaluation (SADDEV)
- Swedish International Development Agency (Sida)

Government of Switzerland
- Swiss Agency for Development and Cooperation (SDC)

Government of Turkey
- State Planning Organization
- Turkey Public Health Institute
| Government of Uganda | • Bank of Uganda  
| | • Bureau of Statistics  
| | • Inspectorate of Government  
| | • Kampala Capital City Authority  
| | • Ministry of Agriculture, Animal Industry and Fisheries  
| | • Ministry of East African Community Affairs  
| | • Ministry of Education and Sports  
| | • Ministry of Finance, Planning, and Economic Development  
| | • Ministry of Local Government  
| | • Ministry of Social Development  
| | • Ministry of Water and Environment  
| | • National Agricultural Advisory Services  
| | • National Planning Authority  
| | • Northern Uganda Social Action Fund  
| | • Office of the President, Cabinet Secretariat  
| | • Office of the Prime Minister  
| | • Parliament of Uganda  
| | • Parliamentary Commission  
| | • Public Procurement and Disposal of Assets Authority  
| Government of Zimbabwe | • National AIDS Network  
| | • Ministry of Lands  
| | • Ministry of Health  
| | • Ministry of Finance and National Planning  
| | • Ministry of Education  
| | • Ministry of Agriculture and Cooperatives  
| | • Cabinet Office  
| | • Government of Zambia  
| | • Department for International Development  
| | • Department of Health and Social Services, Nicaragua  
| | • Government of the United Kingdom  
| | • Department for International Development  
| | • Department of Health and Social Services, Nicaragua  
| | • Government of the United States of America  
| | • California State Water Resources Control Board  
| | • Centers for Disease Control and Prevention  
| | • Department of Defense, U.S. Army, Madigan Army Medical Center  
| | • Department of Economic & Social Affairs  
| | • United States Agency for International Development  
| | • United States Department of Labor  
| | • Government of Venezuela  
| | • Economic and Financial Advisory Office to the National Assembly  
| | • Government of Vietnam  
| | • Electricity of Vietnam (EVN)  
| | • Department of Foreign Affairs  
| | • Ministry of Agriculture and Rural Development  
| | • Ministry of Education and Training  
| | • Ministry of Finance  
| | • Ministry of Industry and Trade  
| | • Ministry of Planning and Investment  
| | • Government of Yemen  
| | • Office of the Prime Minister  
| | • Social Fund for Development  
| | • Government of Zambia  
| | • Cabinet Office  
| | • Ministry of Agriculture and Cooperatives  
| | • Ministry of Education  
| | • Ministry of Finance and National Planning  
| | • Ministry of Health  
| | • Ministry of Lands  
| | • National AIDS Network  
| | • Government of Zimbabwe  
| | • Municipal Development Partnership  
| United Nations | • Department of Peacekeeping Operations  
| | • Executive Office of the Secretary-General  
| | • Food and Agriculture Organization of the United Nations  
| | • International Atomic Energy Agency  
| | • International Civil Aviation Organization  
| | • International Fund for Agricultural Development  
| | • International Labour Organization  
| | • International Programme on the Elimination of Child Labour  
| | • International Trade Centre  
| | • Joint Inspection Unit  
| | • Joint United Nations Programme on HIV/AIDS  
| | • Pan American Health Organization  
| | • United Nations Assistance Mission in Afghanistan  
| | • United Nations Capital Development Fund  
| | • United Nations Children’s Fund  
| | • United Nations Conference on Trade and Development  
| | • United Nations Development Programme  
| | • United Nations Economic and Social Commission for Western Asia  
| | • United Nations Educational, Scientific, and Cultural Organization  
| | • United Nations Entity for Gender Equality and the Empowerment of Women  
| | • United Nations Environment Programme  
| | • United Nations High Commission for Refugees  
| | • United Nations Human Settlements Programme  
| | • United Nations Industrial Development Organization  
| | • United Nations Inter-Agency Project on Human Trafficking  
| | • United Nations Mine Action Service  
| | • United Nations Mission in Kosovo  
| | • United Nations Office for Project Services  
| | • United Nations Office for the Coordination of Humanitarian Affairs  
| | • United Nations Office on Drugs and Crime  
| | • United Nations Population Fund  
| | • United Nations Relief and Works Agency for Palestine Refugees in the Near East  
| | • United Nations Secretariat  
| | • United Nations Stabilization Mission in Haiti  
| | • United Nations World Food Programme  
| | • United Nations World Health Organization  
| | • United Nations World Intellectual Property Organization  
| | • United Nations World Meteorological Organization  
| | • United Nations Population Fund  
| | • United Nations Development Programme  
| | • United Nations Environment Programme  
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| | • United Nations World Intellectual Property Organization  
| | • United Nations World Meteorological Organization  
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| | • United Nations Environment Programme  
| | • United Nations High Commission for Refugees  
| | • United Nations Human Settlements Programme  
| | • United Nations Industrial Development Organization  
| | • United Nations Inter-Agency Project on Human Trafficking  
| | • United Nations Mine Action Service  
| | • United Nations Mission in Kosovo  
| | • Other Financial Institutions / Development Banks / Bilateral and Multilateral Organizations:  
| | • African Development Bank  
| | • African Union Commission  
| | • Agence Francilaise de Development  
| | • Andean Community General Secretariat  
| | • Asian Development Bank  
| | • Asia-Pacific Finance and Development Center  
| | • Black Sea Trade and Development Bank  
| | • Brazilian Development Bank  
| | • Caribbean Community Secretariat  
| | • Caribbean Development Bank  
| | • Caribbean Health Research Council  
| | • CARICOM Development Fund  
| | • Central American Bank for Economic Integration  
| | • Central Bank of Nigeria  
| | • Centre for Learning on Evaluation and Results (CLEAR)/Centre for Spanish Speaking Latin America  
| | • China-ASEAN Environmental Protection Center (CAPEC)  
| | • China Council for International Cooperation on Environment and Development  
| | • Commonwealth Secretariat  
| | • Council of Europe Development Bank  
| | • Compassion International  
| | • Development Bank of Latin America  
| | • Development Bank of Southern Africa  
| | • East Africa Development Bank  
| | • East African Community Secretariat  
| | • Economic Community of West African States  
| | • Enterprise Uganda  
| | • European Investment Bank  
| | • GAVI Alliance  
| | • German Agency for Technical Cooperation (GTZ)  
| | • German Development Bank  
| | • Global Environment Facility  
| | • The Global Fund to Fight AIDS, Tuberculosis, and Malaria  
| | • Global Knowledge Partnership  
| | • Inter-American Development Bank  
| | • Intergovernmental Authority on Development (IGAD), Djibouti  
| | • International Bank for Reconstruction and Development  
| | • International Monetary Fund  
| | • International Trust Fund for Demining  
| | • Islamic Development Bank  
| | • Korea International Cooperation Agency  
| | • Kreditanstalt für Wiederaufbau, Germany  
| | • Lux-Development, Luxembourg  
| | • Millennium Challenge Corporation  
| | • Municipal Development and Lending Fund, West Bank and Gaza  
| | • The Netherlands Development Finance Company (FMO)  
| | • Nile Basin Initiative  
| | • Nordic Development Fund  
| | • Organization for Security and Co-operation in Europe  
| | • Organization of Eastern Caribbean States  
| | • Sociedad Estatal Española P4R, Spain  
| | • West African Development Bank  
| | • West African Institute for Financial and Economic Management  
| | • The World Bank Group  
| | • GEF Evaluation Office  
| | • Independent Evaluation Group  
| | • International Bank for Reconstruction and Development-IBRD  
| | • International Finance Corporation  
| | • Headquarters, Regional, and Country Offices  
| | • Multilateral Investment Guarantee Agency  
| Non-Governmental Organizations | • AMIDEAST  
| | • Abt Associates  
| | • Academy for Educational Development, United States  
| | • ActionAid International  
| | • Adventist Development and Relief Agency (ADRA)  
| | • AfghanAid  
| | • African Evaluation Association (AfEA)  
| | • African Women’s Development Fund, Ghana  
| | • Aga Khan Education Services  
| | • Agency for Cooperation and Research in Development  
| | • All-India Association for Micro-Enterprise Development  
| | • Andean Health Organization, Peru  
| | • Asian Forum of Parliamentarians on Population and Development  
| | • Association for Progressive Communications, United States and South Africa  
| | • Association for Support to Women Entrepreneurs and Youths (ASAFE)  
| | • Association of NGOs in The Gambia  
| | • Associazione di Cooperazione Rurale in Africa e America Latina, Italy  
| | • Austrian Red Cross Sudan Delegation  
| | • Ban Landmines Campaign Nepal  
| | • Baylor College of Medicine Children’s Foundation, Tanzania  
| | • Bosque Modelo, Chile  
| | • Bridg Asia Japan, Myanmar Office  
| | • Business Intelligence, India  
| | • Campaign for Popular Education, Bangladesh  
| | • CANADEM, Canada  

• Canadian Centre on Substance Abuse
• Canadian Co-operative Association
• Canadian Council on Health Services Accreditation
• Canadian Executive Service Organization
• Canadian Organization for Development through Education
• CARE International
• CARE Project, Bangladesh
• Caritas, Bangladesh
• Catholic Relief Services
• CeLIM Milano, Italy
• Center for the Implementation of Public Policies Promoting Equity and Growth (CIPPEC), Argentina
• Centre for Development Finance, India
• Centre for International Private Enterprise, United States
• Centre for Media Studies, India
• Centre de Developpement de la Region de Tensift
• CESVI Fondazione Onlus
• Child In Need Institute, India
• Children International
• Christian Blind Mission International, Canada
• Community Action in Participatory Development, Sri Lanka
• Community Development Foundation, Nigeria
• Community Development Resource Network, Uganda
• Community of Evaluators, South Asia
• Community Organization for Empowerment of Young People, Uganda
• CONCERN Bangladesh
• Council for Economic Empowerment of Women of Africa
• Counterpart International
• CSO Fund Facility, Bhutan
• Cuso International
• Development Evaluation Society
• Development World Wide, Czech Republic
• Diabetic Association of Bangladesh-Peripheral
• Ecopaz, Ecuador
• Education Development Center, West Bank and Gaza
• Education For Employment
• Electoral Institute of South Africa
• Eritrean Truck Owners Association and
• Farmers Federation of Eritrea
• Espacio Cultural Creativo, Bolivia
• Evaluation and Research Network in Egypt (EARNE)
• Finn Church Aid
• Foundation for Family Health and Community
• Development (FOCUS-DH), Moldova
• Fraser Health Authority, Canada
• Friends of the Earth, Ghana
• Fundación Natura, Colombia
• Global Centre for Pluralism, Canada
• Global Hunger Project, Uganda
• Governance Institute Afghanistan
• Groupe de Recherche et d’Action sur le Foncier
• Habitat for Humanity, Africa and Middle East Area
• Health Education and Research Association (HERA)
• Heifer International
• Help for Children Foundation, Albania
• Icózinho de Suíço
• Indonesian Development Evaluation Community
• Indreni Rural Development Centre
• Instituto Oncoguia, Brazil
• Integrity Watch Afghanistan (IWA)
• International Children’s Center
• International Development Law Organization
• International Diabetes Federation
• International Fertilizer Development Centre
• International Fund for Animal Welfare
• International Initiative for Impact Evaluation (3ie)
• International Livestock Research Institute
• International Organization for Migration
• International Rice Research Institute
• International Rescue Committee
• International Training and Education Center for Health (I-TECH)
• International Union for the Conservation of Nature and Natural Resources (IUCN)
• Iraqi Health and Social Care Organisation
• Islamabad Rangnar Markaz, Pakistan
• Jamaica Family Planning Association
• Johns Hopkins Program for International Education in Gynecology and Obstetrics (Jhpiego)
• Jordan Education Initiative
• King Abdullah II Fund for Development
• Koboko Civil Society Network, Uganda
• KULAN, Somalia
• Langujua Women Association, Uganda
• Lutheran World Relief
• Mennonite Economic Development Associates, Canada
• Mercy Corps, United States
• Micro Insurance Academy
• Microunitrente Initiative, Canada
• Midwifery Collective of Ottawa, Canada
• MIET Africa, South Africa
• Mine Action Coordination Centre of Afghanistan
• Mongolian Potato Program
• National Association of Electrical Distributors, Uganda
• National Rural Support Programme, Pakistan
• Norwegian Refugee Council
• Oxfam
• Palestinian Evaluation Association
• Parliamentary Centre
• Partners in Health, Rwanda
• Partnership for African Social and Governance Research
• Plan International
• Planeterra Foundation, Canada
• Policy Forum, Tanzania
• Population Services and Training Centre, Bangladesh
• PROCOM, Rwanda
• Pronatura International, Brazil
• Reach Out To Asia, Qatar
• Red Cross
• Regional Psychosocial Support Initiative (REPPSI)
• Research on Poverty Alleviation, Tanzania
• Right To Play
• Rural Livelihood Development Company, Tanzania
• Sagittarius, Macedonia, FYR
• Save the Children
• SBrasil
• Social Development Agency
• SOS Children’s Villages International
• South Asia Partnership, Pakistan
• Southern Africa Trust
• Southern African AIDS Trust
• SWAN Foundation
• Tensift Regional Centre of Development
• Ukrainian Evaluation Association
• Uganda Debt Network
• Uganda National NGO Forum
• United Methodist Committee on Relief, United States
• Voluntary Service Overseas
• Winrock International
• Women Peace & Security Network Africa, Ghana
• World Vision International
• World Wildlife Fund

Foundations
• African Capacity Building Foundation
• African Medical and Research Foundation, South Africa
• African Mental Health Foundation
• African Wildlife Foundation
• Aga Khan Foundation
• Bharatiya Agro Industries Foundation
• Canada Foundation for Innovation
• Canadian Hunger Foundation
• Carlos Chagas Foundation
• Charity Foundation Woman Health and Family Planning
• Development Research Foundation, India
• Eurasia Foundation
• Eurasia Partnership Foundation
• European Training Foundation
• FOES Foundation, Ecuador
• Ford Foundation, United States
• Foundation for Advanced Studies on International Development, Japan
• Foundation for Civil Society, Tanzania
• Foundation for Goodness
• Foundation Partners for Local Development, Romania
• Friends of the Greenbelt Foundation, Canada
• Fundación Mexicana para la Salud, Mexico
• Fundación Natura
• Fundación Salud Ambiente y Desarrollo, Ecuador
• Geneva Centre for the Democratic Control of Armed Forces, Switzerland
• Integrated Health for All Foundation, Cameroon
• Intercooperation, Ukraine
• International Foundation for Election Systems, United States
• John D. and Catherine T. MacArthur Foundation, United States
• KNCV Tuberculosis Foundation, The Netherlands
• M. S. Swaminathan Research Foundation, India
• Noor Al Hussein Foundation, Jordan
• Oswaldo Cruz Foundation, Brazil
• Philanthropy, Serbia
• Qatar Foundation
• Paul Hamlyn Foundation, United Kingdom
• Rockefeller Foundation
• Royal Dutch Kennals
• Skat Foundation, Switzerland
• Stromecke Foundation
• Thai Health Promotion Foundation
• The Asia Foundation, United States
• The California Endowment, United States
• The MasterCard Foundation
• Transparency International Bangladesh
• West Africa Rural Foundation, Senegal

Research Institutes and Think Tanks
• African Institute for Applied Economics
• African Model Forests Network
• Asia Pacific Finance and Development Center
• Borosona Institute for Development Policy Analysis
• Carleton Centre for Community Innovations, Canada
• Center for Development Studies, Makerere University, Uganda
• Center for International Development, University of Bologna, Italy
• Centre for International Governance Innovation
• Center for Justice Studies and Innovations
• Centre for Policy Analysis, Ghana
• Centro de Investigación y Docencia Económica AC
• Centre for Strategic and Peace Studies, Bangladesh
• Centre for Trade Policy and Law, Canada
• Centro de Estudios y Asesoría en Salud, Ecuador
• Council for Scientific and Industrial Research, Ghana and South Africa
• Development Researcher Network, Italy
• Economic Research Center, Uganda
• Economic Research Forum, Kuwait
• Energy Institute of Uganda
• Facultad Latinoamericana de Ciencias Sociales, Argentina
• Forum for Agricultural Research in Africa (FARA)
• Ghana Institute of Management and Public Administration
• Health Services Research, Canada
• IDP Education, Australia
• Ibadan Health Institute, Tanzania
• Iktaraf Institute
• Institute for Development Evaluation, Kyrgyzstan
• Institute for Policy Alternatives, Ghana
• Institute for Transport Policy Studies, Japan
• Institute of Applied Manpower Research, India
• Institute of Development Management, Botswana
• Institute of International Relations, Czech Republic
• Institute of Security Studies, South Africa
• Instituto de la Cooperación Portuguesa, Portugal
• Instituto de la Salud Juan Lazarte, Spain
• Inter-American Institute for Cooperation in Agriculture, Guatemala
• International Food Policy Research Institute, United States
• International Institute for Educational Planning, France
• International Institute for Environment and Development
• International Institute of the German Adult Education Association
• International Water Management Institute, Ghana
• International Water Management Institute, Sri Lanka
• Kosovo Local Government Institute
• Kyiv International Institute of Sociology, Ukraine
• Kyung Hee University, South Korea
• Lebanese Center for Policy Studies
• LIRNEAsia, Sri Lanka
• Mexican Institute for Competitiveness
• Muresk Institute, Curtin University of Technology, Australia
• National Agricultural Research Organisation, Uganda
• National Demining Institute, Mozambique
• National School of Public Health, Cuba
• Palestine Economic Policy Research Institute
• Pembina Institute for Appropriate Development, Canada
• Research Institute of Health Sciences, Burkina Faso
• Sanford Institute, Duke University, United States
• Tanzania Education Authority
• The Applied Research Institute – Jerusalem (ARIJ), West Bank, Palestinian Authority
• The Conference Board of Canada
• The North-South Institute, Canada
• Tibet Academy of Agriculture and Animal Husbandry Sciences, China
• Uganda Management Institute
• Valencian Institute of Economic Research, Spain
• Florida State University, United States
• Harvard University, School of Public Health, United States
• Havana University of Medical Sciences, Cuba
• Imperial College London, United Kingdom
• Jaume I University, Spain
• Laval University, Canada
• Makerere University, Uganda
• Massey University, New Zealand
• Nanyang Technological University, Singapore
• National School of Public Health, Cuba
• National University of Singapore
• Palacky University, Czech Republic
• Polytechnic University of Montréal, Mexico
• Saint Mary’s University, Canada
• Sana’a University, Yemen
• Tamal Nada Agricultural University, India
• Tanjin University of Finance and Economics, China
• Tulane University Technical Assistance Program, Ethiopia
• Uganda Christian University
• University of Antioquia, Colombia
• University of Dar es Salaam, Tanzania
• University of Denver, United States
• University of Erfurt, Germany
• University of Georgia, United States
• University of Ghana
• University of Glasgow, United Kingdom
• University of Hawaii, United States
• University of Ibadan, Nigeria
• University of Louisville, United States
• University of Montréal, Canada
• University of Nairobi, Kenya
• University of Nebraska-Lincoln, United States
• University of Ottawa, Canada
• University of São Paulo, Brazil
• University of Sri Jayawardenepura, Sri Lanka
• University of Strathclyde, United Kingdom
• University of Texas, United States
• University of Toronto, Canada
• University of the Philippines, College of Architecture
• University of the West Indies
• Zhejiang Shuren College, China

Private Sector
Action Research & Associates, Inc., United States
• ADA Consultants, Canada
• ADE Consulting and Advisory Services, Belgium
• Africa Ecolutions Limited, Kenya
• African Engineering International, South Africa
• African Management Services Company, The Netherlands
• Agritexa Canada
• Callope Consultants, Brazil
• Canadian Leaders in International Consulting Inc.

Universities and Colleges
• Aga Khan University, East Africa
• Am Shams University, Faculty of Commerce, Egypt
• Asian Institute of Technology, Thailand
• Autonomous University of Barcelona, Spain
• Bangalore University, India
• Beijing Normal University, China
• Birzeit University, West Bank
• Brunel University, United Kingdom
• Cairo University, Faculty of Economics and Political Science, Egypt
• Cheikh Anta Diop University, Senegal
• College of Midwives of Ontario, Canada
• Dowling College, United States
• Florida State University, United States
• Harvard University, School of Public Health, United States
• Havana University of Medical Sciences, Cuba
• Imperial College London, United Kingdom
• Jaume I University, Spain
• Laval University, Canada
• Makerere University, Uganda
• Massey University, New Zealand
• Nanyang Technological University, Singapore
• National School of Public Health, Cuba
• National University of Singapore
• Palacky University, Czech Republic
• Polytechnic University of Montréal, Mexico
• Saint Mary’s University, Canada
• Sana’a University, Yemen
• Tamal Nada Agricultural University, India
• Tanjin University of Finance and Economics, China
• Tulane University Technical Assistance Program, Ethiopia
• Uganda Christian University
• University of Antioquia, Colombia
• University of Dar es Salaam, Tanzania
• University of Denver, United States
• University of Erfurt, Germany
• University of Georgia, United States
• University of Ghana
• University of Glasgow, United Kingdom
• University of Hawaii, United States
• University of Ibadan, Nigeria
• University of Louisville, United States
• University of Montréal, Canada
• University of Nairobi, Kenya
• University of Nebraska-Lincoln, United States
• University of Ottawa, Canada
• University of São Paulo, Brazil
• University of Sri Jayawardenepura, Sri Lanka
• University of Strathclyde, United Kingdom
• University of Texas, United States
• University of Toronto, Canada
• University of the Philippines, College of Architecture
• University of the West Indies
• Zhejiang Shuren College, China

Please let us know if we have inadvertently left you off the list. We will be pleased to make corrections.
International Program for Development Evaluation Training 2015
Building Skills to Evaluate Development Interventions

International Program for Development Evaluation Training
Carleton University, Suite 2800, Carleton Technology and Training Centre  |  1125 Colonel By Drive, Ottawa, Ontario K1S 5B6, Canada
Telephone: +1 (613) 520-3525  |  Fax: +1 (613) 520-7815  |  E-Mail: info@ipdet.org

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