Annual Report on Evaluation Findings   2003

2003 ANNUAL REPORT ON EVALUATION FINDINGS

TABLE OF CONTENTS

1. INTRODUCTION

Over its history, IDRC has gradually been building a decentralized, learning-based monitoring and evaluation system that promotes ownership and use of evaluation findings by those for whom evaluations are directly relevant. In 1992, the evaluation function took on renewed vigour with the creation of an Evaluation Unit (EU), and in 1994, the EU began reporting to IDRC's Board of Governors annually. This, the tenth such report, offers an opportunity to reflect on the main achievements in the development of the Centre's evaluation system, and to anticipate the challenges of the future.

1.1 System Evolution

The Centre's evaluation function has evolved over the past 10 years from a system concentrated on building demand for evaluation at the project and program levels to one that fosters the use of evaluation processes and findings at all levels. Now projects, programs, program areas, and Centre management all use evaluation to shape relationships and to increase effectiveness in their respective responsibility areas. Progressive stages in the development of this system have been documented in annual reports to the Board of Governors.

Early reports tended to devote more space to describing the development of new components of evaluation system whereas recently, emphasis has shifted to the presenting findings and outcomes of evaluations Centre-wide. In the first few years of the EU's mandate, the primary focus was on building capacity in evaluative thinking at the project and program levels. The inclusion of evaluation plans in PI prospectuses reflects both an important corporate operating principle, and a commitment by programming units to generate and use evaluations for their own decision making. While respecting program staff and project partners as independent users of evaluation, significant efforts have been made to strengthen the links between project and program evaluation and corporate-level decision-making. As our inventory grows, it provides a deep repository of evaluation findings from which it is increasingly possible to link and synthesize findings for use in managing the Centre, as well as in the Centre's Annual Report.

The most recent addition to the evaluation system is the Corporate Assessment Framework (CAF). An update on the progress is provided in Section 2.1 of this report, and importantly, the process of directly involving senior management in the development of the CAF has been modelled on the long experience that the EU has acquired in working with Centre program staff and partners.

1.2 Balancing Learning and Accountability

Maintaining a balance between learning and accountability is a necessary challenge.   In its origins, evaluation focused almost exclusively on accountability, but gradually the evaluation profession has discovered that, to get a full return on investments, there need to be better methods and approaches for users to learn from and apply evaluation findings to existing and future activities. Through maintaining a decentralized system of evaluation in which the users determine the evaluation questions, by focussing on the process by which evaluations are carried out, and by monitoring the quality of evaluations, the Centre has been successful in mainstreaming a use and learning-oriented approach to evaluation.

The EU has found that for there to be sufficient space for learning to take place, accountability mechanisms must be clear and functioning. IDRC's accountability for results at the program level is achieved through the combination of evaluations carried out by the programs themselves and the external reviews that are commissioned by PPB Management of a PI, Secretariat, or Corporate Project. IDRC's accountability at the project level is achieved through the Project Completion Report (PCR). Continuity in the application of the PCR mechanism has been weak, and the Centre is responding to this issue by re-working the entire PCR process. Led by Programs and Partnership Branch (PPB), and actively involving Resources Branch and the Evaluation Unit, the redesign of the PCR system addresses both learning and accountability functions. The new system will respond to findings of the Office of the Auditor General's (OAG) special examination by increasing demand for, and use of, PCRs by management to reinforce their consistent completion and their contributions to corporate and program learning and accountability.

1.3 Building Capacity for Evaluation

For evaluation to be fully integrated, there needs to be strong capacity in evaluation throughout the organization and within our partner organizations. It is not enough to concentrate evaluation capacity only in a specialized unit or to import it from the outside. Historically, a problem in international development has been that, in too many cases, recipient organizations are the objects of evaluation, neither owning nor benefiting from the evaluation process. Over the past ten years, both to complement its own evaluation capacity as well as to help its partners be more effective at what they do, the Centre has been working to redress this imbalance. Today, many of our partners are keenly building their own evaluation capacities, both for their own learning and as a means to engage more equitably with their donors.

One element of the Centre's strategy for building evaluation capacity has been skills training. As evaluation has become more prominent over the past decade, the need for a wider range of skills has been increasingly recognized and demanded. IDRC has introduced training in skills such as utilization-focused evaluation, group facilitation, participatory decision-making, and project planning (notably objectives clarification), and is continuing to identify and initiate responses to these capacity enhancement needs.

Another element in building evaluation capacity has been the creation of new evaluation tools and methods. Gaps in the methodologies available to evaluate research for development have prompted the Evaluation Unit to put priority on building up the body of tools and methods the Centre and its partners can access. Working closely with its partners, IDRC has developed the impressive array of evaluation tools and methods listed in Annex 3, many of which have been published in English, French and Spanish. Together, the Organizational Assessment and Outcome Mapping methodologies have accounted for the sale and distribution of over 4400 IDRC publications, and demand for capacity in both these methods continues to increase. Three IDRC books on these two methodologies were among the 10 highest-selling IDRC publications during the 2002-03 fiscal year[1].

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[1] During 2002-03, *Organizational Assessment (2002)* was the highest-selling IDRC publication, *Outcome Mapping (2001)* was fourth, and *Enhancing Organizational Performance (1999)* was ninth.

Many of these evaluation tools and methods have been adopted, used and promoted by other agencies. The Organizational Assessment method has been disseminated and applied by the Inter-American Development Bank as well as by several other agencies and is now being translated for use in Southeast Asia. The Outcome Mapping methodology was singled out by the OAG as a valuable innovation and has been adopted widely within IDRC and by donor partners such as the Swiss Agency for Development and Cooperation (SDC) in their work with IDRC's Governance, Equity and Health (GEH) Program Initiative. The EU's immediate challenge is to find ways of responding to increasing demand with limited resources, and is doing that in part by building a cadre of facilitators and trainers in the regions who can work with partners and international agencies on an ongoing basis.

Program Initiatives are central to the Centre's efforts to build evaluation capacity. Some have worked entirely on their own with partners, while others have collaborated with the Evaluation Unit in such activities. An example of the former is CBNRM's development of training materials in participatory monitoring and evaluation with project partners in China. An example of the latter is the collaboration in which PLaW, the natural resources management PI in Africa, and the Evaluation Unit have worked closely with the West African Rural Foundation (WARF) in several stages of Outcome Mapping (OM) development. WARF is now regularly offering OM trainings in West Africa, and using OM internally.

1.4 The Way Forward

The foregoing is an overview of some of IDRC's achievements in evaluation over the past ten years. Throughout this period, this report and comments and questions raised by the Board of Governors have been important stimuli to consolidating evaluative thinking and in helping the Centre reflect on the delivery and effectiveness of its programming. With reference to the OAG report and the Centre's own experience, there are a number of challenges that will shape our evaluation work over the next period. These will include: bringing Secretariats and Corporate Projects more systematically into the evaluation system; building formal processes of consultation around strategic evaluations in ways that strengthen innovation, creativity and use in these studies; continued strengthening of the links between corporate strategic planning and evaluation; revision of the PCR system; and responding to needs for tools and methods both within the Centre and by Centre partners.

This introduction has described how IDRC has mainstreamed evaluation as an integral part of strategic management and programming, but larger challenges remain. For IDRC, the challenge is not only to use evaluation to strengthen its own operations, but ultimately to use evaluation to help its partners contribute to the wellbeing of people in the developing world. As noted recently by some of the leading thinkers in evaluation, new and creative approaches to evaluation are needed if its transformative potential is to be realized.

> What is at stake is the extent to which our profession can model the dialogic processes that support and nurture democracy and peace, thereby helping to create a context in which humility is possible and valued, and contribute thus not just by the findings we generate, but more crucially and with longer effect, by the way we facilitate engagement with those findings – fostering mutual respect among those with different perspectives and interpretations. That modeling of, and nurturing

deliberative, inclusive and, yes, humble dialogue may make a greater contribution to societal welfare than the search for generalizable "best practice" findings, which rapidly become outdated anyway.[2]
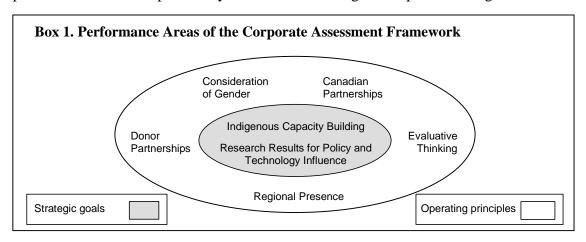
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[2] Michael Quinn Patton, "Weiss' Call for Humility: Further Reflections" in *American Journal of Evaluation*, vol. 23, no. 2, 2002, p. 233.

2. UPDATE ON CORPORATE EVALUATION ACTIVITIES

2.1 Development of the Corporate Assessment Framework

Since April 2001, IDRC's Senior Management Committee (SMC) and Evaluation Unit (EU) have been working together to develop a Corporate Assessment Framework (CAF). The CAF, when complete, will provide a mechanism by which SMC, on a regular basis and in a systematic way, can monitor and report on the Centre's progress towards achieving the goals set out in the 2000-05 Corporate Strategy and Program Framework (CSPF). The expected outcomes of CAF include a heightened organizational focus on IDRC's mission, empirically informed planning and decision-making by Senior Management, and improved corporate accountability for results.

As of April 2003 the Corporate Assessment Framework (CAF) consists of seven performance areas, of which two are seen as IDRC's Strategic goals[3], and five are seen as Operating principles[4] (see Box 1). The differentiation between operational and strategic areas of performance allows CAF to be sensitive to interdependencies across and between performance areas – a potentially rich area of learning for corporate management.

Box 1. Performance Areas of the Corporate Assessment Framework

2.1.1 Operationalizing the CAF: Progress to Date

IDRC's Senior Management Committee (SMC) and the Evaluation Unit have complementary responsibilities in developing and implementing the CAF: as the primary owner-operator of the CAF, SMC plays a decision-making role in its development and implementation, while the Evaluation Unit plays a supportive/facilitative role. Presently, SMC is continuing the process of finalizing performance area definitions and key characteristics of good performance, as well as identifying monitoring indicators and defining the frequency and responsibility for data collection. As of July/August 2003 all seven performance areas of the CAF will enter the final implementation stage.

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[3] The changes the Centre wants to help bring about in developing countries through its support of applied research.
[4] These are the processes and principles that IDRC sees as valuable in supporting the achievement of its development goals

2.1.2 Products of the CAF: Achieved and Anticipated

Ongoing outputs of the CAF process include:
*   Clarified definitions of good performance, and monitoring indicators for each of the performance areas;
*   Qualitative and quantitative data on performance areas;
*   SMC decisions based on discussions of the performance areas.

Planned reports include:
1.   A report from SMC documenting the process of implementing the CAF, and assessing its utility in monitoring corporate performance relative to the CSPF. The report will be submitted to the Board of Governors in March 2004, and will include; the completed definitions of good performance in the seven performance areas; the indicators that have been selected to monitor performance; and data on each performance area; and actions undertaken by SMC to support and enhance performance in each area.

2.   An external, summative evaluation of the design, implementation, operation and results of the CAF. This report will be available in June 2004.

2.2 The Influence of Research on Public Policy: A Strategic Evaluation

> *IDRC will foster and support the production, dissemination and application of research results leading to policies and technologies that enhance the lives of people in developing countries* (IDRC program directions 2000-2005, p.16).

IDRC program documents express increasing intentions to focus on supporting research that has the potential to influence policy. In order to contribute to improvements in IDRC's programming in the future, the Evaluation Unit initiated a strategic evaluation early in 2001 into the influence of research on policy.

The foundation of the study has been built with the completion of 29 case studies of 67 projects in over 20 countries (25 cases generated through field work and 4 through document studies). Projects were selected by program staff on the basis of their having influenced policy. Program staff and managers have participated in the verification of findings and preliminary analysis of case studies through workshops held in the regions and in Ottawa. The study has currently begun the cross-case analysis and synthesis stage. Once this work has been completed, the cross-case analysis, as well as an assessment of the quality of the case studies will be presented to the Board of Governors.

There are two elements to the study:

1. Stories: Because the contingencies of context are so crucial to policy influence, lessons learned or checklists are not particularly useful. Instead, a case study approach was undertaken to build rich stories of what happened, how and why. Case studies are attentive to local conditions and historical circumstances and take into consideration institutions, history, and context.

2. Engagement in analysis: Consistent with IDRC's approach of using evaluation to increase evaluative capacity of both the users and those that are being evaluated, and because so much learning from the study is occurring while it is in progress, the study has sought to engage staff (both Centre and project staff) to assist in understanding and interpreting case studies.

The IDRC study is timely in the sense that it coincides with the early stages of IDRC's process to formulate the next CSPF. The sheer scope of the study is significant, and it is distinctive from similar studies being conducted elsewhere. Compared to studies being undertaken by organizations such as DFID, ODI, and GDN, the IDRC study is more deliberately reflective, analyzing policy influence from the perspective of its own organizational history.

> **Box 2. Background elements of the Study**
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> In addition to the case studies, several background studies have been conducted. These have significantly contributed to greater understanding of how IDRC programs go about policy influence, how the intentions and results of activities to influence policy are articulated in IDRC documents, and how policy influence has emerged in IDRC discourse over time.
>
> These studies include:
>
> - Literature Review[5]
> - Framework document[6]
> - Historical study of IDRC's of intent to influence policy[7]
> - Review of Policy Influence in 2001-02 Evaluation Reports[8]
> - Review of Policy Influence in Project Completion Reports (PCRs)[9]
> - Review of intent to influence policy in IDRC project and program planning documents[10]

Based on individual case studies and workshops, there are a number of emerging issues which will be explored more thoroughly over the final six months of this strategic evaluation.

1. Projects, programs and institutions need to be clear on intent: The development of a more sophisticated understanding and language for describing what is meant by "policy influence" will enable IDRC and its partners to use a wider range of policy-related strategies. Due to the variety of IDRC's programming, the term "policy influence" can refer to different things in different situations. Where policy influence is identified as a relevant objective, the resources and budgeting requirements need to be made clear during the project design phase. In sum, policy influence must be considered from the beginning

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[5] Neilson, Stephanie 2001. *IDRC-Supported Research and Its Influence on Public Policy. Knowledge Utilization and Public Policy Process: A Literature Review.* IDRC Evaluation Unit, December 2001.

[6] Lindquist, Evert 2001. *Discerning Policy Influence: Framework for a Strategic Evaluation of IDRC-Supported Research.* September 1, 2001.

[7] Gonsalves, T., and Baranyi, S. 2003. Research for Policy Influence: A History of IDRC Intent. IDRC Evaluation Unit, January 2003.

[8] Adamo, Abra 2001. *Evaluation Reports and Policy Influence: What Evaluation Reports Tell Us About Public Policy Influence by IDRC Supported Projects.* IDRC Evaluation Unit, April 2002.

[9]*Edwards, K. 2001. PCRs and Policy Influence: What Project Completion Reports Have to Say about Public Policy Influence by Centre Supported Research.* IDRC Evaluation Unit, August 2001.

[10] Gillespie, Bryon, 2003. *Intent to Influence Policy in IDRC Programs and Projects: What program and project level goals say about IDRC's approach to influencing policy.* IDRC Evaluation Unit, February 2003.

and both staff and researchers need to have the means to recognize and act upon emergent threats and opportunities.

2. Capacity building: Thinking about policy influence and how to achieve it is a new idea for many of our partners and a new focus for some staff. Among the issues raised to date are how to support partners and staff to better understand both the policy processes and the governance systems of the countries in which we support research, and that project designs take account of the fact that policy influence is not a linear notion and that flexibility and agility are key.

3. Communication and dissemination: Researchers need guidance on how to effectively communicate their findings and results to policy makers and to those who are able to influence policy makers. Researchers feel they are expected to do much more than research and there has been a call from them to help them learn how to communicate research findings.

4. Issues of policy influence extend beyond the project: Donor persistence is important. Findings suggest that donors need to realize that issues of policy influence go beyond single projects and programs in both time and space. We need to think and act on policy influence with a long-term perspective and take into account the wider system of which the policy is a part.

3. LEARNING FROM EVALUATION

In this section, the categories of corporate performance being developed under in the Corporate Assessment Framework (CAF) are utilized to group and synthesize findings from project and program evaluations received during 2002-03 in a way that is relevant to corporate-level learning. Evaluation findings are synthesized around the four areas of corporate performance that were most frequently addressed in evaluation reports. Table 1 summarizes which evaluation reports address each performance area. It illustrates that the most frequently addressed performance in evaluation reports are *Research Results for Policy and Technology Influence* (15 reports), *Indigenous Capacity Building* (15 reports), *Evaluative Thinking* (9 of 15 reports), and *Donor Partnerships* (10 of 15 reports).

The purpose of this section is to highlight some of the achievements and challenges faced by IDRC programs and projects in relation to CAF performance areas, and to illustrate that by increasing emphasis on some areas of performance, there can be wider effects on other performance areas as well as on IDRC directions as a whole. The overall intent is to feed internal discussion about how IDRC conceptualizes and measures corporate performance, as well as to highlight issues that may be of concern for the next CSPF. It is important to note that the analysis below is based on project and program level evaluations, not on corporate questions per se. Reporting annually on evaluation findings cannot adequately represent overall performance, as the evaluations received in a given year are not

Table 1. Evaluation Reports supplying comments for each of the Performance Areas of the Corporate Assessment Framework							
Report Number[11]	P&T Influence	Capacity Building	Consideration of Gender	Evaluative Thinking	Donor Partnerships	Canadian Partnerships	Regional Presence[12]
1	✔	✔	✔	✔	✔	✔	✔
2	✔	✔		✔	✔	✔	
3	✔	✔	✔	✔		✔	
4*							
5	✔	✔	✔		✔		
6	✔	✔					
7	✔	✔	✔	✔	✔		
8	✔	✔			✔		
9	✔	✔					
10	✔	✔		✔	✔		
11	✔	✔		✔			
12	✔	✔					
13	✔	✔			✔		
14	✔	✔	✔	✔	✔	✔	
15	✔	✔	✔	✔	✔	✔	
16	✔	✔	✔	✔	✔		
▭ *Performance Areas that evaluation reports address most often*							
* Data not available - report is in Spanish, translation not yet available							

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[11] Report numbers correspond to those in Annex 2

[12] That evaluation reports infrequently address the "Regional Presence" performance area is not surprising: the TORs of project and program evaluations typically direct evaluators attention to issues more immediate to the project. "Regional Presence" is an area of performance that is more relevant to IDRC's operations rather than it is to its partners.

necessarily a representative sample of IDRC's current work. As such, it should be read as indicative of issues and trends emerging in the work of the Centre, and should not be considered as a corporate performance review. The selection of categories of findings for discussion was made on the basis of where the most detailed evaluation findings arose, and where they indicated tensions and tradeoffs within and across performance areas.

3.1 Research Results for Policy and Technology Influence

The *Research Results for Policy and Technology Influence* performance area refers generally to IDRC's effectiveness at supporting research whose results lead to positive developmental changes; that is, research that is relevant and useful to local practitioners and decision-makers, as well as for informing decisions at policy levels. All evaluation reports received during 2002-03 supplied information relevant to the *Research Results for Policy and Technology Influence* performance area. Table 2 presents six categories of findings that emerged from the 2002-03 evaluation reports.

3.1.1 Categories of Findings

Table 2. Categories of Findings: Research Results for Policy and Technology Influence	# (n=15)
1. Support of multi, inter, and trans-disciplinary research approaches	10
2. Contributing knowledge to specialized practitioners and for developing/ adapting technologies to local uses	7
3. Dissemination of research results	5
4. Supporting credible and technically rigorous research	5
5. Influencing public policies	3
6. Influencing institutional arrangements to facilitate research-policy linkages	2

It was found that evaluation reports most commonly addressed ways in which the project included the perspectives of multiple research disciplines through the support of inter, multi, or transdisciplinary approaches to research (10 reports). The influence of IDRC's Ecohealth program on African research institutions is especially notable (See Box 3).

The second most frequently cited type of influence referred to the ways in which projects contributed to the knowledge of specialized knowledge workers, such as farmers, small enterprises, researchers, or policy makers (7 reports). The extent to which supported research was credible and technically rigourous was discussed in 5 reports. Although now gaining increasing emphasis in IDRC programs, the least frequently reported results were influences on the relationship between policy and research institutions, and the influencing of policies themselves.

Box 3. Influence of Ecohealth Research Approach on African Research Institutions

There is no doubt that, even in Phase I of the research work, the ecohealth approach has had a remarkable influence on an ever-widening circle of professionals and institutions who have touched the projects in Uganda, Ethiopia, and Kenya. Individual research team members experienced a transformation of their approach to research - particularly related to gender, participation and transdisciplinarity – all representing very new approaches to nearly all research team members (*Interventions and Impacts: An Evaluation and Impacts of Three Ecohealth Projects in Central and East Africa, p 100*).

Five of the 2002-03 evaluation reports discussed the dissemination of research results, and one report focused explicitly on this topic, so this aspect of performance has been selected for focused discussion.

Many reports mentioned the creation of promotional materials such as newsletters, policy briefs, working papers, websites and videos. Audiences for these materials included communities, farmers, policy makers, donors, research partners, and the general public. Several evaluations described that project participants had been involved in more interactive forms of dissemination such as participating in "policy dialogues", and conducting workshops targeted to specific audiences such as policy makers and researchers. Two reports discussed how training activities function not only to build the skills of individuals, but also as a powerful means of disseminating research methodologies and perspectives.

Two reports clearly illustrated the importance of developing a strategy for disseminating research results that is consistent with the influence that projects wish to bring about. The experience of the book launch of the *Water* publication illustrates the dangers of attempting to accomplish too many objectives through one kind of dissemination activity. The evaluators describe that the explicit objective of the event was to illustrate lessons learned in influencing policy, but implicitly the objective of the workshop appeared to be to publicize 30 years of IDRC's work. The evaluators warn that "to invite people to a workshop to discuss how to link research to policy and then expose them to a 'show and tell' is risky. It may alienate rather than impress".[13]

Another example is provided in the policy case study of Copper Mining in Peru[14] in which LABOR, a small Peruvian NGO, was able to bring enough attention to bear on the issue of mining and water pollution that national policy makers were obliged to enforce national laws to control mining companies. LABOR's strategy centred on gradually building local support around the issue, as well as attracting international attention by presenting its case at the second International Water Tribunal (IWT). Although IWT decisions do not carry the force of law, its decisions do possess significant political clout, and the outcome was that the Southern Peru Copper Corporation (SPCC), an international mining company that was despoiling the environment, was forced to change its practices.

3.1.2 "Closing the Loop" and "Influencing Public Policy"

The *Research Results for Policy and Technology Influence* performance area encompasses two concepts that circulate, sometimes interchangeably, in IDRC discourse: "Closing the Loop" and "Influencing Public Policy". Both address IDRC's approach to supporting research that is geared towards utilization and decision-making. In IDRC, reference to the former involves promoting the use of research by wide array of decision-makers at local and higher levels of social and political organization. The latter typically signifies a narrower range of uses, and refers to research specifically intended to influence public

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[13] "IDRC Communications Division IN_FOCUS Pyramid and Policy Workshops" by Anne Whyte and Robert Auger, p. 34

[14] "The Cases of High Altitude Mining and the Impact of Copper Mining on Water Resources in Southern Peru" by Fernando Loayza, February, 2003

policy. While in principle, there are broad qualitative differences between what is required to support research that will improve the knowledge of local stakeholders versus what is required to support research to influence policy decisions, the two concepts together cover a diversified set of strategies for encouraging research utilization.

Although relatively few evaluations reported on public policy influence, these nevertheless indicate a wide range of public entities who IDRC might consider targets for "public policy influence". Included among the achievements reported in evaluation reports were:
- Research that contributed to the creation of national legislation (MAPPA);
- Research that contributed to the creation of a certification system for growers and manufacturers of traditional medicines (MAPPA);
- Facilitating the creation of high quality research that is both relevant and timely to policy needs (TIPS);
- Identifying and introducing upcoming economic issues that are not readily perceived within government bureaucracy (TIPS);
- Contributing to the creation of Public Private Partnerships to deliver urban environmental management services (EMS).

Much more common were evaluation reports that discussed ways in which projects attempted to "close the loop" by contributing to the knowledge of a wide range of users such as farmers, entrepreneurs, as well as policy makers (7 reports). A variety of means were employed, such as training, publications, or arrangements to extend the benefits of research to a wide variety of stakeholders (see example in Box 4).

Box 4. Example of "Closing the Loop" in MAPPA

The farmers will use the propagation techniques developed in the projects to cultivate the plants in their fields and foresters will be in a position to make use of the information generated in their biodiversity management and regeneration programmes. The beneficiaries will include medicine manufacturers whose supplies of genuine plants of known origin will stabilize and farmers for whom a new opportunity to improve their income will unfold. The Government will be immensely benefited in pushing its policy 'health for all' and in enlarging export opportunities (Medicinal and Aromatic Plans Program in Asia: Mid-term Evaluation Report, *p. 123).*

While at the project and program level it is not necessary to make distinctions between which activities fall under separate "closing the loop" and "influencing public policy" categories, more clarity at the corporate level may be useful for the purposes of designing a monitoring framework to track the various ways in which IDRC-supported research is designed to influence different users. The current strategic study into policy influence will be useful in this regard, in that it will delineate the activities undertaken to influence public policies, but in the ongoing work of the CAF, more work may be necessary to bring more conceptual clarity to how the processes involved in "closing the loop" and "influencing public policy" are in some ways similar and in others, distinct.

3.1.3 The Role of Advocacy in IDRC's Approach to Public Policy Influence

An underlying tension apparent in 2002-03 evaluation reports exists between the role of supporting research to *inform* policy, and using to research to *advocate* for particular

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Box 5. Contrasting Approaches to Policy Advocacy in IDRC Supported Programs

Example 1. TIPS
TIPS should be wary of becoming an "agenda setter". This role, which entails policy advocacy and formulation, would be inconsistent with TIPS mandate of informing policy, and would undermine TIPS's other interfaces with government departments and agencies and South African academia. (*Trade and Industrial Policy Secretariat (TIPS) of IDRC - Report of an External Evaluation, p.33-34*)

Example 2. G-24 Policy Case Study
Building policy on a minority view is very hard work and involves intense diplomatic efforts. The Group of Twenty-Four is more influential than expected at first glance; the research program has managed against all odds to sustain a developing-country agenda for reform of the international monetary system, including the mechanisms and facilities of the International Monetary Fund (IMF) and the World Bank (WB). (*A Study of Policy Influence: The G-24 Technical Support Service* p. 5)

Example 3. PAN Americas
[Ongoing] activities reflect a need in LAC to address policy advocacy as a research theme, and a growing willingness on the part of donors to support policy and advocacy-related work. Within PAN Americas this has been reflected by a growing number of ICT projects in the field of public policy. Recognizing this, the 2001 PAN Americas prospectus identified its three main objectives as learning and evaluation, dissemination and utilization of results, and Internet policy. (*Connecting to public policy – An exploration of ICTs and Public Policy in Latin and the Caribbean,* p.3)

policies over others. Illustrative examples are offered by the evaluations of TIPS, PAN Americas, and the G-24 policy case study. The three reports differ in terms of the sorts of projects they describe, as well as in the role that advocacy plays. TIPS plays a critical role in facilitating the production of research to influence the South African bureaucracy and the evaluator sees advocacy as a role for TIPS to avoid. G-24 supports research for negotiations over multilateral trade and sees advocacy as a role in which the program is already active. PAN Latin Americas supports a wide range of policy actors, and the evaluators express that advocacy is a role in which the program seeks to become more involved.

There are diverse political and ideological stances represented by Centre staff and its partners. As emphasis on linking research to public policy is increased, the political and ideological underpinnings of supported research will become increasingly explicit. As IDRC moves deliberately into the world of public policy, internal differences in political views will likely spark lively debate on controversial issues, as well as the degree to which IDRC should present itself as politically neutral. In order to avoid slipping into partisanship, as well as to ensure that it is effective, this increasing emphasis on policy will demand new levels of awareness and political sophistication amongst staff and partners.

As IDRC moves into its next Corporate Strategy and Program Framework (CSPF), SMC

Box 6. Advocacy as a component of most policy-related research

[Closing the Loop] also – but this appears to be little discussed within the Centre – has implications for the Centre's role as advocate for certain policies and positions. While in theory linking research and policy is a neutral activity, in practice, closing the loop with policy makers, is often achieved by articulating preferred alternatives (*IDRC Communications Division IN_FOCUS Pyramid and Policy Workshops, p. 15*).

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and its Board of Governors will be working together to articulate IDRC's guiding principles for 2005-2010. Considering the changes that could accompany them, decisions regarding "influencing public policy" should also take capacity issues such as these into account.

3.2 Indigenous Capacity Building

IDRC's mandate is to use its resources to help create, maintain, and enhance research capacity in developing countries. Capacity, generally speaking, refers to the ability of a collective or an individual to achieve its goals. IDRC contributes to research capacity in developing countries by providing resources and support that allow established researchers to do work relevant to the development needs of their country, and to nurture the development of new researchers by allowing them to "learn by doing".

3.2.1 Categories of Findings

Table 3 illustrates that 12 of the 15 evaluation reports most frequently discussed building capacity at the institutional level. Nine out of 15 discussed building capacities of individuals, and only 5 out of 15 discussed building capacities at the societal or community level. Although organizational capacities were the most frequently addressed, the reports tend to recognize that capacities of individuals, organizations, and communities are mutually reinforcing. Most reports discuss building capacities at more than one level, and on close examination, reveal that abilities of individuals or collectives to succeed at one level are dependent upon capacities of other actors and across levels.

Table 3. Categories of Findings: Indigenous Capacity Building	# (n=15)
1. Individual	**9**
Skills of researchers	5
Visibility/ Prestige of individuals	4
Abilities of policy makers to understand/ utilize research	2
Research management skills	2
2. Institutional/ Organizational	**12**
Organizational ability to manage research	6
Organizational ability to do research	7
Organizational ability to communicate research results	6
Ability to "devolve" the program or activity to a new or existing organization	4
Ability of organization to systematically assess capacity needs	3
3. Societal/ Community	**5**
Improved communities' abilities to mobilize in response to collective problems	4
Improved linkages made between researchers, policy makers and civil society	2
Improved access to public goods	2

3.2.2 Interconnecting Capacities

One set of findings relates to how institutional capacities depend on the capacities of individuals that constitute it. An example of this is provided by the CBNRM-supported project in the National University of Laos (NUOL). The report describes that the project started with the intention of supporting NUOL teachers to conduct research into the linkages between natural resource management and food security. It was soon discovered that the teachers did not possess the necessary skills to undertake the research itself, and the project activities had to be modified to include training and to build the research skills[15].

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[15] *Resource tenure in Community Based Natural Resource management project - Project Evaluation Report (Laos).* by Olivia Dunn, October 2002.

Another, more complicated, example is provided by the evaluation of SUB's gender mainstreaming activities. The report explains that the reason gender mainstreaming is such a complex issue is that it involves building capacities of multiple actors often coming from extraordinarily diverse cultural and disciplinary backgrounds. Internally, the SUB team possesses strengths across an array of disciplinary backgrounds, but individually possess different capacities for providing support for gender and social analysis (see Box 7).

Box 7. Challenges to building capacity as a result of interdisciplinarity - SUB

Strengthening gender awareness and capacity in the SUB program is a complex task given that team members come from different academic and professional backgrounds and therefore have different levels experience and expertise in social science concepts and approaches. The SUB team is comprised of professionals from the fields of chemistry, biology, ecology, engineering, policy studies, political science, economics, rural sociology, community forestry, and anthropology among others. This diversity of experience and expertise is one of SUB's many strengths and requires that any capacity building strategy be flexible and dynamic in approach. (*Mainstreaming Social/Gender Analysis in the Sustainable Use of Biodiversity Program Initiative Mid-Term Evaluation, p. 7)*

The evaluator describes how the challenges related to the uneven capacity within the team are exacerbated by the extreme variability of capacities of its research partners for conducting social and gender analysis. Many of these partners come from natural science backgrounds and lack familiarity in social science concepts. In other cases, there are differing levels of cultural receptivity to western notions of gender equity. Partners are suspicious of what they see as donor-initiated gender agendas, and sometimes are unwelcoming of suggestions about how to improve gender and social analysis in the supported research.

For the SUB team to effectively build capacity in gender sensitive research, it must ensure that partners receive all the support for gender and social analysis that they require. The evaluation finds that such support is not always achieved, owing to the differing capacities among the team to meet partners' needs for technical support, but also in overcoming unwelcoming attitudes and skepticism.

3.2.3 Necessity of Community-Level Capacities

Although IDRC-supported projects typically address research capacity at the organizational and individual level, two reports emphasized the necessity of community involvement for project success. The ecohealth evaluation describes a positive example of a project that has contributed to building community capacities through introducing participatory, community-based research processes to solve problems identified by the community, and indicates that these capacities will be necessary to achieving larger program objectives (see Box 8, Example 1). The evaluation of the Chilean fog-catcher project, on the other hand, identifies low community ownership, a prerequisite of capacity, as one of the main determinants of the project's failure (see Box 8, example 2).

Box 8. Community ownership as a determinant of success in IDRC research projects

Example 1. Community capacity as a foundation to the success of Ecohealth project in Uganda
With each of [its] seemingly small accomplishments, the community is learning more about how to analyze problems, to develop solutions, to build appropriate partnerships, and to be accountable to each other for the outcomes of their collective efforts. This process of capacity building and social capital development is fundamental to establishing the foundations for a sustainable solution to sleeping sickness, as identified in the research problematic. (*Interventions and Impacts: An Evaluation and Impacts of three Ecohealth Projects in Central and East Africa* p. 25)

Example 2. Lack of community ownership and its contribution to the failure of fog catching technology
[T]he reason for failure is not due to technical reasons, but managerial ones and to a lack of ownership by the community and the institutions responsible for providing drinking water (*Report about the Fog collecting Project in Chungungo: Assessment of the Feasibility of Assuring its sustainability*, p. 5).

The introduction of the Corporate Assessment Framework (CAF) has introduced a need at the corporate level for more comprehensive understandings of how capacities are built in IDRC-supported projects, and how capacities at different levels interact and support one another. A working group of SMC members is currently working through these challenging conceptual problems, and a strategic evaluation on capacity building is being planned to begin later this fiscal year to assist in assessing performance in this area against the goals set out in CSPF 2000-2005.

3.3 Donor Partnership

3.3.1 Categories of Findings

Table 4. Categories of Findings: Donor Partnership	Reports (n=10)
1. Program seeks collaboration with like-minded donors and partners	5
2. Reporting systems for separate donors	2
3. Promoting expanded geographical reach	2
4. Implications for Devolution	2
5. Influence on research approaches in ENRM	2

Although 10 of the 15 reports mentioned different aspects of donor partnership, these reports were variable with regard to the descriptive detail that they provide. While several of the 2002-03 evaluations do not go much further than naming the donors who collaborated in the project, others describe some of the effects of donor partnership on the projects.

Most frequently, evaluation reports discussed how the project/program seeks partnership with like-minded donors. Equally frequent were reports that highlighted the effects of donor partnerships on programming: specifically, the administrative burden of having to separately report to different donors; the tendency of donors to push for the expansion of the geographical scope of projects; the operational capacities of Secretariats; and the influence of donor partnership on research agendas.

Box 9. Proposed Solutions for making donor funds cover operational costs in Secretariats

Example 1. Reallocation of funds to cover operational costs - EMS
All of the operational issues discussed imply a reallocation of limited funds from externally managed grants to internally managed operations. One measure of EMS's efficiency may be taken as a high ratio of grants to overhead. Nevertheless, the cases evaluated suggest that cost-effectiveness of the [Research Support Grant] component, judged by the achievement of program objectives may be improved by selective reallocation of resources. (*An Evaluation of the Environmental Management Secretariat's 1999-2000 Small Research Grants, p. 18*)

Example 2 – Creation of incentives for donors to contribute operational funds - TIPS
A minimum contribution of untied core funds should be a precondition for membership in TIPS Board. This practice will underscore the necessity for core support so that TIPS retains its current character. It will also prevent "free riders", namely donors only willing to cover the marginal costs of an activity rather than their fair share of TIPS's other fixed costs. For the same reason, TIPS's Board should adopt policies about covering TIPS's real costs in running a program or co-financing an activity (*Trade and Industrial Policy secretariat (TIPS) of IDRC - Report of an External Evaluation, p. 40*).

3.3.2 Donor Partnership and Devolution

Two Secretariat evaluations received during 2002-03 (TIPS and EMS) illustrate how donor partnerships are a central consideration to the operational capacity of Secretariats, particularly in regards to expectations that Secretariats will establish a stable funding base for themselves, apart from IDRC, in preparation to becoming independent entities.

Both evaluations identify challenges in maintaining adequate levels of operational funds. The TIPS evaluation indicates that lack of operational funding results from donors typically only covering the marginal cost of projects, but not providing funding to cover the additional costs incurred by programs in administering projects. The evaluations suggest two alternative ways of addressing this problem. In the case of EMS, the evaluator recommends reallocating funds from research grants to its core operations (See Box 9, Example 1). While this seems straightforward, it does not address the issue of "free-riding" donors that the TIPS evaluators see as fundamental. The TIPS evaluators propose that a way to address this issue is to provide incentives to donors to provide core funding by linking their provision to increased representation in governance of the secretariat, and by encouraging its Board of Governors to adopt policies to ensure that funding covers the real costs of projects. (See Box 9, Example 2)

3.3.3 Donor Partnership and Separate Reporting Systems

Two evaluation reports discussed the effect of added administrative burdens of donor partnership, especially when separate reporting systems are required. In the first case, the TIPS evaluators recommend that TIPS invest in new budgeting and accounting systems to ensure that reports can be generated for separate donors. They also recommend that a new budget item be included to adequately demonstrate the real costs of program management to donors. The second example illustrates that separate reporting systems can erode program direction, and the report goes on to recommend that in situations such as this, actions need to be undertaken jointly by the donors (see Box 10).

17

Box 10. Donor Partnership and Separate Reporting Systems

Example 1. TIPS response to different reporting requirements – South Africa
With growth in activities and modalities will arise a need to review TIPS budgeting conventions. In this regard, we strongly advise a carefully designed accounting system, able to comply with the reporting requirements of different donors. It must also provide TIPS's management with timely accurate information on expenditures, revenues and cost effectiveness. With respect to reporting conventions, we strongly urge inclusion of a category entitled "program management". As opposed to "administration", it will more accurately reflect the costs of professional services specific to the activity in question (*Trade and Industrial Policy secretariat (TIPS) of IDRC - Report of an External Evaluation,* p. 40-41).

Example 2. Separate reporting eroding program directions in Regional Program of Analysis and Communication on CBNRM – Southern Africa
Separate reporting systems, and a hesitance to counter the formal reporting process through close collaboration and sharing, are leading to fragmented programme accountability and a certain loss in programme direction. Surprisingly, this has not been addressed by either the donors who promoted the separate reporting systems, or by the programme management (*An Evaluation of the Regional Program of Analysis and Communication on Community-Based National resource Management (CBNRM) 1999-2000,* p. 9).

The findings in these evaluation reports indicate that IDRC's involvement in donor partnerships can influence the achievement of its strategic goals. The approaches taken to supporting research and the capacities of its partners to carry out research can be significantly affected by the arrangements reached by the funding partners. As the Donor partnership area is further developed within the CAF, performance measures will be designed to take into account the interconnections between this operational goal and the Centre's strategic goals.

3.4 Evaluative Thinking

The CAF performance area*, Evaluative Thinking,* refers to a mindset in which those responsible for determining project and program directions value and utilize evaluation methods for program improvement. It fosters using systematically obtained evidence to demonstrate success to stakeholders, and also to learn about what is working in the project or program and why. Evidence of evaluative thinking can be found in many aspects of organizational behaviour. It involves the systematic collection of data, analysis of that data, and the utilization of findings to inform decision-making. It means being clear about expected results and the strategies used to achieve them. It also means planning activities that link to and support the realization of objectives, creating indicators and systems to document achievements, and most importantly, creating space and processes for accessing, synthesizing, and acting upon the information generated.

3.4.1 Categories of Findings

Table 5. Categories of Findings: Evaluative Thinking	# (n=9)
1. Level of integration of evaluation in project/program design and management	5
2. Monitoring and documentation of program learning	4
3. Building the capacity of partners/communities to conduct evaluation	3

The extent to which the 2002-03 evaluations report on evaluative thinking on the part of projects and programs was investigated through both direct and indirect statements. Directly, evaluative thinking can be inferred from statements made by the evaluators about the state of monitoring and evaluation practices in the project. Evaluative thinking can also be inferred, less directly, from the ways in which the report describes how it fits into a wider monitoring and evaluation system.

Table 5 illustrates the frequency of evaluations that provide findings related to three dimensions of the Evaluative Thinking Performance area. These were monitoring and documentation of program learning; the level of integration of evaluation into project/program design and management; and building the capacity of partners/ communities to conduct evaluation.

3.4.2 Integration of Evaluation in Project/ Program Design and Management

Evaluative thinking is reflected in the degree to which evaluation is integrated into programs and projects. The 2002-03 evaluation reports indicate that the degree to which

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Box 11. Differing Degrees to which M&E is Integrated into Projects and Programs

Example 1. Highly integrated monitoring and evaluation systems – SUB Program
For the 2000-2004 programming cycle, the SUB program is working more systematically to mainstream gender at the program and project levels… In February 2000, using a team-based Outcome Mapping exercise, SUB began the process of developing a performance framework to monitor the mainstreaming process and evaluate its success… The performance framework developed includes a Monitoring and Evaluation Framework for Gender Mainstreaming in SUB. The framework is broken down into a set of progress markers the Program would use to monitor the mainstreaming process and evaluate success (*Mainstreaming Social/Gender Analysis in the Sustainable Use of Biodiversity Program Initiative Mid-Term Evaluation*, p. 2-3).

Example 2. Low integration of monitoring and evaluation system - MAPPA
Monitoring often falls under the responsibility of the MAPPA coordinator. Although this accountability check is necessary, more requirements should be in place to encourage project staff to collect evaluation information throughout the program cycle, to reflect on lessons learned and to develop new packages of methodologies. Monitoring and evaluation of project methodologies and results are essential components of institutional learning and capacity building and should be formally encouraged by the MAPPA program (*Medicinal and Aromatic Plans Program in Asia: Mid-term Evaluation Report,* p. 53).

Example 3. Absence of monitoring and evaluation systems - Regional Program of Analysis and Communication on CBNRM
Indicators for the measurement of progress and performance linked to a wider monitoring and evaluation system were not developed. This prevented programme staff from determining weaknesses, learning lessons and making adjustments in time during the course of the programme. There was also a need for the development of detailed and focused strategies for achieving the programme objectives; this was not done. Assumptions were not formulated and potential "killer assumptions" were therefore not identified and considered (*An Evaluation of the Regional Program of Analysis and Communication on Community-Based National resource Management (CBNRM) 1999-2000,* p. 6).

programs do so varies. In cases where monitoring and evaluation is well integrated, such as in the case of SUB's evaluation of gender mainstreaming, the evaluation report fits into a larger M&E system for learning about how the program is performing. In the case of MAPPA, monitoring and evaluation systems are present but not well integrated. Finally, in the cases of the In-Focus Pyramid and PLaW's CBNRM evaluations, the evaluators indicate that systems for monitoring and evaluating the success of initiatives were not developed at all (See Box 11).

3.4.3 Monitoring and Documentation of Learning

A critical part of evaluative thinking involves the existence and maintenance of systems for documenting learning as it occurs. Two reports provide examples of projects that have been attentive to conducting evaluations, but whose documentation did not adequately record the learning.

In a study looking at building capacity for research into aquatic natural resources in Southeast Asia during the 1980s and 1990s, the evaluator cites limited documentation as a methodological limitation of her study. These limitations are findings in terms of evaluative thinking, in that the report indicates that project documents did not capture the rationale and assumptions about how capacities were being built by program activities, or cite evidence of how the people's capacities had changed over time (see Box 12, example 1). The evaluator of SUB's gender mainstreaming efforts expresses similar limitations (see Box 12, example 2). Both reports illustrate that in failing to capture and document learning, longer term learning is limited as experiences cannot be traced, synthesized, and applied in future program delivery.

Box 12. Examples of insufficient documentation limiting evaluation

Example 1. Limited documentation of capacity building activities in Southeast Asian Fisheries Research
[T]he analysis of capacities resulting from these projects is fairly superficial; inferred rather than proven. Indications of what outcomes were expected, in expressly capacity terms, were not clearly reflected in documents. Nor did the few project monitoring reports or evaluations track their achievement. Complicating the assessment further was the general failure of materials to make explicit the assumed links among any one of the multiple targets of the capacity-related activities (individuals and communities, bureaucracies and institutions, policy bodies, research networks and development "sectors"), the types of learning activities selected and the outcomes expected (*Mapping Capacity Development Experience in IDRC,* p. 19).

Example 2. Limited documentation of gender mainstreaming in SUB
In many cases, project files are incomplete. In particular, documentation of correspondence among SUB staff and between POs and project partners is inconsistent and fails to capture dialogue related to the design and implementation of social and gender analysis at the project level. According to program staff this is due in part to inconsistent documentation and filing of these materials. Moreover, in some cases, interactions with partners (e.g. phone calls) are not and cannot be captured in project documentation. However in some cases limited correspondence in project files reflects more a lack of actual correspondence between SUB staff and their partners. Without such documented exchange an exploration of the extent and ways in which SUB is engaging with its partners in [social analysis and gender analysis], and the extent to which SUB is having an impact in mainstreaming gender and other social issues and approaches at the project level is severely undermined *Mainstreaming Social/Gender Analysis in the Sustainable Use of Biodiversity Program Initiative Mid-Term Evaluation, p. 6).*

3.4.4 Factors Affecting Evaluative Thinking

Evaluative thinking in programs is undermined when a program lacks evaluative capacity and carries a large workload. Lack of evaluative capacity within programs limits the degree to which evaluation can be a well-integrated components and activities. Three reports discussed attempts by projects to build capacities in participatory monitoring and evaluation. The evaluation of the second phase of the People and Resource Dynamics Project (PARDYP) illustrates that even where such intentions exist, high workloads can reduce evaluative thinking, and evaluation becomes an activity undertaken solely for accountability purposes (see Box 13).

Box 13. Lack of Evaluative Capacity and Workload affecting Evaluative Thinking in PARDYP

Participatory monitoring and evaluation (P, M&E) has been envisaged in the project document as one of the 12 guiding principles of PARDYP II. Conduct of P, M&E and impact studies is one of the major activities under the livelihood component of the project. However, only rudimentary project M&E existed in all country projects. Moreover, it was not necessarily designed as a mechanism to steer the project towards its objectives. Day-to-day activities kept the PARDYP field teams busy. The country co-ordinators remained always concerned with ensuring timely implementation by facilitating the project activities, delivery of inputs, fund management and related co-ordination tasks. Routine and periodic review exercises focused mainly on whether planned activities were carried out. Seldom did the team reflect on the relationship between the ongoing activities and the project objectives. They prepared the semi-annual and annual progress reports, and financial statements more as an obligation to donors through the Regional Co-ordinator rather than as an integral part of project management and team learning. Staff indicated that a lack of skills prevented them from using and applying M&E for instructional or project learning purposes (*External Review of the second phase of PARDYP - People and Resources Dynamics Project,* p. 26).

Evaluative thinking has been identified by SMC as an operational priority of IDRC's, and has been setting the example in its ongoing work on the CAF. The EU remains committed to building evaluation capacity and fostering evaluative thinking in the Centre through its work with program staff and managers. Building systems for accessing and aggregating information; making available a variety of tools and methods; tracking the quality and use of evaluation; and involving Southern partners in the development and testing of evaluation approaches are all integral to this work.

4. QUALITY AND USE OF EVALUATION AT IDRC

4.1 Overview of Evaluators and Evaluation Quality in 2002-03

IDRC's Evaluation Unit gathers data about the evaluators employed by the Centre, assesses and monitors the quality of the evaluations produced, and monitors how evaluations are used. This is undertaken as part of on-going efforts to improve the quality, utility and equity of the Centre's evaluation work. The findings from these activities generate relevant information for the Corporate Assessment Framework (CAF), are reported annually in the *Annual Report on Evaluation Findings,* and are used to refine the Centre's evaluation practice. As we report on the data generated in future annual reports, we will be looking at trends in both the profile of evaluators and the quality of evaluations.

Fifteen of the 16 evaluation reports received during 2002-03 were completed during the 2002 calendar year, and one was completed in March 2001. In terms of programming areas, 12 came from the ENRM programming area; two came from the ICT4D programming area; one came from SEE programming area; and one was an evaluation undertaken by Communications Division. All three modalities of programming were represented in the evaluations, with 10 of the evaluations coming from PIs, 2 from secretariats, and one from a corporate project.

4.1.1 Profile of Evaluators

Twenty-three evaluators were represented by the 16 reports, of whom 14 were male, 8 were female, and one whose identity was not provided. Of the 8 women, 5 were external evaluators[16] and 3 were internal evaluators[17]. Of the 14 male evaluators, 9 were external evaluators and 5 were internal evaluators. Based on the organizational affiliation of the evaluator, 12 were from developed countries whereas 8 were from developing countries (See Table 6).

The majority of evaluators represented by the 2002-03 evaluation reports are independent consultants (14 out of 23), half of whom are based in Canada (7 out of 14). Three evaluators were staff of IDRC (two of whom are based in Ottawa), three were staff of partner research organizations, and one was from an international donor agency.

Table 6. Sex of 2002-03 Evaluators and their Country of Origin									
Sex of Evaluators	Developed Countries (12)			Developing Countries (8)					Country Unknown
	Canada	USA	Switzerland	S. Africa	Nepal	Philippines	Uruguay	Chile	
M 14	5	1	2	1	2	1	1	1	0
F 8	4	0	0	1	0	0	0	1	2
Unknown 1	0	0	0	0	0	0	0	0	1
TOTAL 23	9	1	2	2	2	1	1	2	3

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[16] "External evaluator" refers to evaluators that are not employees of IDRC or of the project/program under examination

[17] "Internal evaluator" refers to evaluators that have a connection to the project or program, either by being an employee of IDRC, or by virtue of their direct involvement in the project/program under examination.

4.1.2 Quality of Evaluation Reports Received During 2002-03

The Evaluation Unit assesses the quality of evaluation reports against criteria[18] that have been created from the standards for program evaluation endorsed by the American Evaluation Association. These require evaluations be utility-focused, feasibility-conscious, accuracy-based, and propriety-oriented[19].

The overall quality profile of the fourteen evaluation reports[20] is presented in Table 7. It shows that, on average, evaluation reports scored positively on 60% of all indicators of quality. The quality of evaluation reports was uneven across each of the four separate dimensions of quality (utility, feasibility, accuracy and propriety). The 2002-03 evaluation reports tend to be strongest in the areas of accuracy (73%) and utility (67%), and weaker in terms utility feasibility (57%) and propriety (38%).

Table 7. Summary of Quality of 2002-03 Evaluation Reports (n=14)					
Quality of 2002-03 evaluation reports		**Variation in quality of evaluation reports: Frequency of reports falling within quality range**			
Aspect of Quality	**% positive on indicators of quality**	**0-24%**	**25-49%**	**50 – 74%**	**75 – 100%**
OVERALL	60	2	1	5	6
1. Utility	67	2	2	4	6
2. Feasibility	57	4	0	4	6
3. Accuracy	73	3	0	0	11
4. Propriety	38	1	11	0	1

Evaluation reports were accurate to the extent that, in the majority of cases, they presented conclusions and recommendations that were supported by evidence, and which had been derived through the application of solid research methods. Weaknesses in propriety tended to derive from evaluation reports not describing the ways in which they sought to add value to the project/ program by building the evaluative capacity of either the users of the evaluation or those being evaluated.

It is recognized that in looking exclusively at evaluation reports, the current monitoring system can under-represent the true quality of evaluation. Evaluation reports do not always provide a full description of evaluation processes and procedures, and as a result, the system will sometimes fail to register positive scores on indicators of quality when evaluators may have employed sound evaluation processes. Nevertheless, IDRC will encourage evaluators to include this information in their written reports to help ensure that a richer understanding of the process and use of evaluation in IDRC-funded projects is captured by the evaluation system. In 2002, IDRC's Evaluation Unit produced a set of guidelines to assist program staff give direction to the evaluators they employ to ensure this information is included in reports. The Evaluation Unit will continue to prepare guidelines as part of its evaluation support to programs as issues of capacity and quality arise.

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[18] The instrument used to assess each evaluation report is provided in Annex 3.

[19] "The Program Evaluation Standards", http://www.eval.org/EvaluationDocuments/progeval.html

[20] The two reports not included in the quality assessment are indicated in Annex 2.

4.2 Reported Use of Evaluation by IDRC's Senior Management Committee

In order to better understand the use of evaluation at IDRC, the 2002 Annual Report of Evaluation Findings (AREF) presented the results of an informal survey of Team Leaders' use of evaluations during 2001-02. As a complement to that study, this time to better understand how information generated by IDRC's evaluation system can better serve management purposes, a brief questionnaire was sent to members of IDRC's Senior Management Committee (SMC) in April 2003.

The purpose of the questionnaire was to get a general sense of: SMC's familiarity and engagement with evaluation during 2002-03; the ways that members of SMC have used and been influenced by evaluation findings during 2002-03, and; what changes can be made in communicating evaluation findings to ensure that information emerging from evaluations is useful to management.

Fourteen of the 16 members of SMC responded to the e-mail questionnaire (88% response rate), one of whom declined to complete the survey due to his recent arrival to IDRC. The responses of the remaining 13 members provide a range of management perspectives from across the top of IDRC's organizational structure. Those returning questionnaires were the three Directors of Programming Areas (DPA), four Regional Directors (RD), the Director of Human Resources, the Vice President of Resources, the Director of Communications, the Vice President of Program and Partnership Branch (VP of PPB), as well as IDRC's President, the Director of Policy and Planning (PPG), and its General Counsel.

4.2.1 Level of Familiarity and Engagement in Evaluation

The questionnaire revealed significant variation in the level of familiarity that SMC members had with the 2002-03 evaluations. Quantitatively, the distribution ranged from one SMC member who was familiar with none, to two who were familiar with 6 of the 16 evaluation reports. Unfortunately, it was not possible to determine from the questionnaire instrument how many of the evaluation reports SMC managers actually received, but as the discussion below will reveal, there are indications that inadequate circulation of reports is a significant factor in this variation in readership.

DPAs, RDs and the VP of PPB indicated the highest level of familiarity and engagement, whereas SMC members whose roles are further removed from the Centre's programming indicated lower levels of familiarity and engagement. As might be expected, the SMC members who were familiar with several evaluation reports tended to be familiar with reports corresponding to their thematic and/or regional responsibilities. DPAs were more familiar with reports conducted within their programming areas, and RDs were most familiar with evaluations that had been conducted on projects and programs within their respective regions. Managers are more likely to come into contact and seek out evaluation reports that have been carried out within their own responsibility area.

An exception was the review of the In-Focus Communications Strategy[21], which was familiar to almost all SMC members. The study was commissioned by the Director of Communications, had been circulated to SMC for discussion, and had been read by 12 out of the 13 SMC members who completed the questionnaire. The second-most frequently identified report was the report on the fog-collector (6 out of 13 SMC members).   Several SMC members cited their involvement in the on-going development of the CAF, and the activities surrounding the current strategic evaluation on policy influence as evaluation activities that offered them opportunity and inducement to look at evaluation reports.

4.2.2 Use of Evaluation

As might be expected, SMC members who are less directly involved in IDRC's research programming appear to use evaluations less than those whose roles place them closer to programming. Managers mentioned several different uses for evaluation. For the VP of PPB, evaluation is used primarily for program planning and for accountability purposes. The Director of Communications commissioned an evaluation to inform and re-calibrate the *In_Focus* strategy for communicating research results. Communications Division also draws upon evaluation reports as a source of information for their work publicizing IDRC-supported research. DPAs indicate that evaluations inform decision-making, but also that they constitute a small part of the constant stream of information that informs their day-to-day actions and decisions affecting program directions. Two RDs indicated that they use evaluation findings to assess matrix management systems, and as backgrounders to brief themselves on projects when visiting partners and representing the Centre abroad.

4.2.3 Learning from Evaluation

SMC members that reported learning from evaluation tended to have been engaged in specific evaluation activities.

> *[M]y membership in the advisory committee for the R2P study[22] [sic] has resulted in significant learning about IDRC programming. It has changed my views on capacity building and policy influence.*
>
> John Hardie (Director, PPG)

> *Anne Whyte's evaluation of the 'In_Focus Pyramid' had the major fault of having been done too early, but it still led to several changes in our approach to building the 'In_Focus pyramids': greater emphasis on case studies, greater consistency between different elements of the pyramid, greater efforts in the dissemination strategy, better delimitation of what Communications can do and what Programs can do.*
>
> Jean-Marc Fleury (Director, Communications)

The utility of evaluation for decision-making appears to be constrained by the infrequency with which they provide information, and by their tendency to come too late to rectify problems or build on success. Two managers indicated that although evaluation serves the useful purpose of distilling and synthesizing information, day-to-day information gathering,

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[21] IDRC Communications Division IN_FOCUS Pyramid and Policy Workshops, by Anne Whyte and Robert Auger.
[22] Reference to the strategic study, "IDRC-Supported Research and its Influence on Policy"

learning and decision-making occur through interactive processes that demand much more immediate information.

> *As a DPA, I need to inform my decision-making and program leadership by much more intuitive, continuing, evaluative thinking and behaving than periodic summative evaluations provide…. evaluation reports are good documentaries and ways of distilling information, experiences and views to develop new insights but our everyday decision-making and annual work planning requires more topical and immediate information.*
>
> Richard Fuchs (DPA, ICT4D)

4.2.4 Communication of Evaluation Findings

The questionnaires indicated several areas in which the communication of evaluation findings could be improved. One area is the need for more systematic circulation of evaluation reports. While some managers indicate that they do not have time to read all the reports they receive, others remarked that they would like to read more reports, but that they currently are not receiving them. Several suggestions for improvement were offered. One was that the EU should ensure that key reports are widely circulated throughout the Centre; another mentioned that both PI Teams and the EU could improve in sharing particular reports with relevant managers. The two SMC members who mentioned that they are currently not receiving any evaluations requested that the Evaluation Unit forward electronic copies of all evaluation reports to them.

> *Some evaluations have not yet been discussed by teams. Some evaluations were not broadly shared. Teams/EU could be better at sharing evaluations with relevant managers as these become available, rather than waiting until next phase prospectus discussions or end of year EU reporting. The results of discussions with recipients of evaluation findings could be better reported to managers through team lists or trip reports.*
>
> Stephen McGurk (RD, ASRO)

> *I tend to receive information on evaluations within my Program Area, or from broader strategic evaluations coordinated by EU. On the other hand, evaluations in other Program Areas are almost completely unknown to me. Perhaps 1-page summaries circulated to all managers for info? Or a brown-bag seminar by EU summarizing some key evaluation findings?*
>
> Brent Herbert-Copley (DPA, SEE)

Related to the issue of the lack of time for reading evaluations is the length and detail of evaluation reports, as well as a desire for evaluators to address core issues more directly. Although length and detail is seen as valuable, some mangers felt that along with the volume of other material that must be absorbed, long and detailed evaluations exact high demands on scarce resources of time. Two members indicated a desire that IDRC evaluate topics and questions more fundamental to its overall purpose, and that evaluators should be encouraged to offer recommendations that more clearly delineate the ways in which IDRC can improve.

> *I find it almost impossible to read the volumes of material which cross my desk. I hope things will ease up in the future. I would greatly appreciate receiving more digestible reports with executive summaries etc., which encourage scrutiny.*
>
> Constance Freeman (RD, ESARO)

26

With the few [evaluations] that I do receive, the one weakness that I've perceived is that they can be highly descriptive, historical and data-saturated, yet in the end lack imagination about doing things better. Evaluators should be encouraged not just to respond in formalistic ways to the terms set for them, but to assess in fundamental ways what the Centre is doing and imagine better ways to go about it.

Rob Robertson (General Counsel)

Several SMC members suggested ways in which the presentation of evaluation findings could be improved. Brevity and clarity were seen as positive attributes of evaluation reports. One manager recommended that there should be more interactive forms of presentation of evaluation findings. Other suggestions were that evaluation reports could have shorter core texts, good executive summaries, or be accompanied by briefs of key findings.

[There needs to be] more verbal presentations on them. In fact, that should be a requirement, for the evaluators to present and the managers to listen and learn.

Richard Fuchs (DPA, ICT4D)

4.2.5 Evaluation Unit Response

The EU is responding to these issues in a number of ways. Improving the circulation of reports needs to take into account that some managers have indicated that they would like to see more evaluation reports, whereas others have indicated that they are presently receiving more reports than they can read and usefully absorb. To make certain that managers have access to and receive all the reports that they would like, the EU will circulate evaluation reports as follows: managers who have asked for copies of all reports will receive them; the EU will also invite requests from Senior Managers for specific reports, or requests for reports that correspond to a particular programming area, topic, or geographical region; the EU will send reports that it feels would be of interest to specific managers. Recent collaboration between PPB and the EU to annually consolidate and present to SMC the annual corporate and program evaluation plan will help sensitize senior managers to evaluation activities that are currently being conducted and planned throughout the Centre.

The EU is also undertaking actions to improve the presentation of evaluation findings. To ensure that the presentation of evaluation findings are more succinct and digestible, during 2002-03, the EU provided Program Staff with guidelines on formatting of evaluation reports. Executive summaries are among the items required, and reports will increasingly include these. Finally, the EU and PPB will explore ways in which it can collaborate to organize more presentations of evaluation findings, and to increase the opportunities for staff and senior managers to become more aware of them.

ANNEX 1. ACRONYMS

ACE	Annual Corporate Evaluation
AREF	Annual Report of Evaluation Findings
ASRO	Regional Office for Southeast and East Asia
CAF	Corporate Assessment Framework
CBNRM	Community-Based Natural Resource Management (Program Initiative)
CFP	Cities Feeding People (Program Initiative)
CIDA	Canadian International Development Agency
CSPF	Corporate Strategy and Program Framework
DFID	Department For International Development (United Kingdom)
DTI	Department of Trade and Investment (South Africa)
DPA	Director of Program Area
EMS	Environmental Management Secretariat
ENRM	Environment and Natural Resource Management (Program Area)
ESARO	Regional Office for Eastern and Southern Africa
EU	Evaluation Unit
GDN	Global Development Network
GEM	Gender Evaluation Methodology
GEH	Governance, Equity and Health (Program Initiative)
ICTs	Information and Communication Technologies
ICT4D	Information and Communication Technologies for Development (Program Area)
IDRC	International Development Research Centre
IUCN	The World Conservation Union
IWT II	Second International Water Tribunal
LACRO	Regional Office for Latin America and the Caribbean
MAPPA	Medicinal and Aromatic Plants Program in Asia
NGO	Non-Government Organization
NUOL	National University of Laos
OAG	Office of the Auditor General
OCEEI	Office for Central and Eastern European Initiatives
ODI	Overseas Development Institute
OM	Outcome Mapping
PARDYP	People and Resource Dynamics in Mountain Watersheds of the Hindu Kush-Himalayas Project
PI	Program Initiative
PBR	Peacebuilding and Reconstruction (Program Initiative)
PCR	Project Completion Report
PCIA	Peace and Conflict Impact Assessment
PLaW	People, Land and Water (Program Initiative)
PPB	Program and Partnership Branch
PPG	Policy and Planning Group
RD	Regional Director
SDC	Swiss Agency for Development and Cooperation
SMC	Senior Management Committee

SEE   Social and Economic Equity (Program Area)
SUB   Sustainable Use of Biodiversity (Program Initiative)
TEC   Trade, Employment and Competitiveness (Program Initiative)
TIPS   Trade and Industrial Policy Secretariat
WARF   West African Rural Foundation

ANNEX 2. REPORTS RECEIVED BY THE EVALUATION UNIT, APRIL 2002 – MARCH 2003

Project and Program Evaluation Reports Received 2002-03

Title, Author, Report Date	Program Area/ PI	Projects Covered	Period Covered	Country/ Region
1. *Medicinal and Aromatic Plans Program in Asia (MAPPA): Midterm Evaluation Report* Carolyn Switzer, Nirmal Bhattarai[*] May 2002	ENRM SUB	004359	1998 – 2002	Nepal
[*] 2. *Mapping Capacity Development Experience in IDRC* Anne Bernard February 2002	ENRM	890062 000798 910218 890259 881053 820191 040401 860267 870034	1989-1993 1995-2001 1992-1996 1990-1999 1989-1998 1984-1995 1997-2000 1987-1993 1987-1993	Asia Region Asia Region Thailand Philippines Philippines Nepal Cambodia Thailand Philippines
3. *Assessing the Contribution of Small Grants programs to Natural Resource Management* Martin Mujica June 2002	ENRM (Minga)	101121	2001-2002	LAC region
4. *Manejo Colaborativo y Uso Apropriado de Recursos Naturales en la Ecoregion del Rio El Angel, Carchi* M. Faminow[*] and M. Crespo February 2002	ENRM (ALT)	050355	1998-2002	Ecuador
[*] 5. *A review of IDRC's support to two inter-institutional NRM research consortia in LAC* Simon Carter[*] (Date not Provided)	ENRM (Minga)	Program/ Reflection	1992-2002	South America (Andean Region and Eastern Peru)
6. *Report about the Fog collecting Project in Chungungo: Assessment of the Feasibility of Assuring its sustainability* Carolina de la Lastra August 2002	ENRM (Sunset)	900202	1991-1994	Chile
7. *Report of the Evaluation of the Democratization of ICT*	ICT4D	100745	2000-2002	Eastern Africa

[*] Evaluator Internal to Program/ Project

[*] Reports not included in Quality Assessment

Title, Author, Report Date	Program Area/ PI	Projects Covered	Period Covered	Country/ Region
Content for Africa Pilot Project International Development Research Centre (IDRC) / the Centre for Advanced Studies of African Society (CASAS) K. K. Prah October 2002	(Acacia)			
8. *Connecting to public policy – An exploration of ICTs and Public Policy in Latin and the Caribbean* Katherine Reilly★ and Ricardo Gomez★	ICT4D (PAN Americas)	Program/ Reflection	N/A	Latin America and the Caribbean
9. *Resource tenure in Community Based Natural Resource management project - Project Evaluation Report (Laos)* Olivia Dun★ October 2002	ENRM (CBNRM)	040436	1999-2002	Laos
10. *Trade and Industrial Policy secretariat (TIPS) of IDRC - Report of an External Evaluation* Geoffrey Fine, Dirck Stryker March 2001	SEE (TIPS Secretariat)	Program Evaluation	1995-2001	South Africa
11. *IDRC Communications Division In_Focus Pyramid and Policy Workshops* Anne Whyte, Rober Auger October 2002	Communications Division	Program Evaluation	2000-02	N/A
12. *Evaluation of the Environmental Management Secretariat's 1999-2000 Small Grant Research Program* Michael Nelson (date not given)	ENRM (EMS Secretariat)	Program Evaluation	1999-2000	South America
13. *An Evaluation of the Regional Program of Analysis and Communication on Community-Based National resource Management (CBNRM) 1999-2000* Z. Ofir, B. Jones April 2002	ENRM (PLaW)	003989	1999-2000	Southern Africa
14. *Interventions and Impacts: An Evaluation and Impacts of three Ecohealth Projects in Central and East Africa* Michael Bopp September 2002	ENRM (Ecohealth)	100106 003494 100482	2000 – 2002 1998 - 2002 2000 - 2002	Uganda Ethiopia/ Kenya East Africa
15. *External Review of the second phase of PARDYP - People and Resources Dynamics Project* Jit Pradhan Bhuktan, Peter Bieler, Julian Gonsalves, Dominique Guenat	ENRM (CBNRM)	100119	1999 – 2002	Asia

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★ Evaluator Internal to Program/ Project

Title, Author, Report Date	Program Area/ PI	Projects Covered	Period Covered	Country/ Region
April 2002				
16. *Mainstreaming Social/Gender Analysis in the Sustainable Use of Biodiversity Program Initiative Mid-Term Evaluation* Abra Adamo July 2002	ENRM (SUB)	Program Evaluation	1997-2002	Global

*Reports not included in Quality Assessment
★ Internal to Program/ Project

ANNEX 3. GUIDE FOR ASSESSING QUALITY OF EVALUATIONS

1. UTILITY		2. FEASIBILITY	
1.1 Were the users identified?[23] Yes☐ No☐	Who were the identified users? Comments?	2.1 Were the evaluation issues/questions identified? Yes☐ No☐	What were the evaluation issues? Comments?
1.2 Were the uses identified? Yes☐ No☐ 1.3. Did the report describe how users participated in the evaluation process?[24] Yes☐ No☐	What was the planned use? Comments? How did users participate? Comments?	2.2 Given what could have been done in the evaluation, was the design of the evaluation adequate to address those issues/questions? (e.g. resources allotted, timing, perspectives represented, information sources consulted) Yes☐ No☐ Insufficient detail to assess ☐	If no, in what way was the design inadequate? Comments.

3. ACCURACY		4. PROPRIETY	
3.1 Given what was actually done in the evaluation, did the evaluation use appropriate tools and methods? Yes☐ No☐ Insufficient detail to assess ☐	If no, in what ways were the tools and methods inappropriate? Comments?	4.1 Was there an expressed intent to enhance the evaluative capacity of the user(s) of the evaluation as a result of this evaluation? Yes☐ No☐	What was the intent? What was the result? Comments.
3.2 Did it apply the tools and methods well? Yes☐ No☐ Insufficient detail to assess ☐	If no, how were the tools and methods inappropriately applied? Comments?	4.2 Was there an expressed intent to enhance the evaluative capacity of those being evaluated as a result of this evaluation? Yes☐ No☐	What was the intent? What was the result? Comments?
3.3 Is the evidence presented in the report? Yes☐ No☐	Comments?	4.3 Did any of the content of the evaluation report raise ethical concerns? Yes☐ No☐	If yes, what are those concerns? Comments?
3.4. Overall, does the evidence substantiate the conclusions/ recommendations? Yes☐ No☐	Comments?	4.4 Was this evaluation a part of the PI, Secretariat, or Corporate Project's evaluation plan? Yes☐ No☐	Why? Why Not?

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[23] *User* is different from the *audience* of the evaluation. *User* is more specific and requires an action on their part.

[24] This differs from assessing whether the evaluation was participatory or not.

ANNEX 4. EVALUATION TOOLS AND METHODS DEVELOPED BY IDRC

1. Tools and Methods Supported by the IDRC's Evaluation Unit

1.1 Program Evaluation Frameworks

2001: Outcome Mapping

Authors: Earl, S., Carden, F., and Smutylo, T.

En: *2001. Outcome Mapping. Building Learning and Reflection into Development Programs.* International Development Research Centre (IDRC): Ottawa.

Fr: 2002. *Cartographie des Incidences : Intégrer l'apprentissage et la réflexion dans les programs de développement*. Centre de Recherches pour le Développement International (CRDI).

Sp: 2002. *Mapeo de Alcances: Incorporado aprendizaje y reflexión en programas de desarrollo.* International Development Research Centre (IDRC) and Libro Universitario Regional (LUR): Costa Rica

2001. Temporal Logic Model

Author: den Heyer, Molly

2002. The Temporal Logic Model Concept. *Canadian Journal of Program Evaluation*, 17 (2): 27-46

2001. *Temporal Logic Concept Paper*, November 2001. Evaluation Unit, International Development Research Centre.

1.2 Frameworks for Organizational Assessment

2002: Organizational Assessment: A Framework for Improving Performance

Authors: Lusthaus, C., Adrien, M.H, Anderson, G., Carden, F., Montalván, G. P.

En: 2002. *Organizational Assessment: A Framework for Improving Performance.* International Development Research Centre (IDRC) and Inter-American Development Bank (IDB): Washington D.C.

Fr: 2003. *Évaluation Organisationelle: Cadre pour l'amélioration de la performance*. Centre de Recherches pour le Développement International (CRDI) et Presse de l'Université Laval: Québec.

Sp: 2002. *Evaluación Organizational: Marco para Mejorar el Desempeño.* International Development Research Centre (IDRC) and Inter-American Development Bank (IDB): Washington D.C.

1999: Enhancing Organizational Performance A Toolbox for Self-assessment.

Authors: Lusthaus, C., Adrien, M.H, Anderson, G., Carden, F.

En: 1999. *Enhancing Organizational Performance A Toolbox for Self-assessment*. International Development Research Centre: Ottawa

Fr: 1999. *Améliorer la Performance Organisationnelle : Manual D'Auto-Évaluation*. Centre de Recherches pour la Développement International (CRDI): Ottawa

Sp : 2001. *Mejorando el desempeño de las organizaciones: Método de autoevaluatción*. International Development Research Centre and Editorial Tecnológica de Costa Rica: Ottawa.

1995: Institutional Assessment: A Framework for Strengthening Organizational Capacity for IDRC's Research Partners.

Authors: Lusthaus, C, Anderson, G., and Murphy, E.

En: 1995.*Institutional Assessment: A Framework for Strengthening Organizational Capacity for IDRC's Research Partners*. International Development Research Centre: Ottawa

Fr: 1996. *Evaluation Institutionnelle: Cadre pour le renforcement des organizations partenaires du CDRI*. Centre de Recherches pour le Développement International (CRDI) : Ottawa.

1.3 Frameworks for Assessing Sustainability and the Environment

2001: Wellbeing of Nations: A Country-by-Country Index of the Quality of life and the Environment

Author: Prescott-Allen, Robert.

En: 2001. *Wellbeing of Nations: A Country-by-Country Index of the Quality of life and the Environment*. International Development Research Centre, Island Press: Washington D.C.

Fr: 2003. *Le bien-être des nations: Indices par pays de la qualité de vie et de l'environnement*. Centre de Recherches pour la Développement International (CRDI) et Editions EKSA : Paris

2001: IUCN Sustainability Assessment

Author: The World Conservation Union (IUCN)

En: 2001. IUCN Resource Kit for Sustainability Assessment.

En: 1997. *An Approach to Assessing Progress towards Sustainability*. World Conservation Union (IUCN) and International Development Research Centre (IDRC).

Fr: 1997. *Methode d'évaluation des progres vers la durabilité: Série des outils et de la formation*. Union Mondiale pour la nature (UICN) et Centre de Recherches pour la Développement International (CRDI).

Sp : 1997. *Un enfoque para la evaluación del progreso hacia la sostenibilidad : Serie Herraminetas y Capacitación*. Union Mondial para la Naturleza (UICN) y Centro International de Investigaciones para el Desarrollo (CIID)

2. Tools and Methods Supported by IDRC's Programs Branch

1. Evaluating Participatory Research

Program Initiative: CBNRM
Authors: McAllister, K., and Vernooy, R.

En: 1999. *Action and reflection: A guide for monitoring and evaluating participatory research*. International Development Research Centre: Ottawa.

2. Peace and Conflict Impact Assessment (PCIA)

Program Initiative: PBR
    Author: Bush, Kenneth

En: 1998. A Measure of Peace: Peace and Conflict Impact Assessment of Development Projects in Conflict Zones. March 1998

3. Evaluating TeleCentres

Program Initiative: Acacia
    Author: Whyte, Anne

En: 2000 Assessing Community Telecentres: Guidelines for Researchers. International Development Research Centre: Ottawa

4. Gender Evaluation Methodology (GEM)

Program Initiative: PAN
Resources available: *http://www.apcwomen.org/gem/index.htm*

GEM has been created by the Women's Networking Support Program (WNSP) of the Association for Progressive Communications (APC). GEM is a guide to integrating a gender analysis into evaluations of initiatives that use Information and Communication Technologies (ICTs) for social change. GEM provides a means for determining whether

ICTs are really improving women's lives and gender relations as well as promoting positive change at the individual, institutional, community and broader social levels.