# Annual Report on Evaluation Findings 2002

# ANNUAL REPORT OF EVALUATION FINDINGS 2002

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# INTRODUCTION

A key strength of IDRC's decentralized and learning-based monitoring and evaluation system is ownership and use of evaluation findings by programming units and recipients. Programming units plan and initiate project, thematic or program evaluations that address their respective questions or concerns. Since its establishment in 1992, the Evaluation Unit (EU) has supported this work and conducts complementary activities such as broader strategic evaluations and external reviews in response to requests from senior management or expressed interest from elsewhere in the organization. In addition to these corporate level studies, the EU scans each year's evaluation output for themes and trends. It aggregates this information to produce this report, an annual overview synthesizing significant events and findings for staff, senior management and the Board of Governors.

Challenges to reporting on corporate performance are inherent in a learning-oriented evaluation system. There is a natural tension between evaluations focused on the need for learning within programs and the need for strategic monitoring and evaluation information for use by senior management. The diverse evaluation studies that satisfy the former often do not generate information that can be aggregated to address strategic issues and corporate performance. While the provision of strategic feedback on performance is important in a learning organization, care needs to be taken to safeguard learning at the operational or program delivery level. Given that IDRC's approach to programming is to build indigenous research capacity through learning by doing, it is appropriate that units delivering this programming themselves learn about their 'doing' through evaluation.

During the 2001-02 year, IDRC has been developing new evaluation system components to enhance learning at both the corporate and program levels. Section 1 of this report describes the progress of the development of the Corporate Assessment Framework (CAF), a collaborative undertaking between the EU and SMC that is intended to generate monitoring information on key areas of corporate performance. Section 2 presents an overview of the quality of the evaluation reports received during 2001-02, a profile of evaluators employed, and the use to which the evaluations are put by the project/program. This also marks the beginning of a monitoring system to enhance learning at the program/project level, and to help ensure that the evaluation function remains consistent with IDRC's programming goals. In the future, these two systems will complement one another by, on one hand, enabling the Evaluation Unit to provide better, more customized support to programs' efforts to maximize their learning from evaluation; and, on the other hand, linking information gathered from project and program-level evaluations to corporate-level decision-making.

Section 3 provides a survey of what the evaluation reports have to say about three areas of corporate performance: Capacity Building, Policy Influence, and Gender.

Capacity Building is discussed at three levels: individual, organizational, and societal. The reports reveal how different types of capacities tend to support the others, and provide examples of interrelationships between types of capacities, both within and between individual, organizational and societal levels.

Policy Influence of IDRC-supported research is currently the subject of an in-depth strategic evaluation. Three preliminary pieces are completed: a literature review, a review of 75 PCRs spanning the years 1996-2001, and a review of 16 of the 2001-02 evaluation reports. Findings from the latter two studies are presented in the second part of Section 3 exhibiting two significant and consistent findings. The first is that national level policy is the most frequently targeted policy level. The second is that capacity building is the most frequent type of policy influence discussed in the reports reviewed. These findings highlight the interconnected nature of the goals of policy influence and capacity building, and suggests that building the capacity of stakeholders to engage in policy processes can change the dynamics of policy formulation, and thus, in itself, is a type of policy influence.

In the case of Gender, it was found that there has been an increase in attention paid to the gendered aspects of projects in evaluation reports since 1997. However on the whole, neither evaluation reports nor PCRs provide substantive analysis or recommendations on how to improve performance. Taken together, findings from two of the reports suggest that successful integration of gendered perspectives throughout IDRC's work will require that two conditions be met: 1) a consolidated and clearly articulated strategy for doing so; and 2) the creation of reliable mechanisms for documenting and communicating experiences about what works and why. The new strategy developed by the Gender Unit responds to these needs.

The evaluation findings summarized in this and previous annual reports illustrate both the value and the limits to drawing corporate level information from studies serving projects and program level learning. The emerging CAF further addresses IDRC's need for strategic level feedback and will enable senior management to document and report on corporate performance in relation to the Corporate Strategy and Program Framework (CSPF) 2000-2005. The evaluation of policy influence completes this year's initiatives aimed at providing information for corporate learning and reporting. Comprised of 32 cases and up to five country studies, it will be the main strategic evaluation this year, and its findings will be presented in this report next year. As part of the CAF, a strategic evaluation on capacity building will be initiated later this fiscal year to provide content for future reports on evaluation findings as well as the corporate report on performance against the goals set out in CSPF 2000-2005.
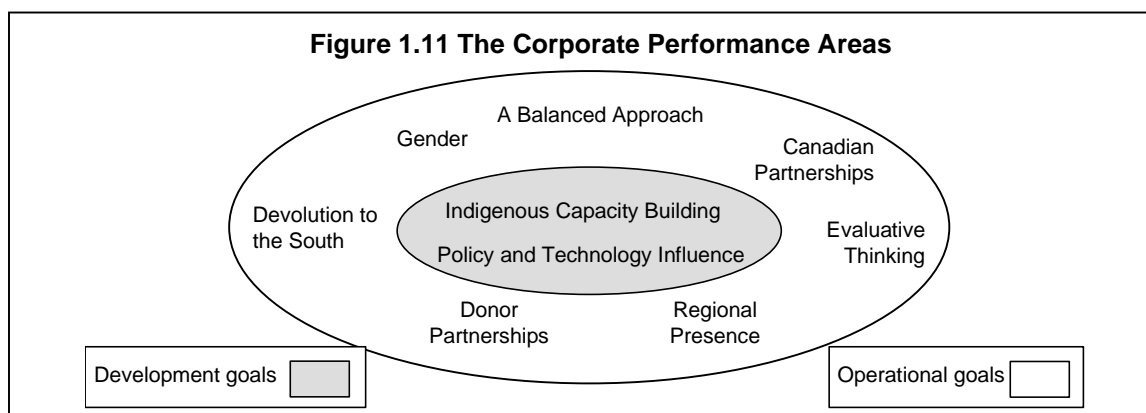
# 1 THE CORPORATE ASSESSMENT FRAMEWORK (CAF)

During an evaluation retreat in April 2001, IDRC's Senior Management Committee (SMC) committed to expanding IDRC's evaluation system to include comprehensive performance monitoring at the corporate level. Thus the development of a Corporate Assessment Framework (CAF) was initiated, and work has been ongoing to enhance the generation and use of information on corporate performance within the Centre's decision-making and reporting structure.

The CAF complements CSPF 2000-2005 by providing a mechanism by which Senior Management can, on a regular basis and in a systematic way, generate and use empirical information to inform actions intended to improve corporate performance. CSPF 2000-2005 documents how the Centre plans to move towards achieving its mission during the five-year planning period. It lays out the Centre's development goals, its programming scope, as well as its fundamental operating principles. Specifically, the expected outcomes of CAF include: a heightened organizational focus on IDRC's mission, empirically informed decision-making and planning by Senior Management, and improved corporate accountability.

**Structure of the CAF**

At the April 2001 evaluation retreat, SMC selected nine performance areas from the CSPF III that it intends to monitor. An overall framework has been developed which differentiates these nine performance areas into two classes of goals: development goals and operational goals and which allows performance assessment to be sensitive to the interactions and potential tradeoffs across performance areas (Figure 1.11). The interrelationships between performance areas are rich areas of potential learning for corporate management.

**Figure 1.11 The Corporate Performance Areas**

A Balanced Approach

Gender

Canadian Partnerships

Devolution to the South

Indigenous Capacity Building

Policy and Technology Influence

Evaluative Thinking

Donor Partnerships

Regional Presence

Development goals

Operational goals

Two performance areas, "Indigenous Capacity Building" and "Policy and Technology Influence", represent the Centre's development goals (i.e. the changes the Centre wants to help bring about in developing countries through its support of applied research). The remaining seven: Devolution to the South, Evaluative Thinking,

Regional Presence, Gender, Canadian Partnerships, Donor Partnerships, and a Balanced Approach, represent the Centre's operational goals (i.e. the processes and principles that IDRC sees as valuable in supporting the achievement of its development goals).

**Operationalizing the CAF: Progress to Date**

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. Centre staff with expertise in a particular performance area are also working closely with the Evaluation Unit in the development of background materials on performance monitoring, in refining monitoring strategies, and in data collection and analysis.

Participatory exercises involving SMC and Centre staff have been carried out to develop preliminary definitions of good performance for all performance areas. The ongoing development and implementation of the CAF will continue to follow a participatory process in order to reinforce staff commitment to, and capacity in, monitoring and assessment. Drawing on the expertise of Centre staff will ensure the design of monitoring activities is relevant and feasible, and to make the process light and transparent with regard to staff workload and understanding. SMC is now in the process of further elaborating the key characteristics of good performance, identifying monitoring activities, and interpreting and acting on monitoring results collected to date. Initial SMC sessions have been completed for Devolution to the South, Evaluative Thinking, Regional Presence, and Canadian Partnerships with follow-up sessions scheduled for May and June of 2002. Initial sessions for the remaining performance areas will be completed by October 2002.

# 2 OVERVIEW OF EVALUATION AT IDRC

## Quality, Use, and Profile of Evaluators Employed in IDRC Evaluations

As part of the on-going efforts to improve the technical quality, utility and equity of evaluation work done at the Centre, as well as to generate relevant information for the CAF, the Evaluation Unit has committed to gathering data about the evaluators employed by the Centre, to assess the quality of the evaluations submitted, and to monitor how evaluations are used.  The findings from these activities will be reported annually in the *Annual Report on Evaluation Findings* and will be used to refine the Centre's approach to, and practice of, evaluation to ensure that it remains consistent with our programming approach.

Of the 20 evaluation reports received in 2001-02, all were completed after the year 2000. Evaluations were produced by each of the programming areas with 6 coming from SEE PIs and a corporate project; 8 from ENRM PIs; 2 from ICT4D PIs; 1 from the Gender Unit; 1 from PPB management; and, 2 from the Evaluation Unit.  No evaluations were received from the Secretariats housed at IDRC.

## 2.1 Profile of Evaluators Employed in 2001/2002

There were 35 evaluators in total of whom 25 were male, 8 were female, and 2 evaluations were conducted by project teams whose identities (and therefore sex) could not be determined.  Of the 8 women, 5 were internal evaluators and employed by IDRC. Three were external evaluators where 1 was a member of a project team, and 2 were consultants.   Of the 25 males, 19 were external, and 6 were internal evaluators.  Of the internal evaluators, 3 were IDRC staff, and 3 were project staff.

Based on the organizational affiliation of the evaluator, 25 of the evaluators were from OECD countries (see Table 2.11).  The majority of the evaluators in both OECD and developing countries were affiliated with universities or consulting firms.  Eight of the evaluators were employed by IDRC with one staff member involved in two evaluations.

The relationship of the evaluators to the project/program being evaluated was roughly equal: 10 of the evaluations were conducted by an individual/team completely external to the project/program and 9 were conducted by an individual/team completely internal.  In one case, the evaluation was conducted by a mixed internal/external evaluation team.

| Table 2.11 Country of Origin of Evaluator (n=35) | |
|---|---|
| **Country** | **#** |
| **OECD** | **25** |
| Canada | 21 |
| UK | 3 |
| USA | 1 |
| **Non-OECD** | **10** |
| Vietnam | 3 |
| Chile | 1 |
| Sudan | 1 |
| Nigeria | 1 |
| Kenya | 1 |
| Somalia | 1 |
| Cambodia | 1 |
| Zimbabwe | 1 |

## 2.2 Quality of Evaluation Reports Received in 2001-02

The quality of evaluation reports were assessed against the program evaluation standards[1] endorsed by the American Evaluation Association that require evaluations be utility-focused, feasibility-conscious, accuracy-based, and propriety-oriented.  It was found that the evaluations submitted at the Centre this year are technically sound.  They are also feasible in terms of their design and having identified the issues/questions to be addressed.  The vast majority of reports are also accurate in their use of appropriate tools and methods, applying them well, and presenting evidence to substantiate the conclusions and recommendations.

The quality of the evaluation reports decreases significantly  in terms of utility and propriety.   Only half identify intended users and intended use.  Over three quarters of the reports do not state an intent to enhance the evaluative capacity of either the users of the evaluation or those being evaluated.  Only 3 of the evaluation reports describe how users participated in the evaluation process beyond being subjects from which information was extracted.  Based on the reports alone, three of the evaluation reports raised questions in the minds of the reviewers about research ethics, relating to maintaining confidentiality, speaking on behalf of communities without having consulted them, and making broad conclusions based on preliminary and incomplete information.

It is recognized that evaluation reports may not provide the full picture of their evaluation processes. In future, programming units, in their terms of reference, will direct evaluators to include this information.  This will help to ensure that evaluation reports provide a fuller representation of the process and use of evaluation in Centre-funded projects.

## 2.3 Use of Evaluation in IDRC Programs and Projects[2]

In order to come to a better understanding of how evaluation is used at the Centre, , an informal survey was conducted within Program and Partnership Branch to provide a general sense of how PI-supported evaluations are actually used.  Team Leaders of eleven PIs were asked to respond to 7 questions relating evaluation use based on recent evaluations completed in their PIs.   Seven responded, and the results of this study are summarized below.

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[1] "The Program Evaluation Standards", http://www.eval.org/EvaluationDocuments/progeval.html
[2] This section summarizes findings from the report "The Use of Evaluations at IDRC", April 2002, by Tavinder Nijhawan.

**General purpose of evaluations:**
According to the responses received, PIs have recently been using evaluations for two general objectives: to judge the merit or worth of a project or program, or to improve a project or program. Often, these two objectives are linked, particularly if the evaluation has generated knowledge or lessons to be incorporated into further phases of the project or program. In general, there is an emphasis on learning from past experiences to inform and improve future programming.

**Users of evaluation:**
For *project level evaluations*, the primary users of those surveyed were the actual project team or staff of the institution administering the project. In these instances, IDRC staff are identified as secondary users. These evaluations were mostly aimed at identifying strengths and weaknesses of the project, improving the quality or content of project outputs, and to identify areas for more effective management of the project itself. The intention is that project staff will benefit from this feedback.

> **Box 3.31 Level of Participation in Evaluation**
>
> **ACACIA -**
> *"Evaluation and Learning System for Acacia (ELSA): Emerging Lessons. The Acacia program and project teams were involved in the entire process by participating in setting the evaluation objectives and by providing information. Comments were also provided on the draft report" (p.7).*
>
> **CBNRM -**
> *"Expanding the Horizon: An Evaluation of the Mekong Delta Farming Systems Research and Development Institutes Capacity Development Efforts. Users participated through a two-day self-assessment workshop carried out by FSI staff, questionnaires, interviews, and key informant interviews including with staff from IDRC" (p.7).*
>
> **PanAsia -**
> *"PanAsia RnD Grants Program Evaluation. Users were interviewed (physical visit) or received a detailed questionnaire (by e-mail). Input was also provided through interviews with beneficiaries of the grant program as well as some whose applications were rejected" (p.7).*

For *program-based evaluations*, the primary users are PI staff or IDRC management. These evaluations deal with the assessment of more strategic program-related aspects of the PI, and recommendations on re-designing these elements to increase future relevance and impact. Internal management structures in IDRC (eg, PI members, the Program and Operational Committee, SMC or the Board) are the ultimate users of the results of these evaluations where management-level decisions are required on the future form and function of the PI or program.

**Participation in the evaluation process:**
The participation of users in the evaluation process was prevalent in all cases. The ways in which users of evaluation participated in its formulation varied considerably, from providers of information, to active participation in planning the evaluation (for examples, see Box 3.31).

**Additional comments about how to make evaluations more useful:**
Team leaders indicated that rather than follow "cookie-cutter" approaches to learning from project successes or failures (i.e. PCRs), evaluations that suit the needs of a PI or unit are ultimately more useful than those that comply with a format.

# 3. LEARNING FROM EVALUATION REPORTS

## 3.1 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". Given the huge variety of types of projects and contexts that IDRC supports and is involved in, a strict corporate definition of capacity building has not been developed. Instead, IDRC has preferred to operationalize a philosophy that allows staff to be flexible in developing context-specific strategies to support relevant functions and capabilities where they are most appropriate.

To study capacity development at IDRC, Anne Bernard has drawn on educational research to help conceptualize the Centre's efforts, as illustrated in her concept paper concerning IDRC's work in capacity development[3]:

> *Capacity development as used here refers to those activities aimed at helping people learn: at strengthening the ability of individuals, communities, organizations and institutions to better manage themselves and their environments through the acquisition of more complex, appropriate and relevant knowledge and skills. Results of capacity development activities are, thus, defined by changes in awareness, information, understanding, confidence, attitudes or motivation, and, ultimately, behaviour (p. 2).*

This definition illustrates how evidence of capacity development can be looked for in changed behaviour, and that these behaviours can refer to at least two different levels: the level of the individual as well as the level of the organization or institution within which individuals work. Tim Dottridge[4] has written that there is a third level to which capacity can refer as well, and that is the broader, more abstract level of the community, society, or nation in which projects are situated.

> *The third level for looking at capacity is the broader one e.g., community, societal or national level at which there are at least two considerations. One is quantitative, relating to the total resources available for research, in relation to judgements about minimum critical mass for a viable research enterprise. The*

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[3] *Mapping Capacity Development at IDRC: Draft 2* (2002). By Anne Bernard. Evaluation Unit.

[4] *Strengthening Research Capacity, The Experience of the International Development Research Centre* (1993). By Tim Dottridge, Advisory Council for Scientific Research in Development Problems (RAWOO), Conference on Donor Support. The Hague, The Netherlands, 2-3 September 1993, pgs. 35-47.

*other is qualitative, relating to the broad research environment such as support for research and a research 'tradition' (p. 37).*

## Types of Capacities Addressed in Evaluation Reports

With the introduction of the Corporate Assessment Framework (CAF), a need has arisen at the corporate level to develop a more comprehensive understanding of how capacities are built in IDRC-supported projects, and how capacities at different levels interact and support one another. In preparation for this, the 20 evaluation reports received during 2001-02 were reviewed for the types and levels of capacities that they discussed, either as specific objectives of the project or as factors affecting project performance. The number of reports discussing each type of capacity was recorded to provide an indication of the most prevalent kinds of capacities discussed in evaluation. Table 3.11 summarizes the results of this review.

Nineteen reports discussed the capacities of individuals. Research skills were addressed in 12 reports, followed by various non-research skills, and the dispositions of staff and researchers to their work, which were both discussed in 6 of the reports. The connections, recognition, or prestige of researchers and staff were discussed in four reports.

Eighteen reports discussed organizational capacities. These included; research management; improved working relationships with other organizations; program/project administration; the ability of the organization to facilitate the use by intended users of research outputs; recognition/prestige of the organization and; the production of publications.

| Table 3.11 Types of Capacities Discussed in 20 Evaluation Reports of IDRC Projects and Programs | |
|---|---|
| **Type of Capacity** | **#** |
| **Societal** | **16** |
| Building the pool of indigenous research capacity in the nation/ region. | 10 |
| Sensitizing community/local population to subject under study. | 10 |
| Ability of local/indigenous communities to generate knowledge and influence policies | 3 |
| Enhancing the communicative abilities of Community/ Society | 3 |
| **Organizational/Institutional** | **18** |
| Research Management (including e.g., problem identification, quality control, inter-disciplinarity of research, etc.) | 13 |
| Improved working relationships between organizations/institutions | 10 |
| Project/Program Administration | 8 |
| Ability of research to reach targeted research users | 8 |
| Recognition/prestige of organization | 4 |
| Production of publications | 2 |
| **Individual** | **19** |
| Research skills | 12 |
| - Participatory Research Methodologies | 5 |
| - Economic/Policy Research | 4 |
| - Social/Gender Analysis | 4 |
| Other skills | 6 |
| - Experimentation and/or use of sustainable resource management strategies by resource users. | 4 |
| - Use of technology | 4 |
| Disposition of researchers/staff to their work (i.e. motivation, confidence, attitudes) | 6 |
| Connections/recognition/prestige of individual researchers | 4 |

Sixteen reports referred to capacity at the societal level. The two most frequently discussed types of capacity at this level related directly to Dottridge's *quantitative* and *qualitative* considerations. Ten reports addressed the need *to build a pool of indigenous researchers in the country that the project was situated*, thereby *increasing the amount of* (human) *resources available for research.* Equally frequently addressed was the need to *sensitize local communities about the problem or subject under study*, thereby affecting the *broad research environment* by fostering *support for research and a research 'tradition'*.

**Conclusions**

All of the reports discuss building capacity, and the vast majority of reports discuss capacities at more than one level. As a group, the reports are revealing in what they say about the sorts of capacities that IDRC projects target. Individually, reports provide more contextually specific accounts about the ways in which capacities support and reinforce one another other, within and across individual-organizational-societal levels. One finding that can be drawn from several of such discussions is that although the success of an organization is very much connected to the skills of the individuals who work within it, efforts directed at increasing individuals' skills will not, on their own, always lead to increased performance of the organization. Efforts must also be directed at increasing the capacity of the organization to compensate and retain these increasingly valuable staff, or they may be enticed to leave as more opportunities become available to them. Two evaluation reports clearly indicate that the increased skills of individuals created a need to increase the capacity of the organization to retain them (see Box 3.11).

Another common issue in evaluation reports are ways in which the capacity of an organization to carry out its functions is affected by its external relationships. This is often discussed in the context of the organization's abilities to effectively network, or in how the external policy environment constrains or facilitates its work. Two reports

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**Box 3.11 Increased capacity of individuals must be complemented by the capacity of the organization to retain them.**

**Example from Acacia (Africa)**
*"Acacia-funded activities have often been predicated on working with local volunteers. Because of the demand in Africa for people with ICT skills, there are temptations for these people (especially in rural areas) to move to better paying jobs elsewhere. Research suggests that "volunteers" may need to be paid in some way; otherwise, ICT activities that are based on volunteers may run into difficulties".* (Evaluation and Learning System for Acacia (ELSA): Emerging Lessons: p. 6-7)

**Example from Community Forest Resource Management (Cambodia)**
*"A feature of the natural resource sector in Cambodia is the large number of staff in key institutions but the low number of these staff who are committed and as a result tend to do most of the work. CFRP is experiencing this situation at present with the management team. This situation can be expected to worsen as the research team staff become more effective and as a consequence will be drawn into other projects and activities, certainly if the incentives are better. Successful capacity building will result in an increased demand for these staff"* (Community Forest Research Project: p.20).

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**Box 3.12 How organizational capacities change in response to donor support and donor funding.**

*Mekong Delta Farming Systems Research Institute, Vietnam:*
*"[T]here is a need to look at the changing interplay of organisational development domains. It is discovered that (good) performance in turn has had an impact on the organisation: it has led to growing organisational prestige that has attracted many more donors. This has led to further growth and related consequences for management and the development of the key capacities"* (Expanding the Horizon: An Evaluation of the Mekong Delta Farming Systems Research and Development Institute's Capacity Development Efforts: p.31)

*African Highlands Initiative (AHI), Eastern and Southern Africa:*
*"The Work-plan called for a budget of US$ 8.4 million over the three-year period of Phase II. This level of funds was not forthcoming. Donors made available some US$ 3.9 million over the three years (including a carry over from Phase I) and the proposed activities were reduced to fit these resources.... Masters and PhD training was eliminated, the number of Regional Research Fellows employed from AHI core funds was cut, only three were employed out of eleven planned, with 4 others supported on specific grants, funded during the second phase"* (A Report on the Evaluation of Phase II of the African Highlands Initiative: p.9).

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discussed how changes in the numbers of donors, as well as the amount of donor funding received can affect organizations' capacities (see Box 3.12).

A third finding is that the process of research itself can lend itself to building capacity at a societal level by enhancing communication and fostering greater understanding of various roles and responsibilities of different actors within a society. The clearest example of this was provided by two evaluations that examined the War-Torn Societies Project (WSP). WSP engaged representatives from many parts of society in participatory workshops and discussion to generate entry points for policy research and further discussions directed at developing strategies for rebuilding in post-conflict societies (see Box 3.13).

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**Box 3. 13 How research processes can be a means of enhancing societal capacity**

*Research functioning primarily as a medium for dialogue, Eritrea:*
*"[W]hile to some extent Eritrean WSP research was dialogue driven, the dialogue that ensued was not always research-driven. Discussing and deciding Entry Point research provided a convenient forum for policy discussion, but the research that was subsequently undertaken appears to have had less influence on subsequent discussion....In this particular instance, the research medium, to paraphrase Marshall McLuhan, was more important than the research message"* (The War-Torn Societies Project and Third Party Neutral Models of Conflict Management: p. 21).

*Adoption of participatory processes and research outputs, Somalia:*
**"***The Ministry of Internal Affairs and Security claims to have adopted WSP participatory methodology. WSP research papers are said to be used by parliamentarians attending the second session. Ideas borrowed from WSP participatory action research have reportedly been adopted by the police force. WSP staff in Puntland claim that government officials use WSP research products in carrying out their functions without acknowledgement, and cases in which government officials provided copies of WSP research products to visiting missions were reported during the evaluation"* (WSP Transition Program. Dib-u-dhiska Beelaha Dagaalku Burburiyey. Somali Programme: p.17)

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## 3.2 Policy Influence

Supporting research that influences policy, along with building research capacity, is a central developmental goal identified in the CSPF. Although the ways in which IDRC-supported research is employed to influence policy are many and diverse, the ways that this research actually contributes to policy change are not fully understood. Eva Rathgeber, in her examination of IDRC's history through the lens of a representative sample of PCRs, has commented that there is a lack of specificity in the terms and concepts used when reporting on these matters, and that this represents a gap in the Centre's ability to learn about how it influences policy. She found that when reporting on policy,

> *different staff have had different working definitions of the concept. The words "policy" and "policymakers" have been loosely used over the years to imply among other things, legislative changes, changes in management style, changes in allocation of resources, changes in bureaucratic behaviour, etc. The only common factor seems to have been the perceived need for some kind of change (i.e. adoption of research results.)* [5]

Given the prevalence of policy influence as an intended outcome of IDRC projects, there is a need in the Centre for a more systematic understanding of the ways in which IDRC-supported research is utilized and linked to policy-making. While diverse strategies for influencing decision-makers are developed and executed at the project level, a sufficiently precise language for describing and comparing those strategies remains undeveloped. This need for a more sophisticated language underlies the main challenge for policy-targeted research: to develop a more accurate understanding of the various ways in which research links to and influences policy, from which strategies can be created, clearly articulated, and refined.

To address these concerns, the Centre has embarked upon a strategic evaluation to examine the policy influence of IDRC projects. This study is extensive, involving reviews of relevant documentation at the Centre, as well as in-depth case studies of particular IDRC projects in a variety of regional and political contexts. Overall, the study is directed by three questions; "1) what constitutes policy influence in IDRC's experience; 2) to what degree and in what way has IDRC supported research influenced public policy, and; 3) what factors and conditions have facilitated or inhibited the public policy influence of IDRC-supported research projects".[6] Fieldwork consisting of 24 case studies has recently been initiated. As well, three background documents have been completed, two of which are relevant to this discussion. These are 1) a review of what

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[5] *Turning Failure into Success: The Deconstruction of IDRC Development Discourse 1970-2000.* Eva Rathgeber, September 2001:55.

[6] *IDRC-Supported Research and Its Influence on Public Policy. Knowledge Utilization and Public Policy Process: A Literature Review.* Stephanie Neilson, December 2001. pg 1.

can be found in PCRs about the policy influence of IDRC projects, and 2) a review of the 2001-02 evaluation reports exploring what they say about the ways that IDRC projects influence policy.

**Early Findings**

The PCR review [7] presents an analysis of 75 PCRs from the period 1996-2001. The review of 2001-02 evaluation reports[8], presents a similar analysis on 16 of the Evaluation Reports from the 2001-02 year.  These studies set out to document ways in which Centre-supported research has influenced public policy in terms of, the links established between

research and policy, the nature and type of policy impact cited, mechanisms or approaches which contributed to policy influence, and factors which facilitated or inhibited policy influence.  Both reports present quantitative analyses of the most prevalent intents, linkages, activities, and other features of projects reported in two important sources of documentation on project experience: PCRs and evaluation reports. The two reports present highly consistent findings: both studies found that national level policy was the most frequent policy level targeted; , and both studies found that capacity building and policy influence are highly interconnected goals.

**National-level policy: the most frequent policy level targeted by IDRC projects**

Both reviews scanned their respective reports for the levels of policy that projects target.  Despite differences in some of the analytical categories used by the two studies, both found that the most frequently targeted level of policy is the national level.

Since so much of IDRC's work is directed at local and community levels, the finding that national level policy is the most frequently addressed appears somewhat surprising.  A possible

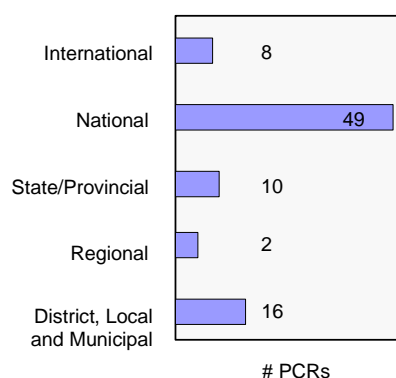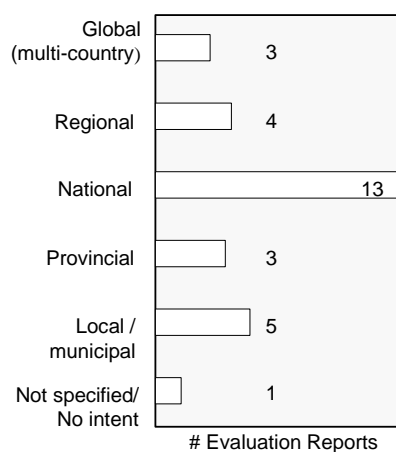**Figure 3.21 Targeting of Policy Influence by Level: PCRs (n=75)**

| Level | # PCRs |
| --- | --- |
| International | 8 |
| National | 49 |
| State/Provincial | 10 |
| Regional | 2 |
| District, Local and Municipal | 16 |

# PCRs

**Figure 3.22 Targeting of Policy Influence by Level: Evaluation Reports (n=16)**

| Level | # Evaluation Reports |
| --- | --- |
| Global (multi-country) | 3 |
| Regional | 4 |
| National | 13 |
| Provincial | 3 |
| Local / municipal | 5 |
| Not specified/ No intent | 1 |

# Evaluation Reports

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[7] *PCRs and Policy Influence:  What Project Completion Reports Have to Say about Public Policy Influence by Centre Supported Research.*  August 15, 2001, by Kimberly Edwards.  .
http://intra1.idrc.ca/evaluation/documents/publicpolicy/pcr_short_final.pdf
[8] *Evaluation Reports and Policy Influence:  What Evaluation Reports Tell Us About Public Policy Influence by IDRC Supported Projects*[8].  April 2002, by Abra Adamo.

explanation could be that policy domains tend to interact or have overlapping jurisdictional levels.  Thus intentions to influence changes at the community level will often necessitate attention to changes at the national level. Similarly at the international level, agreements made between countries are reflected in changes made to national policy.  Adamo's (2002) examination of evaluation reports provides some basis for this explanation, in her finding that IDRC projects typically target policy at multiple levels:

*The majority of projects covered by the evaluation reports target policy influence initiatives, first and foremost at the national level decision-makers and decision making structures and processes, although few seek to influence national policies alone.  The evaluation reports demonstrate that, among the projects reviewed, policy influence is targeted at multiple levels either simultaneously – for example, seeking to influence national and regional level agricultural and economic policy making through a single initiative – or consecutively – for example to first influence NRM policies at local/district levels and looking to scale up a projects focus to influence national policymaking later in the project or in a subsequent project phase.* (p.6)

**Capacity Building, both as a means for achieving, and as a type of, policy influence**

The reports highlighted the central role of capacity building both as an activity that contributes to the influence of research, as well as a form of policy influence itself. Building research capacity can augment the influence of research on policy by improving the timeliness, academic rigour, and relevance of policy studies.  Increasing the capacity of policy makers to utilize the results of such research is another way to
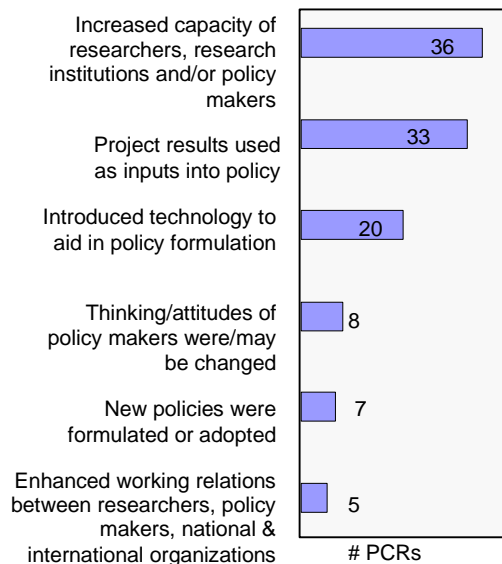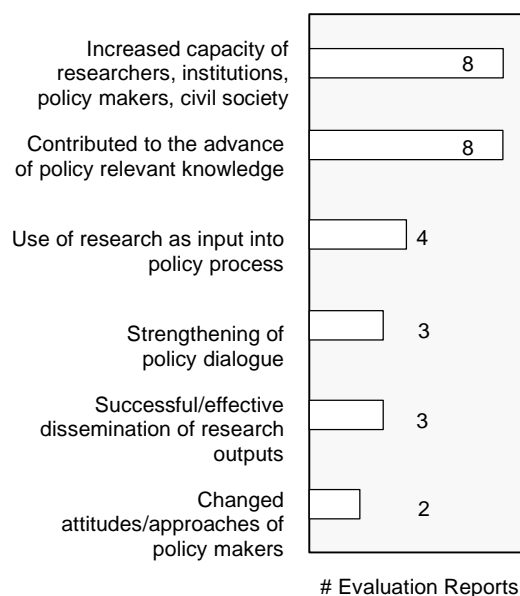
**Figure 3.23 Types of Policy Influence: PCRs (n=75)**

| Type | # PCRs |
|---|---|
| Increased capacity of researchers, research institutions and/or policy makers | 36 |
| Project results used as inputs into policy | 33 |
| Introduced technology to aid in policy formulation | 20 |
| Thinking/attitudes of policy makers were/may be changed | 8 |
| New policies were formulated or adopted | 7 |
| Enhanced working relations between researchers, policy makers, national & international organizations | 5 |

**Figure 3.24 Types of Policy Influence: Evaluation Reports (n=16)**

| Type | # Evaluation Reports |
|---|---|
| Increased capacity of researchers, institutions, policy makers, civil society | 8 |
| Contributed to the advance of policy relevant knowledge | 8 |
| Use of research as input into policy process | 4 |
| Strengthening of policy dialogue | 3 |
| Successful/effective dissemination of research outputs | 3 |
| Changed attitudes/approaches of policy makers | 2 |

increase the influence of research on policy. But capacity building is also seen as a type of policy influence in and of itself, in that by increasing the capacity of stakeholders to engage in policy processes, the dynamics of policy formulation are themselves changed.

Both the review of 75 PCRs as well as the review of sixteen of the 2001-02 Evaluation Reports found that increased capacity of researchers, research institutions, policy makers and/or civil society was the most frequently mentioned type of policy impact (33 PCRs and 8 evaluation reports). Also important influences were project results that contributed to new policy alternatives (36 PCRs and 4 evaluation reports). Other important types of policy influence were; the production of policy relevant knowledge (8 evaluation reports); technologies[9] that had been introduced to aid policy workers in policy formulation (20 PCRs); successful dissemination of research results to intended users (3 evaluation reports) and others (see Figure 3.23 and 3.24).

Both the PCR review and the review of evaluation reports indicate that Capacity Building and Policy Influence are mutually reinforcing goals. A close reading of individual evaluation reports reveals another dimension to the relationship between Policy Influence and Capacity Building, and that is one of a trade off. When considering the multiple

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**Box 3.21. Relationship between Policy Influence and Capacity Building**

**As mutually reinforcing goals***:*
*The Eastern and Central Africa Programme for Agricultural Policy Analysis (ECAPAPA)*
*The review team believes that the framework and the associated broad workplan should meet both of ECAPAPA's core objectives: building capacity for agricultural research and policy analysis in the long run, as well as achieving policy change through analysis, dialogue and action in the short run. We see no necessary contradiction between these two objectives; indeed they are mutually reinforcing in the framework we propose (*A Report of the Mid-Term Review of The Eastern and Central Africa Programme for Agricultural Policy Analysis *p.2).*

**As a tradeoff:**
*Trade, Employment and Competitiveness (TEC) Program Initiative*
*An admittedly slightly unfair caricature of a conventional TEC project, but one with more than a grain of truth to it, would be: a set of thematic papers plus a set of country case studies, presented in draft form at one or more workshops, in final form at a concluding conference, and appearing in a printed volume some two or three years later. This type of project does usually contribute to capacity building, but is very likely limited to have any significant impact on policy* (Trade, Employment and Competitiveness: Report of an External Evaluation: *p. 26-27).*

*Peace Building and Reconstruction (PBR) Program Initiative*
*Research feeding into a specific policy process has to be produced quickly and has to focus on a specific solvable aspect of a problem. Solid research on the other hand, takes time and has to look at the many facets of a problem. This suggests a tradeoff between the goals of knowledge generation and policy impact and validates a two-pronged approach, where some projects focus on knowledge generation to set the basis for future policy change and some projects focus on immediate policy impact.* (Fostering Research for Peacebuilding in Guatemala, Central America and Colombia: A Review of the IDRC Record, 1998-2001: p.28)

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[9] Examples of such technologies include information management systems from government departments, as well as GIS information systems to support micro-level planning by different levels of government.

activities that are commonly grouped under 'capacity building' (e.g. the capacity to produce high quality research), reports often express the need for projects to be selective in the types of activities they undertake and the amount of energy they devote to one goal at the expense of attaining greater results in the other (see Box 3.21).

## 3.3 Gender

The 1997 *Annual Corporate Evaluation Report*[10] presented an analysis of the gender content of 52 evaluation reports received between 1995 and 1997. Recognizing that gender-mainstreaming activities occur at various levels in the organization, this review focuses only on how these are reflected in formal evaluation reports. The main finding emanating from that review was that: *IDRC is not requesting information on how well projects succeed in incorporating gender in development research, or what impact the project has had on gender relations (p. 7).*

The EU has conducted a similar content analysis of the 2001-02 evaluation reports to identify changes in the way in which gender-related aspects of projects are evaluated since the earlier review (the comparison is presented in Table 3.31). This review indicates that there has been an increase in the number of evaluations that comment on gender since 1997. This is qualified by two findings: 1) the need remains for central guidance and technical assistance to integrate gender into IDRC-supported research projects, and 2) to support learning and change throughout the Centre, there is a need for improved documentation and circulation of lessons about what works and why.

| Table 3.31  Summary and Comparison of Gender Content in Evaluation Reports from 1995-97 and 2001-02 Reports | | |
|---|---|---|
| **Content of Evaluation Report** | 1995-97 [1] (n=52) | 2001/02 (n=20) |
| | % | % |
| No mention of Gender | 67 | 15 |
| Report made evaluative comment on gender | 4 | 75 |
| Report made recommendations about gender | 4 | 15 |
| Evident that the evaluation report has taken differences in gendered perspectives into account. | 4 | 5 |
| *Source:  Annual Corporate Evaluation Report, 1997. | | |

### Gender Content of Evaluation Reports

In comparing the results of the 1997 review to the reports in 2001-02, it is apparent that a greater proportion of 2001-02 reports provide comments about gender than did the 1995-97 reports. The 2001-02 evaluation reports vary in the depth to which they examine the gender components of the project/program under review (see Table 3.32).   Fifteen of the 2001-02 evaluation reports contained evaluative comments about the gender aspects of the project.  All of these indicated a need on the part of the project/program to improve its performance on gender issues. Four reports commented that the project made substantial

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[10] *Annual Corporate Evaluation Report, 1997.*  Evaluation Unit.

gains in its capacity for gender sensitive research, and only three offered substantive recommendations about how the project/program under review could improve on integrating gendered perspectives into its work.  Only one report clearly indicated that differences in the perspectives of men and women were taken into account as part of the evaluation methodology.

Several of the evaluation reports offered insight into barriers to integrating gender analysis in research projects.  Seven spoke of shortcomings internal to the project/program under consideration.  Five mentioned barriers that the evaluators considered to be outside the immediate control of the project/program.

**Promotion of Gender at the Centre**

Two reports that were included in the above analysis addressed gender from a centre-wide perspective, and these indicate that there are and continue to be challenges at the Centre in successfully integrating gender perspectives throughout IDRC programming.  These challenges include clarifying a Centre-wide strategy for mainstreaming gender, providing the necessary support to ensure that it is adopted, and establishing appropriate and effective documentation of strategies to promote centre-wide learning.

| Table 3.32 Summary of Evaluative Comments in Evaluation Reports, 2001-02  (n=15) | |
|---|---|
| **Type of Comment** | **#** |
| Number of reports that contain comments that the project/program made positive gains in its capacity for gender sensitive research | 4 |
| Number of reports that contain recommendations for ways to better integrate gender into project/program. | 3 |
| Number of reports that indicated barriers to integrating gender into Program/Project | 11 |
| Barriers to integrating gender integration that were within the immediate control of project/program | 7 |
| • Gender component not sufficiently integrated into research design – (egs. gender treated as optional; difficult integrating gender expertise into teams) | 4 |
| • IDRC not consistent in its approach | 3 |
| • Other concerns make gender less of a priority | 2 |
| Barriers to integrating gender integration *outside* immediate control of project/program | 5 |
| • Resistance/ lack of understanding among partners/staff | *3 |
| • Societal/Cultural gender roles and conventions | 2 |
| • Nature of Research | 1 |
| • Lack of female staff available to work with women in villages | 1 |
| • Lack of gender experts in region | 1 |
| * Two of these represent separate reports commenting on the same project. | |

*Gender in 30 Years of PCRs: 1970-2000*[11]

In the report, *Turning Failure into Success:  The Deconstruction of IDRC Development Discourse 1970-2000,* Eva Rathgeber brings experience from her long career at IDRC to bear in an extensive empirical examination of 236 randomly selected Project Completion

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[11] *Turning Failure into Success:  The Deconstruction of IDRC Development Discourse 1970-2000.  By Eva Rathgeber, 2001.*  http://intra1.idrc.ca/evaluation/report_eva.pdf

Reports (PCRs). In this report, she documents the types of projects and the kinds of management problems faced by projects over 30 years of IDRC's history.

Rathgeber found that when it comes to gender, the structure of PCRs tends to elicit ambiguous responses from POs, and as a result, they are not collecting useful comparative information:

> *When projects do not include gender analysis, program officers often check off the category as being "non-applicable" rather than saying that it was not done. This would seem to beg the question of whether gender analysis was even considered in project development and implementation (p. 67)*

This finding raises concerns, in that the lack of substantive information about gender in evaluation reports is not being supplemented in PCRs, and together, this indicates a substantial gap in the Centre's repository of documented information on projects' approach and performance on gender issues.

*The Special Expert Advisory Services Fund for Mainstreaming Gender in IDRC Programs.*[12]

*IDRC Learning Study: Special Expert Advisory Services Fund for Mainstreaming Gender in IDRC* is, as indicated by the title, a *Learning Study* which is a particular kind of evaluation activity designed to be highly incisive and critical in order to generate changes and learn from mistakes. This report presents a review of the *Special Expert Advisory Fund for Mainstreaming Gender,* which consisted of four yearlong projects, funded between CAD 180,000 - 250,000 per year. The Fund is described in the report as IDRC's "main gender initiative between 1995–98" whose goal was to promote "a profound transformation in the Centre's approach to development research" (pg. 3). The intent guiding the projects' design was to diffuse responsibility for gender mainstreaming throughout the Centre.

The report is based on a review of project files, including component files of the various activities funded, and informal interviews of individuals who were involved in the projects over the Fund's lifetime. The report assesses the effectiveness and operation of the Fund, and describes this in the larger context of IDRC's gender mainstreaming activities throughout the mid-to-late 1990s. Overall, the report found that that the Fund assisted "in incorporating a commitment to a gendered perspective into IDRC's work" (p. 10). It also found that,

> *IDRC has lost some time in developing its capacity to contribute to gender and development and to push forward with gender mainstreaming within the Centre. It may have made headway in meeting Federal government gender mainstreaming*

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[12] *IDRC Learning Study: Special Expert Advisory Fund for Mainstreaming Gender in IDRC*. By Joy Woolfrey, 2001. http://intra1.idrc.ca/evaluation/gender.htm

*requirements in comparison with other government departments but it has still far to go to be on the gender mainstreaming cutting edge.*

The Fund was initially established to contract expert advice from gender consultants in the regions, and was gradually expanded after 1997 to provide support to gender-related, program-level activities. The report describes that the Fund was beset by a number of limitations from the outset, with the most apparent limitation being the creation of the Gender Unit at the corporate level when it would have been more appropriately located within Program and Partnerships Branch. Other limitations arose as a result of the conflicting demands of integrating gender and the need to re-allocate resources in a time of decreasing funding, which led to a tentative approach to gender mainstreaming and resulted in insufficient support given to the program's design and implementation.

The project files revealed that new and often conflicting objectives were added to the project as the Fund was renewed every year. They indicated that the Fund encouraged undertaking novel approaches, but lacked a consistent review process by which to determine which proposals for activities to support and why. Finally, there was neither a proposal review process to renew the project every year, nor was there a requirement to conduct evaluations on any of the projects, nor any of the activities they supported, despite their experimental approach:

> *[E]valuations were not required of activities despite their perhaps* experimental *nature. Each new project started with only passing reference to the previous one (p. 17).*

The overall effect was that the purpose of the fund was progressively obscured. There was a gradual loosening of criteria by which proposals for grants were considered, leading to the funding of activities that did not match the Fund's original intentions. The report makes a number of recommendations for future initiatives including:

1) Make the same or greater demands of internal initiatives as of external projects;
2) Consolidate the Centre's strategy for gender mainstreaming by:
   - Making it part of an integrated gender and development strategy,
   - Putting the PIs at the centre of the strategy, and give them the tools they need,
   - Seeking advice from organizational change specialists.
3) Improve the reporting and documentation of initiatives to provide better information about gender issues and gender strategies for IDRC staff and researchers.

## Conclusions

The recommendations offered by the *Mainstreaming* paper are strongly reflected in the current strategy of the

> *There should come a point at which a separate locus for gender mainstreaming exercises should not be required, and where special funds to add gender to projects should no longer be needed. But IDRC is still far from that point.* (IDRC Learning Study: Special Expert Advisory Fund for Mainstreaming Gender in IDRC. p. 22)

Gender Unit (GU). The GU is now entering a new phase of programming, aimed at increasing internal capacity and partners' ability to deliver cutting edge gender-focused research on development questions in IDRC's three main areas of focus: environment and natural resource management, social and economic equity, and information and communication technologies. The GU proposes to follow a two-pronged approach that both strengthens and brings coherence to mainstreaming gender at the Centre and in the work of our partners, and that builds our capacity to engage critically and meaningfully in gender and development problems, issues and debates.

# 4. TOOLS AND METHODS FOR EVALUATION

## 4.1 Peace And Conflict Impact Assessment:  An Update

In 1998, Dr. Kenneth Bush collaborated with IDRC's Evaluation Unit and the Peacebuilding and Reconstruction (PBR) Program Initiative to sketch the conceptual parameters of Peace and Conflict Impact Assessment (PCIA)[13].  The idea was to create a framework to anticipate and assess the influence of development projects on peace in post-conflict societies.  The novel feature of the PCIA approach was that it defined peacebuilding as an *impact*, rather than an activity. It provided a framework for asking critical questions about the features of conflict in a local environment before a development activity begins, such as the stage that the conflict is in, its location, and levels of political support for the project.  It recognized that while a project may fall short of achieving its developmental objectives, it might still contribute to peacebuilding. Conversely, a project could be a great success in conventional development terms but exacerbate conflict.

Since the completion of this initial work, the PCIA approach has gathered considerable momentum.  Since 1999, PBR staff have been attending meetings of the Conflict Prevention and Post-Conflict Reconstruction Donors' Network (CPRN), a network of the post-conflict units or equivalents of all the major bilateral and multilateral donor agencies, along-side CIDA and DFAIT representatives.  The PBR PI has worked diligently to keep PCIA on the agenda of the CPRN, and in 2000, PBR launched the PCIA project with the objectives of facilitating vibrant southern involvement in PCIA research, and to build a multi-agency partnership among practitioners and researchers to promote a cumulative knowledge base on PCIA.  It has also contributed to getting commitments to PCIA written into the "Supplement to the DAC Guidelines on Conflict, Peace and Development Cooperation" (2001) by providing briefing notes, which CIDA counterparts presented to the OECD DAC Task Force on Conflict, Peace and Development Cooperation.

An international network of PCIA experts and practitioners was established with the *Consultative Meeting on Integrating Peace Building and Conflict Prevention into Development Practice: Toward a Global Applied Research Network*, in November 2000, convened at IDRC in Ottawa, by IDRC and international NGOs International Alert (IA) and Saferworld. This meeting generated two useful resources for practitioners of PCIA. In preparation for this meeting, Saferworld and IA produced an IDRC-commissioned PCIA inventory entitled "Conflict-Sensitive Approaches to Development: A Review of Practice". FEWER, IA and Saferworld also produced the seven step guide "Development in Conflict: A Seven Step Tool for Planners". Both of these resources are posted at FEWER's website[14].  The meeting also provided a forum to critically assess the existing

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[13] *A Measure of Peace: Peace and Conflict Impact Assessment of Development Projects in Conflict Zones.* March 1998, by Dr. Kenneth Bush.
[14] http://www.fewer.org/pubs/index.htm

body of knowledge, examine major gaps in the policy and practice of mainstreaming peacebuilding, and to widen participation in and capacity for research on PCIA and the development of tools, instruments, processes and systems to nurture a cumulative knowledge base among donors, NGOs and local networks. Of particular concern was the inclusion of southern and recipient perspectives. The network has been maintained with the help of a list serve and web site that was set up with Bellanet's assistance[15].

The next challenges in the development of PCIA are fine-tuning and field-testing a comprehensive resource pack of good practice and guidelines for peace and conflict sensitive program planning, implementation and evaluation. FEWER, IA and Saferworld will take the lead in this effort. CIDA's Peacebuilding Unit and PBR PI are currently supporting FEWER's activities with a $700,000 project.

## 4.2 Recent Publications
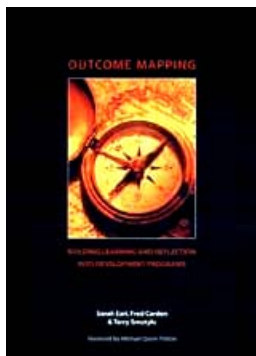
**OUTCOME MAPPING:  BUILDING LEARNING AND REFLECTION INTO DEVELOPMENT PROGRAMS**
*Authors:  Sarah Earl, Fred Carden, and Terry Smutylo*

*Outcome Mapping[16]* recognizes that development is essentially about people relating to each other and their environment. The originality of this approach lies in its shift away from assessing the products of a program to focus on changes in behaviour, relationships, actions, and activities in the people, groups, and organizations it works with directly. In doing so, *Outcome Mapping* debunks many of the myths about measuring impact. It will help a program be specific about the actors it targets, the changes it expects to see, and the strategies it employs and, as a result, be more effective in terms of the results it achieves. This publication explains the various steps in the outcome mapping approach and provides detailed information on workshop design and facilitation. It includes numerous worksheets and examples.

**ORGANIZATIONAL ASSESSMENT:  A FRAMEWORK FOR IMPROVING PERFORMANCE**
*Authors:  Charles Lusthaus, Marie-Hélène Adrien, Gary Anderson, Fred Carden, and George Plinio Montalván*

Jointly published by IDRC and the Inter-American Development Bank*, Organizational Assessment: A Framework for Improving Performance* offers a clear-cut methodology to diagnose organizational strengths and weakness at the onset of development activities. In this way, beneficiaries can respond to growing

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[15] http://www.bellanet.org/pcia
[16] http://www.idrc.ca/booktique/index_e.cfm

pressures from donors for accountable and sustainable use of development funding. The book builds on concepts of organizational performance (efficiency, effectiveness, relevance and financial viability), the enabling environment (rules, ethos, capabilities) capacity (leadership, human resources, infrastructure, linkages), and motivation (history, vision, culture, incentives). It also reviews the methodological issues involved in carrying out an assessment, ranging from the choice and framing of questions to data collection and analysis, the question of who "owns" the assessment, and the reporting of results. Designed for practitioners interested in organizational diagnosis and social change, the book includes a quick guide for organizational assessment, a sample report outline and questions, and a comprehensive assessment glossary. This book builds on earlier work published in 1995 (*Institutional and Organizational Assessment*) and 1999 (*Enhancing Organizational Performance*).
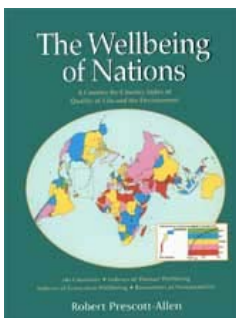
**THE WELL-BEING OF NATIONS: A COUNTRY-BY-COUNTRY INDEX OF THE QUALITY OF LIFE AND THE ENVIRONMENT**
Author: Robert Prescott-Allen

*The Wellbeing of Nations*[17] is a reference for development and environmental policy professionals, as well as for students and scholars in environmental studies, international studies, and international development. It combines 36 indicators of health, population, wealth, education, communication, freedom, peace, crime, and equity into a Human Wellbeing Index, and 51 indicators of land health, protected areas, water quality, water supply, global atmosphere, air quality, species diversity, energy use, and resource pressures into an Ecosystem Wellbeing Index. The two indices are then combined into a Wellbeing/Stress Index that measure how much human wellbeing each country obtains for the amount of stress it places on the environment. Sixty-seven colour-coded geopolitical maps portray the performance of each of the 180 nations for all indexes, and the main indicators that go into them. In addition, all data are given in 160 pages of tables, and the highly accessible methodology is described in appendices so that readers can undertake their own assessments.

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[17] http://www.idrc.ca/booktique/index_e.cfm

## 5. EVALUATION REPORTS RECEIVED BY THE EVALUATION UNIT, APRIL 2001 – MARCH 2002

| Title, Author, Date | Related Program Areas | Projects Covered | Period Covered | Country/Region |
|---|---|---|---|---|
| *Evaluation and Learning System for Acacia (ELSA):  Emerging Lessons. February 2001.  By Michael Graham. | ICT4D | ACACIA 004589 | 1999-2001 | Africa |
| Peru, Economic Research Consortium by (IDRC file 93-0404-01). By Réal Lavergne, June 30, 2000. | SEE | Corporate 93040401 | 1993-1999 | Peru |
| Preliminary Evaluation: Community Based Coastal Resources Management program in the Caribbean. CFRAMP, IOI, University Laval. May 2001. | ENRM | SUB 004336 | 1999-2001 | Caribbean |
| Turning Failure into Success:  The Deconstruction of IDRC Development Discourse 1970-2000. By Eva Rathgeber, September 2001 | Corporate | 236 PCRs | 1970-2000 | Global |
| War-torn Societies Project (WSP) Transition Programme - Somali Programme" Internal Evaluation of Activities in Northeast Somalia (Puntland) - Dib-u-dhiska Beelaha Dagaalku Burburiyey. February 2000. | SEE | PBR 94-0414 (000853) | 1994-1998 | Somalia |
| The War-torn Societies Project and Third Party Neutral Models of Conflict Management. By Fen Osler Hampson and Necla Tschirgi. | SEE | PBR 94-0414 (000853) | 1994-1998 | Somalia, Eritrea, Mozambique, Guatemala |
| *Trade, Employment and Competitiveness: Report of an External Evaluation March 15, 2001. By Jeffrey Fine, Ademola Ayejide, Joe Ramos, Kunal Sen and Stephen Yeo. | SEE | TEC | 1997-2001 | Global, Regional, National |
| *IDRC Learning Study – Special Expert Advisory Fund for Mainstreaming Gender in IDRC.  February 2001. By Joy Woolfrey. | GU | GU 950802, 960803, 970801, 980007 | 1995-1999 | Global |
| *Le Cas du Projet Tabersonine Subventionné par le CRDI, September 2001. Félix-Marie Affa'a, Thérèse Des Lierres. | ENRM | 901025 | 1991-1995 | Cameroon |
| *An Assessment of the State of the Fog-Collecting Project in Chungungo, Chile. By Jorge Nef. | ENRM | CBNRM 900202 | 1992-1997 | Chile |

| | | | | |
|---|---|---|---|---|
| Hue University of Agriculture & Forestry Community-Based Upland Natural resource Management Project:  Team Self-Evaluation 20-27 June 2001. | ENRM | CBNRM 040407 | 1998-2001 | Vietnam |
| *Community Forest Research Project.  Supported by IDRC/RECOFTC. Mid-Term Evaluation. By Wayne Gum.  September 2001. | ENRM | CBNRM 100112 | 1999-2001 | Cambodia |
| Expanding the Horizon:  An Evaluation of the Mekong Delta Farming Systems Research and Development Institute's Capacity Development Efforts. By Le Than Duong, Nguyen Quang Tuyen, and Ronnie Vernooy. | ENRM | CBNRM 040326 | 1990-2001 | Vietnam |
| Review of Sustainable Use of Biodiversity (SUB) Program Initiative's Use of Local and Indigenous Knowledge in Selected Projects.  By Ellen Woodley. | ENRM | SUB | 1992-1998 | Latin America |
| Harvesting Together: the International Development Research Centre's Support for Research on Agrobiodiversity (Results and Challenges). December 2001.  By Ronnie Vernooy.  . | ENRM | SUB | 1992-2001 | Global |
| *PanAsia RnD Grants Program Evaluation January 2002.  By Mohamed Ally. | ICT4D | PAN 003820 | 1998-2002 | Asia |
| Fostering Research for Peacebuilding in Guatemala, Central America and Colombia:  A Review of the IDRC Record, 1998-2001.  By Stephen Baranyi, Silke Reichrath, and Irina Pinkney. | SEE | PBR | 1998-2001 | Central America |
| *A Report of the Mid-Term Review of The Eastern and Central Africa Programme for Agricultural Policy Analysis (ECAPAPA).  May 28 2001. By Dr. Adrian W. Mukhebi Prof. Hamid H.M. Faki, Prof. William A. Masters.  . | ENRM | PLaW 055024 | 1997-2001 | Africa |
| *A Report on the Evaluation of Phase II of the African Highlands Initiative. By Michael Collinson Edward Chuma Brian Carson. | ENRM | PlaW 055359 | 1998-2000 | Africa |

| | | | | |
|---|---|---|---|---|
| *FLACSO Guatemala Security Projects. December 2001. By H.P. Klepak. | SEE | PBR 00460, 100648 | 1999-2001 | Guatemala |
| Comparative Study of the Impact of Donor-Initiated Programmes on Research Capacity in the South: International Report. By Maria Cynthia Rose Banzon Bautista, Lea Velho, and David Kaplan | N/A | N/A | 1982-2001 | Global |
| *GFAR – First External Review: Main Report. Rome, October 2000. By Abbas Kessaba, Tim Dottridge, John Russell | N/A | N/A | 1996-2000 | N/A |
| "We Help Them, They Help Us": Experience in Yunnan - Chapter 3 of "Voices for change: participatory monitoring and evaluation in China" Stephanie Mas and Qian Jie (eds. Ronnie Vernooy, Sun Qiu, Xu Jianchu). (In press) | ENRM | CBNRM 100119 | 1999-2001 | China |
| "Now We Manage Our Water Well": monitoring natural resource use in Guizhou - chapter 4 of "Voices for change: participatory monitoring and evaluation in China" Zhou Pidong, Sun Qiu, Li (eds. Ronnie Vernooy, Sun Qiu, Xu Jianchu). (In press) | ENRM | CBNRM 100035 | 1999-2001 | China |
| "Realizing Our Dreams": Participatory Project Evaluation in Guizhou - Chapter 5 of "Voices For Change: Participatory Monitoring and Evaluation in China" Sun Qiu, Zhang Lanying, Chen Deshou (eds. Ronnie Vernooy, Sun Qiu, Xu Jianchu). (In Press) | ENRM | CBNRM 040406 | 1999-2001 | China |

Reports in grey area were not included in Capacity Building and Gender analyses – either because they are not evaluations *per se* but are reflective pieces on projects (like CBNRM book chapters) or do not relate directly to IDRC projects (e.g. Comparative Review, GFAR).
* External Evaluations

**ANNEX.  GLOSSARY OF ACRONYMS**

| | |
|---|---|
| AHI | African Highlands Initiative |
| CAF | Corporate Assessment Framework |
| CBNRM | Community Based Natural Resource Management Program Initiative |
| CIDA | Canadian International Development Agency |
| CPRN | Conflict Prevention and Post-Conflict Reconstruction Donors' Network |
| CSPF | Corporate Strategy and Program Framework |
| DAC | Development Assistance Committee of the OECD |
| DFAIT | Department of Foreign Affairs and International Trade |
| ECAPAPA | The Eastern and Central Africa Programme for Agricultural Policy Analysis |
| ELSA | Evaluation and Learning Systems for Acacia |
| ENRM | Environment and Natural Resource Management Program Area |
| EU | Evaluation Unit |
| FEWER | Forum on Early Warning and Early Response |
| FLACSO | Facultad Latinoamericana de Ciencias Sociales |
| GFAR | Global Forum on Agricultural Research |
| GU | Gender Unit |
| IA | International Alert |
| ICT4D | Information and Communication Technologies for Development Program Area |
| IDRC | International Development Research Centre |
| NGO | Non-Government Organization |
| PI | Program Initiative |
| PBR | Peace Building 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 |
| 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 |
| OECD | Organization for Economic Cooperation and Development |
| WSP | War-Torn Societies Project |