Annual Corporate Evaluation Report 1999

Evaluation Unit

Corporate Services Branch

International Development Research Centre

June 1999

Annual Corporate Evaluation Report 1999

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*All documents mentioned in this report
can be obtained from the IDRC library.*

Introduction

Since its introduction in 1994, the Annual Corporate Evaluation (ACE) Report has highlighted strategic performance issues and provided the Board of Governors with an overview of IDRC's evaluation activities and findings. ACE 1999 features evaluation work done over the past two years, at the project, program, and corporate levels, to assess the results of Centre-supported research. The intention is to report on past performance and to elicit discussion on how to

improve performance measurement in the future. The main features of this year's report are: a synthesis of evaluation findings from forty-two project case-studies; a corporate evaluation plan from the Program Initiatives (PIs); and, an outline for a new conceptual approach to measuring results. In addition, there are the regular components: abstracts of selected recent evaluation reports and workshops; and, the annual inventory of completed studies.

The Evaluation Unit's conceptual and practical work over the past year with donors, Southern research institutions, program staff, and evaluation experts has brought to the fore a fundamental problem with existing approaches to reporting on development impacts. When referring to "impact", development organizations usually mean significant and lasting changes in the well-being of large numbers of intended beneficiaries. These changes, often articulated in project/program goals or objectives, are the results for which funders and partners expect accountability. This is problematic because the complexity and fluidity of development processes mean that achieving such impacts requires the involvement of a variety of actors, often over a considerable period of time. When large scale change -- or impact -- is achieved, it is often the product of a confluence of events for which no single agency or group of agencies has control or can realistically claim full credit. Establishing causality is particularly difficult for an agency that supports development research. For example, a project to support research on bednets can have an "impact" on the health of children if: the quality of the research is good; communities participate; and, the appropriate organizations extend, support, and sustain the application of the improved technology. The healthier children result not only from the research, but from the research plus the influences of many other actors and factors.

If we are to improve our ability to contribute to such impacts we need to add to our understanding of the synergy between our efforts and those of other actors. In short, IDRC needs to measure results more realistically relative to the changes it fosters by providing external funding and technical support for development research. This year's ACE Report reflects a start in this direction.

Section I on Corporate Performance provides a synthesis of the findings on outcomes and the factors that enhanced or hindered their realization from forty-two completed project case-studies. It also reports on recent efforts to evaluate gender-mainstreaming in the Centre. **Section II** on Improving Evaluation Practice focuses on the development of tools and methods. It describes the development and application of several new evaluation tools including: Peace and Conflict Impact Assessment (PCIA), Outcome Mapping, a guidebook for institutional self-assessment, and various gender toolkits. **Section III** provides an update on IDRC's Evaluation System, including: a Corporate Evaluation Plan; abstracts of three evaluation reports on IDRC Secretariats, the CambioTec Network, and the African Economic Research Consortium; and, a list of the evaluation reports received since ACE 1998.

By assembling information on a variety of evaluation findings, activities, and tools, the ACE Report provides a picture of corporate performance for the year. The various pieces summarized in ACE 1999 support the following observations on Centre performance:

- Centre-supported research projects are achieving a wide range of results. Building research capacity is the type of outcome most often achieved.

- Although numerous resources have been developed by PIs to facilitate the incorporation of gender analysis in research projects, a more strategic approach to mainstreaming gender may be required. A large proportion of projects funded during FY 1996-1997 may be insensitive to gender-issues.
- In formulating new learning-focussed approaches for assessing the outcomes of development research projects, extensive and iterative field-testing is essential.
- IDRC's Evaluation System now has a corporate evaluation plan for all its Program Initiatives, but the plan does not yet include Secretariats. PIs have begun to implement their respective evaluation plans and have allocated an average of 2.7% of their total appropriations for evaluation activities between 1997-2000. On the other hand, a recent evaluation report on the Secretariat modality concluded that there is a need to increase evaluation activity within Secretariats.

I Corporate Performance

Assessing Results in Completed Projects

Introduction

Since IDRC was established in 1970, it has supported over five thousand development research projects. Centre-supported research initiatives go beyond simply generating information, however, and are intended to produce results that benefit people's lives in developing countries. As a result, IDRC has always been interested in knowing what its support to researchers and research institutions has contributed to economic and social development. A recent effort to gather information on the results of its development research initiatives was managed by the Evaluation Unit. "The Survey and Assessment of Completed Projects" comprised two elements: first, the development of a conceptual framework to assess the results of development research; and second, a series of studies on the results of projects in several programming areas including information and communication technology, commercialization of research results, social policy, public goods, and quality of life.

What follows is a synthesis of the findings of the forty-two case-studies covering forty-nine projects in twenty countries. The objective of this synthesis is to illustrate the results of IDRC-supported research projects, to identify the factors that have influenced the achievement of results in the past, and to contribute to the understanding of what can be considered realistic outcomes to expect when funding development research. There are various types of results identified in the case-studies. Building research capacity among researchers and research institutions is the most frequently cited type of outcome. Other types of outcomes include:

continued or expanded work in the field of enquiry; increased public debate on issues related to the research area; new perspectives or changed attitudes; and, the adoption or utilization of research findings.

As a whole, the case-studies indicate that IDRC-supported research projects can, and do, make a difference. However, they alone do not produce development impacts. Development impacts constitute fundamental improvements in people and societies' well-being and require the convergence of numerous actors and factors. Development research projects produce information, test ideas, evaluate concepts, set-up processes, or develop technologies. These contributions can bring about important changes among researchers, research institutions, and other actors with whom the project interacts but they tend to be upstream from what is usually thought of as impact. The findings of the case-studies support this conclusion and, as a result, the term "impact" has been reserved solely for development impacts. The results of development research projects have been designated as **outcomes**. Refining the language of evaluation and our concepts in this way has been important to more accurately reflect the results of development research projects. This re-conceptualisation of results is considered a finding of the case-studies because it has advanced our thinking and propelled our recent methodological work on Outcome Mapping. (See page 14 for a more detailed discussion of Outcome Mapping.)

Methodology

In order to facilitate the aggregation of project level data, each of the case-studies included in the study employed the same methodology. To ensure that the methodology was applied consistently in the field, three coordinators, based in South Africa, Egypt, and Ottawa were engaged by the Evaluation Unit to manage the local consultants. Efforts were made to steer consultants away from conducting project evaluations which look primarily at inputs and outputs and towards exploring the nature and dynamics of the intended and unintended results of the research. The purpose of the case-studies was not to find fault with individual projects, recipient institutions, or IDRC but to understand how results came about.

A conceptual framework was prepared by the Evaluation Unit and distributed to the consultants. It provided them with question areas and categories of issues to explore. The framework was sufficiently broad to permit the consultants to pursue specific outcome areas based on the specific context of each project. Local consultants conducted the case-studies in order to allow their understanding of the social, political, economic, and research contexts in which the projects took place to be brought in and to include their perspective in the analysis of results. Using both interviews and a document review, forty-two case- studies were conducted by nineteen consultants between January 1997 and February 1998 and the findings were consolidated by the coordinators.

Chart 1: Projects by Region (n=49)

Africa 70% (34 projects)

Asia 18% (9 projects)

Latin America & Caribbean 12% (6)
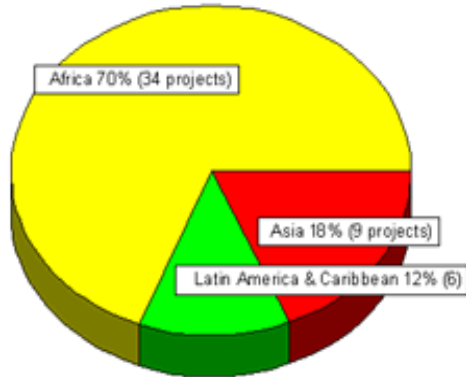
Projects were selected for inclusion in the study based on year, size, location, sector, result area, recipient, and target user. For pragmatic reasons, the Evaluation Unit also considered whether sufficient information and contact people would be available to carry out an assessment. The projects were selected from among those that IDRC Program Officers and partner institutions believed were successful as it was felt these would provide richer data. All of the 49 projects studied were completed within the last ten years but they were approved over a longer period: 7 were approved between 1981 and 1985; 15 between 1986 and 1989; and, 27 were approved between 1990 and 1994. Chart 1 gives the regional breakdown.
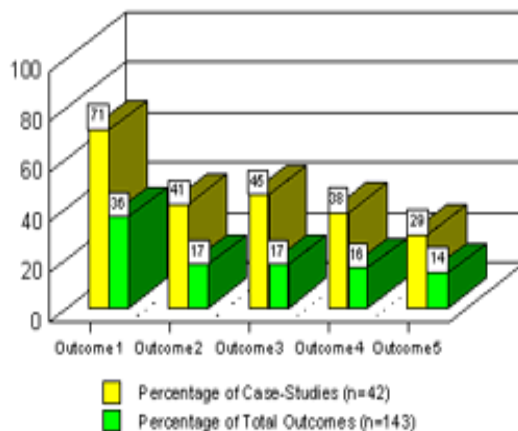
Project Outcomes

The most significant and tangible finding of the case-studies was documenting how actors were touched, affected, changed, and/or influenced by their interaction with the activities and/or outputs of the project. The actors reached included individuals, groups, and institutions. They can be divided into seven broad categories:

- implementing institution (university, government department, or NGO);
- researchers;
- government officials and policy makers (local, regional, or national level);
- local community (village as a whole or specific groups within villages);
- other international donor agencies;
- NGOs; and,
- private sector organizations.

Table 1: Outcome Frequency Rates

	Outcome1	Outcome2	Outcome3	Outcome4	Outcome5
Percentage of Case-Studies (n=42)	71	41	45	38	29
Percentage of Total Outcomes (n=143)	36	17	17	16	14

Not surprisingly, the case-studies found that IDRC projects were more likely to have a substantial effect on the actors who most actively and directly participated.

There were 143 project outcomes identified in the 42 case-studies. They have been categorized into five primary types based on the change that occurred in the individual, group, or institution that was reached by the activities and/or outputs of the research project. Within the context of a project, these outcomes were often linked, and sometimes overlapped, but for ease of analysis they have been classified separately. Table 1 lists the frequency

rates for each type of outcome based on the percentage of the 42 case-studies that mentioned them and the percentage of the total number of outcomes listed in all the case-studies. The description of the five types of outcomes that follows illustrates the kinds of results that are possible within IDRC's sphere of influence.

Outcome 1: Increased Capacity to Conduct Research
Outcome 2: Continued/Expanded Work in Field of Enquiry
Outcome 3: Enhanced Public Debate on Issues Related to Research Area
Outcome 4: New Perspectives or Changed Attitudes
Outcome 5: Adoption/Utilization of Research Findings

1. Increased Capacity to Conduct Research

> The skills of the researchers in analyzing common property regimes are now being applied within the Southern Africa region. The project thereby enhanced the capacity for critical enquiry into the social dimensions of natural resource management at the Centre for Applied Social Sciences at the University of Zimbabwe (CASS) as well as in the Southern Africa region.
>
> *Communal Cattle Management Project (Zimbabwe)*, 12.

The most common type of outcome identified, 37% of the total number of outcomes, was an increased capacity to conduct research. This outcome was noted in almost three-quarters of the case-studies. Examples of capacity building in institutions included changes in human resource and physical infrastructure. Among individual researchers, it included increased technical skill and the utilization of new research methodologies and approaches. Both institutions and individual researchers were found to have increased their scientific stature and credibility as a result of their involvement with IDRC projects.

For both implementing institutions and researchers, an enhanced capacity to conduct research was the most often cited type of outcome. It represented almost half of the overall outcomes found in implementing institutions and over three-quarters of the outcomes for researchers. Although increased research capacity did occur among non-researching actors like communities, NGOs, and policy makers, it was much less prevalent.

Only four case-studies noted that the IDRC-supported project had tried, but had had, only a limited influence on research capacity. In two cases it was because the technical skills and resources were not transferrable beyond the project and in the other two cases it was because the type and level of training was inappropriate for the institution's needs.

> Field workers gained particular technical experience working with the TSFS project, but seem not to have been exposed to broader skills in community animation and facilitation that would be transferable to issues other than and after the completion of TSFS project.
>
> *Three Strata Forage System (Indonesia),* 11.

2. Continued or Expanded Work in the Field of Enquiry

> People who participated have been persuaded to commit themselves in their careers to public health. All of the participants were, to some extent, already involved in this, but the project Director and many of the participants say that the new skills obtained in the project have given them a new enthusiasm for continuing to work in this field and to continue to improve their skills.
>
> *Health Research Capacity Building (Cambodia)*, 7.

Over one-third of the case-studies identified instances of actors' enhanced ability to continue or expand their work in the research area supported by the project. This type of outcome represented 17% of the total. The case-studies credited IDRC projects for having helped actors access new resources from regional and national governments, the private sector, and other international donors. They also noted the importance of strengthened research networks, enhanced career opportunities, and an elevated status for the research area.

Among the case-studies, there were examples of expanded work in the research area in each of the seven categories of actors. The greatest number of instances of this type of outcome occurred in implementing institutions. Three case studies found that an IDRC-supported research project contributed to an outcome in another international donor agency and two of those noted that it prompted the donor to begin supporting work in the research area.

3. Expanded Public Debate on Issues Related to the Research Area

> The second objective was the most successful achievement of the project, as the research process brought local communities together, informed and involved them, and initiated a process for the negotiation of land claims and participation in other policy issues in the sub-region.
>
> *Namaqualand: Land Claims and the Future of the Reserve (South Africa), 24.*

17% of the outcomes related to how IDRC-supported research projects contributed, directly or indirectly, to public debate. In almost half the case-studies, the research results were used by policy makers, communities, or advocacy groups to inform and expand public debates on environmental, health, or social issues. The case-studies indicated, however, that the research findings could contribute to discussions and debates but could not dictate policy formulation. The influence was not direct or linear.

Not surprisingly, government officials and policy makers were the most likely category of actors to use research findings to inform a public debate. Almost two-thirds of the instances of

this type of outcome involved government officials and policy makers. However, the projects were not always successful in this area. Five case-studies noted that the project tried, but failed, to get actors to expand public debates based on the research results. Of these, four noted a failure to reach the necessary government official and/or policy maker.

> The chief lacunae in the methodology can be described as the lack of involvement of municipal authorities, local NGOs, and pressure groups who could act on the information....Also though the study generated large volumes of very detailed information on the sector, its recommendations were not formulated in terms of specific suggestions or alterations but were in the nature of general, broad guidelines.
>
> *Informal Sector Street Food (India)*, 2-3.

4. New Perspectives or Changed Attitudes

> Prior to this project, there had been very little collaboration between the National Education Commission (NEC) and the Ministry of Education. The NEC was seen as a rather academic policy institute, removed from the realities of day-to-day planning. ...But this project gave the NEC officers an appreciation of the problems faced by Ministry planners, and improved collaboration between the two agencies for at least a decade.
> *Provincial Education Planning (Thailand)*, 9.

Over one-third of the case-studies found a change in perspective or attitude in at least one of the categories of stakeholders. This type of outcome represented 16% of the total number cited in the case-studies. These attitudinal shifts primarily related to relationships and the benefits of different social groups working together to solve development problems. There were instances of improved gender relations, researchers giving greater value to indigenous knowledge, and businesses/universities, researchers/farmers, and policy makers/communities collaborating in productive working relationships.

While a change in attitude or perspective occurred in all seven categories of actors, it occurred most often at the local community level. In two cases, the research projects tried, but failed, to achieve a change in attitude or perspective. In both instances, it was because the research results were not disseminated appropriately for the target audience.

> The [e-mail] reveals that the project has not been successful in terms of eliciting the active participation of the NGO in the research process. It was also confided that the NGO 'harbours ill-feeling towards [implementing organization]' for 'using them in a study without ever informing them the results of the research'.
>
> *Sustainable Land and Forest Management (Philippines),* 25.

5. Adoption and/or Utilization of Research Findings

> Les résultats du projet ont également incité les autorité des organisations internationales travaillant sur le terrain au Bénin (OCCGE, UNICEF, OMS...) à adopter la moustiquaire imprégnée préventive (MIP) comme l'un des moyens les plus efficaces de lutte contre le paludisme.
>
> *Projet moustiquaires imprégnées et le controle communautaire du paludisme* (Benin), 25.

Although the least frequently cited type of outcome was the adoption or utilization of research findings, 14% of the total number of outcomes, it was noted in almost one-third of the case-studies. In these instances, communities, small businesses, and farmers attempted to use the approaches and/or technologies developed by the research project to help solve problems they were facing.

The local community was the category of actor who most often adopted and/or utilized the research findings. They represented half the instances of this type of outcome cited in the case-studies. The adoption and/or utilization of the approaches, results, or technologies developed by the research projects were not always successful, however, and five case-studies noted that it was not successfully achieved.

> Despite being a pioneer project, the findings of the project were not conclusive and they did not provide clear evidence for the need to adopt the technology being tested. The project did not provide clear evidence that the "improved" granaries were intrinsically better than the traditional methods.
>
> *Grain Storage Project (Zimbabwe)*, 5.

Factors that Enhance and Hinder Outcomes

Each case-study identified the factors that influenced, either positively or negatively, the outcomes realized by the project. Here, they are broken down based on whether they enhanced or hindered the research project's ability to promote outcomes in actors. The factors that enhanced did not guarantee an outcome, but they contributed to its occurrence; the factors that hindered did not preclude the possibility of an outcome but they did interfere with progress in some way. The factors, and their interactions with one another, are often context specific therefore no single factor can be deemed more important than the others and no "recipe for success" can be identified. However, these enhancing and hindering factors can provide program staff with a check-list of issues, conditions, and situations which can influence the realization of outcomes. Once identified, they can then be managed, enhanced, supported, and/or accommodated when planning and implementing future projects.

Tables 2 and 3 list the factors that were identified in the case-studies as hindering and enhancing the realization of outcomes in IDRC-supported research projects. The enhancing and hindering factors across the 42 case-studies have been rolled up into broader categories in order to look for trends that could be explored in greater depth in future studies. Although the lists of factors are similar, different elements were emphasized depending on whether they

were seen as enhancing or hindering the realization of outcomes. Therefore, the factors are presented in positive and negative terms. They are ordered according to how frequently they were mentioned in the case-studies.

Table 2: Factors that Hinder
1. Implementing Institution

a) Change in Leadership and Staff
b) Poor/No Linkages with Other Actors
c) Insufficient Capacity
d) Poor Leadership
e) Staff Tension/Poor Internal Cooperation
f) Administratively or Financially Fragile
g) Project Unrelated to Ongoing Programming

2. Research Team, Methods, Results

a) Inappropriate Presentation and Dissemination of Results
b) Not Sufficiently Participatory Methodology
c) Omission of Specialist on Team (e.g. gender, marketing)

3. Project Planning

a) Incomplete Planning
b) Needs Assessment or Feasibility Study Not Completed

4. Economic, Social, Political, Environmental Context

5. IDRC Inputs

a) Insufficient Monitoring & Technical Support
b) Downsizing/Staff Turnover
c) Delays in Transferring Funds

6. Insufficient Funds

a) For Post-Project Activities & Multiple Phases
b) For Training Budget

Table 3: Factors that Enhance

1. Research Area, Methods, & Results

a) Appropriate Research Methodology
b) Useful, Timely Research Topic
c) Effective Dissemination of Findings

2. Implementing Institution

a) Capable/Committed Leadership
b) Good Reputation & Experienced
c) Established Networks
d) Independence

3. Research Team

a) Academically & Culturally Qualified
b) Multidisciplinary Composition

4. IDRC Inputs

a) Flexibility (Funding & Time-Limits)
b) Technical Input from Staff
c) Responsive to Research Area
d) Taking Risks with Nascent Institution

5. Economic, Social, and Political Context

Conclusion

The 42 project case-studies were informative both in terms of project performance and the evaluation process. On a practical level, they identified the types of outcomes that a development research project can achieve and the enhancing or hindering factors. On a methodological level, they highlighted some of the difficulties associated with assessing the results of development research projects. They revealed that while IDRC's work contributes to the achievement of development impacts, its performance can be judged more easily by outcomes which lie within its sphere of influence.

Outcomes and the Factors Which Influence Their Realization: A Synthesis of the Findings of Forty-Two Completed Project Case-Studies by Sarah Earl (1999).

Evaluating Gender at IDRC

In the 1997 ACE Report, a review of fifty-two evaluation reports was conducted to provide feedback on key issues, including gender, raised in IDRC's second Corporate Program Framework (CPF II). The review concluded that, "IDRC is not requesting information on how well projects succeed in incorporating gender in development research, or on what impact the project has had on gender relations."[7]

With the support of management, staff, and the Gender and Sustainable Development Unit, IDRC program teams have made a substantial effort to rectify this deficiency over the past two years. Four Program Initiatives have prepared tool-kits for incorporating gender analysis and evaluation in research projects. (See the list of new gender resources on page 13) Nine Program Initiatives have included gender as a key issue in their evaluation frameworks therefore next year the ACE Report should be able to provide more substantive data on the outcomes of gender mainstreaming in the Centre.

The Gender and Sustainable Development Unit recently supported an evaluation that developed and applied a gender-sensitive analytical framework. *Thinking Gender in Development Research: A Review of IDRC-Funded Projects (1996-1997) From a Gender Perspective* evaluated the Centre's effectiveness in mainstreaming gender by examining the level of gender awareness of 118 projects of more than $100,000 funded during FY 1996-1997. The analysis is based on a review of project summaries, including the project appraisal which is written by the IDRC Program Officer and a project proposal submitted by the research partner.

The 118 projects were categorized as either gender-blind or gender-sensitive. Gender-blind projects ignored the unequal relations between men and women. Gender-sensitive projects were either gender-neutral (leaving existing gender divisions intact), gender-specific (targeting the needs of either men or women), or gender transformative (transforming gender relations so as to be more egalitarian). (See Table 4)

Table 4: Categorization of Projects (n=118)
Category No. Projects

Gender-blind 70
Gender-sensitive 33
Hard to assess 15

Almost two-thirds of the projects were found to be gender-blind. These projects ignored gender specific roles and responsibilities and the different implications a project could have for men and women. Examples of gender blind research projects include those that: focus on technical issues; conduct broad aggregation of data (e.g. household, community, institutions) without examining gender dimensions; or, overlook women's productive labour. The report stated that gender-blindness was primarily the result of the researchers' own gender-biases. It

inaccurate conclusions based on incomplete information, and the perpetuation of gender inequalities.

Thinking Gender in Development Research: A Review of IDRC-Funded Projects (1996-1997) From a Gender Perspective by Navsharan Singh (1999).

II Improving Evaluation Practice

Development of Tools and Methods

Evaluating Peace: the Peace and Conflict Impact Assessment (PCIA)

The increase in development programming in war-torn societies, coupled with growing pressure to show results, have led several agencies to begin developing methods to assess the impact of their activities in conflict settings. IDRC has contributed to this effort through pioneering work on Peace and Conflict Impact Assessment (PCIA), developed by Dr. Kenneth Bush in collaboration with the Centre's Peacebuilding and Reconstruction (PBR) Program Initiative and the Evaluation Unit. PCIA offers development practitioners, peacebuilders, evaluators, and communities themselves a conceptual framework for assessing development impacts. "Impact" is being used in this article in order to remain consistent with the documents it is summarizing.

By defining peacebuilding as an *impact*, rather than an activity,the PCIA approach anticipates and assesses the influence of development projects on peace and conflict. PCIA enables users to examine the impact of development projects on the structures and processes which strengthen peaceful coexistence or increase the likelihood of violent conflict. While a project may fall short of achieving its developmental objectives, it may still contribute to peacebuilding. Conversely, a project could be a great success in conventional development terms but exacerbate conflict.

Before a development activity begins, PCIA can be used to assess the local environment. It raises key questions regarding timing (*what stage is the conflict in?), location (is the area contested?), and political context (is there political support for the project?). Other variables include the implementing agency's experience in the region, local tolerance levels, whether the project has the necessary mix of resources, and the suitability of its personnel. Key environmental considerations such as predictable security structures, infrastructure conditions, and opportunity structure are also raised. In a post-project evaluation PCIA can be used to measure the changes in access to resources, the creation of socio-economic tensions,*

and changes in the level of economic and food security that are associated with the development project.

The PCIA framework was applied to four case-studies to examine the impact of IDRC-supported projects in Africa. These studies suggested that IDRC research had peace impacts in terms of directly influencing policy content and processes as well as the creation of:

- *space for actors to engage in development activity in a post-conflict environment;*
- *neutral spaces for dialogue, transparency, and accountability within closed political cultures;*
- *opportunities for the exchange of ideas between actors who otherwise would not have met.*

In future, PBR plans to operationalise PCIA by:

- *evaluating PBR programming with tools derived from its initial PCIA work;*
- *supporting donors, NGOs, and Southern stakeholders to develop and apply PCIA tools.*

1. From Ideas to Action: Operationalising Peace and Conflict Impact Assessment (Paper presented at the Canadian Peacebuilding Consultations) by Stephen Baranyi (March 2-3, 1999).

2. A Measure of Peace: Peace and Conflict Impact Assessment (PCIA) of Development Projects in Conflict Zones (PBR and Evaluation Unit Working Paper No.1) by Kenneth Bush (1998).

Enhancing Organization Performance: A Toolbox for Self-assessment

by Charles Lusthaus, Marie-Hélène Adrien, Gary Anderson, & Fred CardenBased on the institutional assessment framework developed in *Institutional Assessment: A Framework for Strengthening Organizational Capacity for IDRC's Research Partners (1995)* and field experience in Africa and Asia, this guidebook is designed to provide organizations the tools to carry out their own diagnosis. The tools and tips go beyond measuring the impact of programs, products, and services. They integrate techniques for formative assessment, in which the assessment team becomes involved in helping its organization become more effective in meeting its goals. The tools and techniques are flexible, and the model can be adapted to any type or size of organization. Worksheets and hands-on exercises are included. "Améliorer la performance organisationnelle: Manuel d'auto-évaluation" will be available in May 1999.
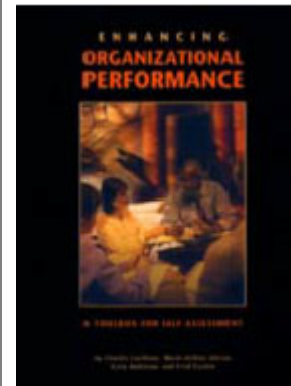
Early demand for this book is high. The Evaluation Unit is currently collaborating with Universalia Management Group to develop accompanying training materials and has conducted training courses with research organizations in Latin America and Africa

New Gender Resources and Tool-Kits

IDRC has committed itself to supporting research for development that includes gender analysis. Over the past year, a number of Program Initiatives have completed guidelines and tool-kits for incorporating a gender perspective into research projects. Each of the guidelines listed below also includes, to varying degrees, information on monitoring and evaluating the gender component of the research projects. These resources are available on the Gender and Sustainable Development Unit's intranet site (http://intra1.idrc.ca/gsd/links.html):

Assessment of Social Policy Reform (ASPR)

- *Support for Gender Equitable Research* and *Incorporating Gender into Research* (1998).

Cities Feeding People (CFP)

- *Gender Resources for Urban Agriculture Research: Methodology, Directory, Annotated Bibliography* by Alice Hovorka CFP Series Report 26 (1998).

Community-Based Natural Resource Management (CBNRM)

- *Gender: Readings and Resources for Community-Based Natural Resource Management Researchers. Volume 1* by Sam Landon (1998)

Sustainable Use of Biodiversity (SUB)

- *Gender and Biodiversity Research Guidelines* by Abra Adamo and Joanne Prindiville (1998).
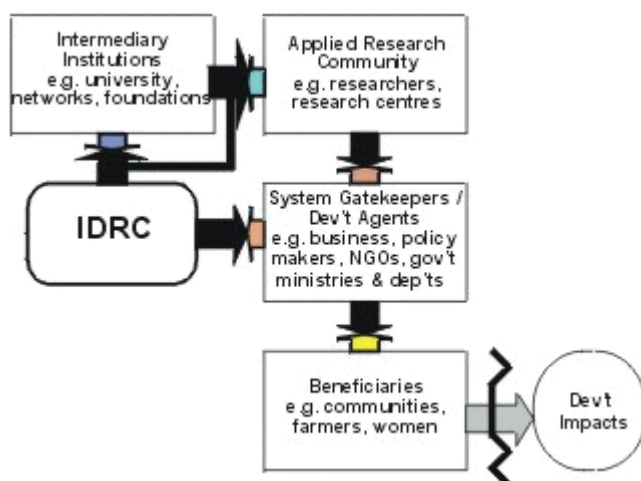
Outcome Mapping: A New Method for Measuring Results

The Evaluation Unit and several PIs have been working with Dr. Barry Kibel, Pacific Institute for Research and Evaluation, to adapt his Outcome Engineering approach to the development research context. The result is a methodology that characterizes and assesses the contributions a

project/program makes to the achievement of outcomes. Outcomes are defined as changes in behaviour, relationships, activities, and/or actions that the project/program has influenced. These changes should contribute to improvements in people or societies' well-being.

Figure 1 shows the categories of actors among whom IDRC tries to encourage outcomes. In seeking to change the way certain development actors act, IDRC and its partners enter into a wide variety of activities and relationships. The resulting changes are dialogical and non-linear. Actions and reactions go in both directions, since in each situation there may be cooperation, resistance or negotiation, resulting in mutual influence and learning. Outcomes can be measured at all points where changes in actors occur or were intended to occur.

Figure 1: IDRC Stakeholders

Development impacts are shown separately in the diagram as they act as the beacon which guides action, and against which the outcomes can be assessed, but for which no development agency can be accountable. Impacts cannot be achieved by any single actor; they result when a sufficient quantity and quality of outcomes and other intervening variables come together.

This approach provides a method to help a project/program identify and evaluate the specific mix of strategies it uses to achieve its desired outcomes. It involves a sequence of steps which include: a) identifying the key actors; b) characterizing the strategies aimed at each actor; and, c) applying the data collection instruments appropriate to each strategy. Focussing on the strategies allows a project/program to measure the results it achieves within its sphere of influence and to take credit for its contributions. At the same time, however, it recognises that it is ultimately the combined activities, thoughts, and behaviours of individuals, groups, and organizations that will create and sustain development impacts. Outcome Mapping, as we are tentatively calling this approach, also provides a project/program with a system to think holistically and strategically about how it intends to achieve its goals. Activities are underway to test and refine this evaluation approach by applying it in IDRC projects, programs, networks, and with partner institutions.

From IDRC Support to System-Level Impacts by Barry Kibel (1999).

III Evaluation System

Corporate Evaluation Plan

In its Audit of the International Development Research Centre (1994), the Auditor General of Canada endorsed IDRC's efforts to establish a central program evaluation plan. The transition to the Program Initiative system has reached the point where each team has now completed

and begun to implement their evaluation plan. A synthesis of these plans for FYs 1997-1998, 1998-1999, 1999-2000, presented as an Appendix, provides a major new element in the overall corporate evaluation picture. The other elements include the evaluation activities of Programs Branch, Secretariats, Special Projects, and the Evaluation Unit. The recent evaluation Learning Partnerships: A Review of IDRC Secretariats (1998) pointed out that there is little ongoing evaluation within Secretariats. The Evaluation Unit will address this by working with Secretariats, as well as with Special Projects, to develop the appropriate evaluation approaches and consolidate them within a comprehensive corporate evaluation system.

Scale of PI Evaluation Activities

The PI evaluation plans list 74 evaluation activities for the period 1997-2000, with planned expenditures totalling $3,404,209, an average of 2.7% of their total appropriations. Program-level evaluations comprise 57% of these activities, project evaluations comprise 35%, and the development of evaluation capacity and tools comprises 8%. In addition, Programs Branch has allocated $145,475 for two key evaluative activities in 1999, the PI External Review and a Progress Assessment of the PI Mechanism.

The Evaluation Unit has a total planned budget of $2,100,000 for 1997-2000 of which 43% is allocated to evaluation capacity development, 23% to strategic evaluations, 22% to the development of evaluation tools and methods, and 12% to the development and maintenance of evaluation information systems.

Thus, the total planned investment by IDRC in these areas for 1997-2000 is $5,649,684* or an average of $1.9 million per year. For 1997/98, this represents about 2.8% of total program appropriations.

Since 1993/94 the total expenditure on evaluation activities as a proportion of program appropriations has remained fairly stable at between 2.3 and 2.8 percent.

Table 5: Total Investment in Evaluation (1997-2000)*

Program Initiatives	**$ 3,404,209**
Programs Branch	**$ 145,475**
Evaluation Unit	**$ 2,100,000**
TOTAL	**$ 5,649,684**

* Does not include Secretariats and Special Projects.

What Broad Themes are PIs Evaluating?

*The 1994 Auditor General's report also encouraged IDRC to evaluate broad issues, themes, and programs. IDRC has continued to do this through the two or three strategic evaluations the Evaluation Unit coordinates each year and, notably in 1999, through a series of external reviews of PIs. A summary of the broader issues which the PIs intend to address through evaluation is listed in order of frequency in Table 5. Most PIs have included **capacity development, networking, gender,** and **policy relevance** as issues to be addressed in their evaluations. Fewer PIs have specifically included **interdisciplinarity, stakeholder participation,** the **replicability** of successful activities, and the **dissemination of results** in their plans.*

Table 6: Issues Being Evaluated by PIs

Issue	# of PIs (n = 13)	Program Initiatives
Capacity Development	10	MIMAP, CBNRM, PBR, PAN, ASPR, TEC, SUB, Minga, Acacia*, CFP
Networking	10	PAN, PBR, SMMEIT, Minga, CFP, ASPR, MIMAP, CBNRM, TEC, SUB
Policy Relevance	10	ASPR, MIMAP, SUB, Minga, CFP, TEC, CBNRM, PLaW, PBR, Acacia
Gender	9	SUB, SMMEIT, CFP, PLaW, MIMAP, CBNRM, ASPR, EcoHealth, TEC
Interdisciplinarity	5	Minga, EcoHealth, MIMAP, TEC, CFP
Participation	4	Minga, EcoHealth, SUB, CBNRM
Replicability	3	SMMEIT, Acacia, CBNRM
Dissemination of Results	2	EcoHealth, MIMAP

* Acacia has a unit, ELSA, devoted to evaluation which is in the initial stages of evaluation planning.
Corporate Evaluation Plan for IDRC Program Initiatives, 1997-2000 by Tarik Khan (1999).

Evaluation Report Abstracts

Learning Partnerships: A Review of IDRC Secretariats

In January 1999, Learning Partnerships: A Review of IDRC Secretariats was presented to the Board of Governors. The study found that Secretariats help IDRC achieve its mission and meet its objectives, and have resulted in numerous tangible benefits. They are a cost-effective means

of leveraging scarce funds and provide good value-for-money. To maximize Secretariat performance, the environment in which they operate needs to be improved starting with a corporate strategic framework.

Based on a literature and document review, detailed case-studies of ten Secretariats, and ninety-three key informant interviews with staff, donors, IDRC Senior Management Committee members, and Governors, the report suggested the formulation of an overall corporate strategic framework which would encompass business planning practices, performance management, and accountability mechanisms as well as operational and structural matters. Following this, the necessary structural and operational changes could be implemented. The Board of Governors will receive a report from Senior Management on implementing the findings at the June 1999 meeting.

The report also noted a limited use of evaluation by Secretariats. Some Secretariats have undertaken evaluations of their programs but many have not gone beyond surveys of stakeholder opinions. The report concluded, "It would seem that greater attention to evaluation of the scientific program implementation of Secretariats as well as the quality of the Secretariat performance itself should be more firmly on the agenda during the next few years, and here IDRC has an important role to play to provide a framework for evaluation and some common criteria and indicators." [57] In response to this need, the Evaluation Unit has planned additional work with Secretariats over the next several years.

Learning Partnerships: A Review of IDRC Secretariats by Jim Armstrong and Anne Whyte (1998).

The Effectiveness of CamBioTec

The CamBioTec network, initiated in 1995, was designed to promote, facilitate, and support collaborative activities among Latin American and Canadian partners to expedite the introduction of biotechnology-based products and applications in the agri-food and environmental management sectors. The evaluation was undertaken to assess the project's activities and results and to make recommendations on the future strategic orientation of the network. The evaluation found that, despite the relatively small scale of the CamBioTec project, its results have been substantial.

CamBioTec has promoted biotechnology by supporting the formulation of public policy on biotechnology. (For example, biosafety oversight in Argentina and Chile and the formulation of a national policy on accessing genetic resources in Mexico.) The priority setting exercises which help groups identify what should be done to promote biotechnology have had a direct effect in Argentina where CamBioTec's contribution was explicitly acknowledged in the national biotechnology plan.

These exercises also contributed indirectly to the development of a shared vision by the key actors on the role of biotechnology in development in Mexico.

CamBioTec has developed into a successful network capable of promoting biotechnology through the support of policy design and management and the brokering of public-private joint ventures. The network has developed a high level of legitimacy and political leverage in Argentina and Canada. CamBioTec has significantly strengthened both the existing Latin American biotechnology promotion associations and the research organizations themselves (e.g. Foro Argentino de Biotecnologia). It has built technical capacities and encouraged more effective use of available resources in these associations. CamBioTec's partnering activities have been particularly advantageous for the Latin American biotechnology industry by building relationships and channels of communication with their Canadian counterparts.

CamBioTec as a Vehicle to Promote Biotechnology in the Americas by Walter Jaffé (April 1998).

Reach in the African Economic Research Consortium

The African Economic Research Consortium (AERC) developed out of an IDRC-supported network for economic policy research in east and southern Africa (1983-1987). It was formed to influence economic polices in sub-Saharan Africa. AERC's objective is to strengthen local capacity for conducting independent research into the problems of managing the economies of sub-Saharan Africa.

The evaluation was undertaken in 1996 to provide an initial assessment of the project's current phase, as well as to furnish information and suggestions for developing a strategy and program for the next phase. The evaluation concluded that, after just seven years, AERC has had a marked effect on African economists by providing them opportunities to complete post-graduate study, to conduct economic research, and it has contributed to the development of local research capacities and facilities.

The evaluation found that AERC has had broad scope and reach. In terms of scope, its research and training programmes have strengthened the economics profession in Africa, at both the level of individual researchers and in the profession more broadly. Through its collaborative Master of Arts programme, AERC has trained approximately one hundred students per year. AERC has also provided financial support for doctoral dissertation research; assisted African PhD students to study abroad; and, arranged secondments for African economists with international institutions. This has enabled researchers to gain professional confidence, increase their technical competence, and diminish their sense of isolation from the international economic research community. AERC also helped create a network of competent African macro-economists researchers from both Anglophone and Francophone countries. In terms of reach, this network of graduates, which is growing in number, seniority, and experience, has already begun to influence policy formulation. It is expected that in the future they will take on an even greater variety of roles and functions in the policy arena -- as advisors, consultants, and publicists in the public and private sectors.

AERC has helped develop the institutional base for economic research in Africa by strengthening the capacity, resources, and research facilities of participating African

universities. Twenty African universities have received institutional support grants to improve the quality of their undergraduate programs, seven received additional start-up grants to purchase equipment and supplies, and others received grants to finance recurrent spending. This has improved teaching quality at the graduate level and increased the use of locally produced economic research in the curricula of various African universities.

The African Economic Research Consortium: An Evaluation & Review by David Henderson & John Loxley (1996).

Evaluating Governance Programs

On 8 April 1999, a workshop was held at IDRC, to exchange views on approaches to the monitoring and evaluation of externally funded governance programs. The workshop was attended by a cross section of Canadian governance and evaluation practitioners, academicians, and donor agency representatives who agreed that sound and sustainable social and economic development is unattainable without good governance. As many agencies have tested a variety of approaches to governance support over the past few years, participants felt that the time is ripe for learning through evaluation to draw lessons for subsequent initiatives. A number of important issues were raised which affect the evaluation of governance programming, among them:

1. Ownership of governance programs by the key indigenous actors is a *sine qua non* condition before improvements can be institutionalized.

2. Dialogue with recipients would enhance thinking about governance interventions and a suggestion was put forth that the Centre should establish a forum which draws on the perspectives of experts and practitioners from both the North and the South.

3. Developing the criteria of good governance is the key area of work in the development of tools and methods for evaluating governance programming. Criteria (*inter alia,* transparency, accountability, participation) must be defined in each national context according to their values, history, and current conditions. Too often, insufficient attention is paid in governance programs to ensuring coherence and consistency between donors and recipients in understanding how the relevant criteria apply.

Evaluating Governance Programs: Report of a Workshop, 8 April 1999 by Fred Carden, Stephen Baranyi, Terry Smutylo, and Jean H. Guilmette (1999).

Evaluation Reports Received by the Evaluation Unit, 1998/99

Besides the 42 project case-studies, the Evaluation Unit received 10 new evaluation reports over the past year. Copies of the reports can be obtained from the Evaluation Unit or the library.

Title, Author, Date	Related Program Areas	Projects Covered	Country/ Region
Project and Program Evaluations			
CamBio Tec as a Vehicle to Promote Biotechnology in the Americas. Final Report of a Consultancy for IDRC. Walter Jaffé. 1998.	SMMEIT, SUB	94-1007	Latin America
ASPR - Regional Programs on Social Policy : Coordination Procedures and Research Strategies. Jorge Balan. 1998. (English & Spanish)	ASPR, MIMAP	-----	Latin America
The African Economic Research Consortium: An Evaluation and Review. David Henderson & John Loxley. 1996.	TEC, MIMAP	94-0401, 91-0035	Kenya, Ghana, Uganda, Tanzania, Ivory Coast, South Africa
NGO Gender Capacity in Urban Agriculture: Case Studies from Harare (Zimbabwe), Kampala (Uganda) and Accra (Ghana). Mahbuba Kaneez Hasna. 1998.	CFP, GSD, SUB	95-007, 00919, 03149	Zimbabwe, Uganda, Ghana
MINISIS: An Evaluation. Michael Graham. 1999	Acacia, RIMS	75-0105	Global
A Report on PAN-Supported Internet Service Providers. Carlos Afonso. 1998.	PAN, Bellanet Acacia	98-8003, 96-0015, 91-0136, 95-5020, 96-8002, 86-0162, 91-0178, 94-8008	Bangladesh, Cambodia, Laos, Vietnam, Sri Lanka, Mongolia
Thinking Gender in Development Research: A Review of IDRC-Funded Projects (1996-1997) From a Gender Perspective. Navsharan Singh. 1999.	All PIs	118 Projects funded in 1996-1997	Global
Survey and Assessment of IDRC Completed Project: 7 Case Studies from Egypt	All PIs	89-0318, 85-0193, 86-0182, 91-0079, 92-0808, 94-8602, 92-1001	Egypt
Survey and Assessment of IDRC Completed Project: 12 Case Studies on Social Policy, Public Goods, and Quality of Life	All PIs	92-1050, 83-0227, 90-0263, 91-0074, 81-0241, 94-8005, 87-0313, 87-1053, 90-1012, 92-0010, 91-0190, 92-1052, 93-8300, 87-0053, 82-0191	Nepal, India, Bénin, Cameroon, Mexico, Cuba, Costa Rica, Argentina, Cambodia, Thailand, Phillipines, Indonesia, Guatemala
Survey and Assessment of IDRC Completed Project: 23 Case Studies	All PIs	87-0225, 85-0118, 89-0068, 88-0026, 91-0408,	Botswana, Zimbabwe,

from Southern Africa		90-0095, 91-0275, 88-0397, 90-0080, 88-0197, 93-8488, 91-0270, 89-0230, 91-1004, 89-0033, 92-1007, 85-0223, 90-0267, 92-1451, 91-0043, 92-8452, 92-0902, 91-0036, 86-0188, 87-0022, 85-0286, 87-0038	Mozambique, South Africa, Zambia, Malawi
"Little Engines that Did". Case Histories from the Global Telecentre Movement. Richard P. Fuchs. 1998.	Acacia, PAN, Bellanet	_____	Global
Telecentre Research Framework for Acacia. Anne Whyte. June 1998.	Acacia, PAN, Bellanet	97-8151, 97-8154, 97-8161, 97-8153, 97-8152, 97-8914, 97-8911, 97-8908, 97-0022, 97-8545, 97-8158	Sénégal, Mali, Uganda, Mozambique, South Africa
Secretariat Evaluations			
Learning Partnerships: A Review of IDRC Secretariats. Jim Armstrong & Anne Whyte. 1998	All Secretariats & PIs	-----	Global

APPENDICES

APPENDIX

Program Initiative Evaluation Summary (1997 - 2000)

PI	Title of Evaluation	Estimated Time	Who Evaluates	Cost
1. MIMAP	1. MIMAP PI Impacts at the Country Level 2. Cross-Cutting Elements in MIMAP PI	1. Jul - Sep.1999 (Philippines) Jan-Mar. 2000 (India) Jan-Mar. 2000 (Vietnam) 2. Jul. 1999 - Mar. 2000	1.Consultants and research teams 2. Consultants w/ researchers and PI	150K 100K
2. CBNRM	1. Review of Issues Related to M&E	1. Apr. 1999	1. PI	10 K

	of Participatory Projects/Guide	2. Mar. 1999	2. PI	10 K
	2. Lit. Review to Compare Projects w/ Theory, Methodology	3. 1999	3. PI	5 K
	3. Evaluation Capacity of Research Partners	4. Mar. 1999 -	4. PI/EU	50 K
		5. Feb.- Mar. 1999	5. PI/partners/ consultants	42 K
	4. Coastal Resources Research Network (CORR) Project Evaluation	6. Oct. 1998 (Completed)	6. Consultants	30 K
	5. ICIMOD/Mtn. Watersheds Project Review	7. Ongoing	7. PI Team	150 K
	6. Bhutan-IRRI Project Mid-Term Evaluation	8. 1998 - 2000	8. PI Team/Consultant	50 K
		9. 2000	9. Consultants	
	7. Monitoring of Milestones, Outcomes, Reach and Impact			
	8. Evaluation of Participatory Methods (Crosscutting Projects)			
	9. Evaluation of Replicability			
3. PLAW	1. African Highlands Initiative	1. 1999-2000	1. PI	EU
	2. Assessment of Water Users Associations in Egypt	2. 1999-2000	2. PI	20 K
	3. PI External Evaluation	3. 1999-2000	3. Consultants	106 K
4. MINGA	1. Development of a Systems Approach to NRM	1. By July 1999	1.Consultant/PI	100K
	2. Evaluation of CIAT Laderas Project	2. By Sept. 1999	2.Consultant/PI	50 K
	3. Consortia, Networking and Coalition Building	3. By Dec. 1999	3. PI	grant
	4. Capture, Share and Supply Lessons from Projects	4. By Apr. 2000	4. PI	30 K
	5. Changes in Farming Systems Research Model Peruvian Andes	5. Ongoing	5. PI/EU/Consultants	25K/EU
5. ASPR	1. Review of the PI Approach to Program Delivery (emphasis on			

	Networks and Large Programs)	1a. Completed	1a. Consultant	42 K
	(a) Review of ASPR Networks/Programs in LAC	1b. Completed	1b. Res. team member	5 K
	(b) Utilization of Research Results in the context of social policy Networks in Africa	2. Ongoing (end May 99)		18 K
		3. Mar. 1999 - July 1999	2. Consultants (regional experts)	50 K
	2. Experts Feedback on the PI Program Framework (Latin America/Africa)	4. April 1999- Nov. 1999	3. Consultants	30 K
		5. Nov. 1999 - April 2000	4. Cons./Researchers	30 K
	3. Evaluation of ASPR's Work on Social Sector Decentralization	6. Feb. 2000- July 2000	5. Consultants	30 K
	4. Review of Emerging Research Issues and Lessons Learned in Social Policy	7. Mar. 1999 - July 2000	6. Cons./PI Team	50 K
		8. Ongoing	7. Cons./Researchers	---
	5. Assessment of Capacity Building			
	6. Review of PI Activities on Policy Assessment Methods & Tools		8. Consultants	
	7. Assessment of Policy Relevance/Research Impact			
	8. Project Evaluations (large projects/research programs)			
6. CFP	1. Gender Capacity in Urban Agriculture Program Designs	1. 1997 (completed)	1. Intern	42 K
	2. Household Sm. Animal Prod: Impacts on Producing Households	2. Aug-Sep 1998 (completed)	2. Consultant	34 K
	3. Waste Management Projects	3. 1998 (completed)	3. Intern	20 K
	4. UA Research in Africa: Reviewing/Enhancing Project Impacts	4. 1998 (completed)	4. Project Leaders	40 K
	5. East African Project Evaluation Follow-Up	5. 2000	5. Consultants	30 K
		6. May 1999	6. Project Leaders	30 K
	6. AGUILA Research Network in Latin America	7. 2000	7. Consultants	20 K
	7. AGUILA Evaluation Follow-Up	8. 2001	8. Consultants	20 K

	8. Cities Feeding People PI 1997-2000			
7. TEC	1. Evaluation of Key Issues in TEC: - Capacity Building - Policy Relevance/Influence of Research - Production of Rigorous Interdisciplinary Analyses w/ a Southern Perspective	1. Overall Process: Jan. 1999 - Dec. 2001 Report by Dec. 2000	1. Consultants w/ researchers and PI.	298K
8. SUB	1. Incorporating Gender into SUB PI 2. Evaluation of Policy Impacts 3. Community Biodiversity Development and Conservation Network External Evaluation Process 4. Indigenous Knowledge Program Mid-Term Evaluation 5. Review of Generating Incentives for Sustainable Natural Resource Management II 6. Environmental Action Centres II Evaluation 7. Medicinal and Aromatic Plants Program in Asia: Ext. Evaluation 8. Technology Development through Gender Analysis Project Evaluation: Participatory Plant Breeding Component 9. Scientific Basis of In Situ Evaluation 10. Sustainability of Green Forest Products - Guatemala (dev. of M & E indicators)	1. Oct.-Dec.1999 2. Apr.-Jun. 2000 3. Oct. 1998 - Sept. 1999 4. May 1999 5. February 1998 6. January 1999 (completed) 7. 2001 8. Mid-1999 - 9. 2000 10. 1998-2001	1. PI/Consultant 2. PI 3. Project partners / Consultant 4. Consultant 5. PI 6. Sabbaticant 7. Consultants 8. Consultant 9. Consultant 10. NGO	20 K 20 K 113 K 30 K 3 K 30 K 5 K 12 K 8 K 250 K
9. SMMEIT	1. Survey & Assessment Project: Commercialization Component	1. 1998-1999 (Completed) 2. Apr. 1998	1. Consultants 2. Consultant	EU 30 K

	2. CamBioTec: Final Evaluation	(Completed)	3. a) Consultant	27 K
	3. Industrial Support Units: a) Central America: Final Evaluation	3. a) Aug. 98 (Completed)	b) Consultants	20 K
	b) Africa, Middle East: Follow-Up	b) Mid-1999	4. a) Consultants/IDRC	40 K 30 K
	4. Commercialization of Natural Products: a) Review of "Good Practice" Apps.	4. a) 1998-1999 (Completed)	b) Consultants	25 K
	b) Review of 2-3 IDRC Projects	b) late 1999-2000	5. Consultants	10 K
	5. Review of Best Practice Studies on SMME Support Services	5. Early 2000	6. Intern/Consultant	
	6. Gender Analysis in SMMEIT Funding	6. Late 1999- Early 2000		
10. PAN	1. National Internet Service Providers: PAN Asia	1. Aug-Dec. 1998	1. PI/Consultant	30 K
	2. Connectivity in Remote Areas - Telecentres	2. 1999-2000	2. PI	20 K
	3. Relevance and Impact of Content for Global Target Community	3. Apr.-Sept. 1999	3. PI/Consultant	35 K
	4. Resource Expansion: PI Linkages w/ Private Sector partners	4. Ongoing to June 1999	4. Intern	----
	5. Measuring Business Innovation as a Result of Virtual Space	5. Aug.- Oct. 1999	5. PI/Consultant	30 K
11. PBR	1. Effectiveness of Country Programming in 1 Target Country	1. 1999-2000	1. Consultant	20 K
	2. Evaluation of Mine Action Program (formerly SALAMA)	2. Dec. 1999 - Mar. 2000	2. Consultants	30 K
	3. PBR Small Grants Mechanisms	3. Apr.- Aug. 1999	3. PI/Consultant	20 K
	4. PBR Global Networks	4. Ongoing (end Apr. 2000)	4. Consultants	30 K
12. ECOH	1. Assessment of Transdisciplinarity	1. By Aug. 1999	1. Consultants	25 K
	2. Participation	2. By Aug. 1999	2. Consultants	25 K
	3. Awareness, Commitment and	3. Mar. 2000	3. PI	20 K

	Resource Expansion	4. 1999-2000	4. Consultant	30 K
	4 CREDESA Phase IV	5. 1999-2000	5. Consultant	20 K
	5. Projet de formation a la recherche dispense en francais pour la sante			
13. ACACIA	1. Use of ICTs in IDRC Projects: Lessons Learned	1. April 1997: Completed	1. Consultant	683 K
			2. Consultant	
	2. Case Histories from the Global Telecentre Movement	2. June 1998: Completed		
			3. Consultant	
	3. Telecentre Research Follow-Up (Baseline Data Collection)	3. Dec. 1998 - Mar. 1999	4. Consultant/ partners	
		4. Nov. 1998 - May 1999		
	4. Evaluation of Multipurpose Community Telecentres (MCTs)	5.	5. Consultant	
	5. Development of Evaluation Frameworks for:			
	- *telecentres*			
	- *telemedicine* (using ICTs in health care delivery and health ed.)			
	-education (schoolnets and distance education).			
TOTAL PI SPENDING ON EVALUATION				**3,404,209**