

# **Annual Corporate Evaluation Report**

**2006**

**Evaluation Unit  
International Development Research Centre**



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## Section 1: Introduction

The purpose of the Annual Corporate Evaluation (ACE) Report is to summarize for Governors the highlights of evaluation at the Centre each year. The report summarizes the year's efforts in the main areas of operation of the Unit. These go beyond the conduct of strategic evaluation to include fostering a culture of evaluative thinking within the Centre and with our partners. This is achieved through capacity building as well as learning events based on evaluations and reflection on Centre progress. The Unit's mandate also includes the management of a decentralized evaluation system, through reviews of quality, profile of the Centre's evaluation community as well as the development of new aspects of the evaluation system. The most recent efforts in this regard concentrated on the challenges in assessing and reporting on corporate performance. The ACE Report summarizes some of the key lessons from the year, presents progress on the development of the evaluation system at the Centre, and tracks the development of evaluative thinking in the Centre and with partners. Finally, the report recognizes that in a decentralized and use-oriented evaluation system, not all evaluation takes place within the Evaluation Unit. Many of the studies, and some capacity building and methodology work, are carried out by the Centre's Programs. This is important because it reflects uptake in the use of evaluation by programs as well as partners.

Last June, Governors approved the *Evaluation Strategy 2005-2010*. The following highlights some of the achievements in this first year of implementation.

### *Strategic evaluation*

This year saw the completion of the most comprehensive survey of IDRC-supported networks ever undertaken. 110 Coordinators from 80 different networks supported over the past ten years participated in the survey. The summary presented in this report (Evaluation Highlight 11) outlines who runs IDRC-supported networks (women play a prominent role), what role IDRC plays (usually as a founding supporter), and what the networks achieve (half report policy influence). Among the characteristics of effective networks noted are: a single geographic interest, a closed membership system and an active communications program. The results of this extensive survey are being distilled and will be shared with the Centre and the development research community over the next year.

One of the findings in a review of IDRC capacity building activities, reported in Evaluation Highlight 10, was that much of the capacity building reported by projects was between the project and their partners, rather than among those directly supported by IDRC. This will be explored further in the case studies to be launched this year.

### *Capacity building*

In IDRC's decentralized approach to evaluation, building capacity for evaluation and evaluative thinking is key. This year saw the consolidation of efforts to build a node for Outcome Mapping expertise in Latin America with the creation of the Latin America Centre for Outcome Mapping (LACOM). This group provides training and support to the evaluation activities of many IDRC-supported projects as well as to IDRC staff. They are innovating in the application of Outcome Mapping and are bringing the ideas to many other organizations in Latin America. This approach not only serves the Centre and its projects, it contributes to the professionalization of evaluation

in the South. There is potential for the use of this model in other regions and the Unit is working with a number of partners to build similar approaches in other regions. Evaluation support and training has been provided to Centre staff both through workshops and through individual awards to participate in evaluation training programs. We continue to develop and disseminate guidelines for evaluation to Centre Staff (see Annex 6 for a full listing).

### *Learning*

The Centre's culture of project reporting has been successfully altered through a collaboration involving all parts of the Centre. As highlighted in Section 2 of this report, the new Rolling Project Completion Reports (rPCR) are not only being completed, they are being actively used to learn from projects. This year the Unit's focus was on supporting implementation. Our focus next year will be on analysis and review of the use of rPCRs. In addition, senior management is receiving regular status reports from the Evaluation Unit to ensure an rPCR backlog does not recur.

The experiment to design a useful framework for corporate performance assessment continues. This year, major revisions were undertaken based on feedback from implementation over the past two years. The findings and a new approach are outlined in Section 2.2. We found that we had developed an overly resource intensive process that needed to be scaled back. The new approach is also developing the linkages between program results and corporate performance and identifies the links to other elements of reporting including the Operational Framework.

The Evaluation Unit received five evaluations of competitive grant projects this year, encouraging us to look across these reports to highlight the common lessons (see Evaluation Highlight 8). While competitive grant mechanisms are frequently successful in building capacity among young researchers and in supporting the intellectual development of a program, it is sometimes forgotten that they are labour intensive and often struggle under the weight of expectations far exceeding the resources put to them. This study formed the basis of a discussion among Program Leaders to inform future development of competitive grant projects.

### *Partnership*

The Swayamsiddha project, a partnership of IDRC's EcoHealth program and the Evaluation Unit with the BAIF Development Research Foundation (Pune, India), is highlighted as a successful partnership, supported with funds from IDRC and the Canadian International Development Agency (CIDA). This five-year project is illustrative of the role a strong monitoring and evaluation system can play in the documentation and presentation of project results. Project results are summarized in the report, and the innovative monitoring and evaluation system developed in this project is outlined in Highlight 9.

### *Tools and methods*

As illustrated in two of the "In brief" boxes (pages 11 and 13) included in the report, IDRC programs are also active in evaluation, with publications from two program areas on evaluation methods.

**Section 2** of this report presents updates on the Centre's evaluation systems and includes a consolidated view of evaluation plans for the year. Annex 3 documents over 30 evaluations

underway, with results expected over the next 18 months. The review of the Centre's evaluation system covers the project completion reporting process as well as change in corporate performance reporting. **Section 3** presents two regular features of this report to Governors: a review of evaluation quality and a profile of Centre evaluators. With few exceptions, the quality of Centre evaluations remains high. A continuing weakness is the contribution of evaluations to building the evaluative capacity of those involved or affected by a study. This is a very high standard, but is consistent with the Centre's evaluation principles. It is something we view as essential to building evaluation capacity in the South. Annex 4 presents a list of the reports received and Annex 5 summarizes the guidelines used to assess them.

**Section 4** includes reports on the Latin American Centre for Outcome Mapping (LACOM) and the Swayamsiddha projects noted above. It also includes a report on the Annual Learning Forum for 2006. The report highlights the innovative "eALF", or electronic forum, carried out in the Information and Communication Technology for Development (ICT4D) Program Area.

Finally, as in ACE 2005, we include products used to disseminate evaluation findings. This year four *Evaluation Highlights* are included, two from strategic evaluations, one surveying the findings of five evaluations of competitive grant projects and one outlining the successful and innovative monitoring and evaluation system of the Swayamsiddha project.

## Section 2: The Evaluation System

The Evaluation Unit is responsible for maintaining the Centre's evaluation system. Annex 2: IDRC's Evaluation and Results Reporting System, presents the system. This year we highlight work on project completion reporting, corporate performance and, in Annex 3, the Centre's 2006-2007 Evaluation Plan.

### 2.1 Rolling Project Completion Reports (rPCR)

*We noted a major backlog in the preparation of the project completion reports. IDRC needs to develop a cost-effective strategy for dealing with the backlog. It also needs to assess the reasons for the backlog and the extent to which the current requirement for project completion reports meet the needs of management and program officers.*

*The 2003 Special Examination Report of the Office of the Auditor General of Canada, page 12*

The Evaluation Unit is pleased to report significant progress in addressing the concerns identified by the Office of the Auditor General. As outlined in ACE 2005, the backlog has been dealt with and re-design of the system was well underway. The implementation of the new

#### External Reviews

In 2005, five external reviews were successfully completed and presented to Governors: four in the Information and Communication Technologies for Development (ICT4D) Program Area and one on the Governance, Equity and Health (GEH) Program Initiative in the Social and Economic Policy (SEP) Program Area. In 2006, the Centre will review the guidelines in preparation for the next round of the external reviews that will commence in late 2007.

system of “rolling Project Completion Reports” (rPCR) is based on a series of interviews at the beginning, middle and end of the project. Implementing this new system has been a Centre-wide activity that has begun to change the culture of project reporting. Research Officers, Program Leaders and Senior Management have all been briefed on the new system, including the interviewing techniques, and are now actively engaged in ensuring rPCR completion.

Over the past year, 123 rolling Project Completion Reports<sup>1</sup> (rPCRs) were filed and are being extensively used in this year’s Annual Learning Forum, as well as in the Regional Director’s Reports. The rPCRs focused on diverse issues including administration, partnerships, capacity building, gender, networks and policy influence. This project reporting system has taken on a high value in the Centre, and we anticipate continued active use of the reports. To promote and facilitate use, over 1500 project completion reports have been collected into one filing location and the information technology staff in Resources Branch are working with users to develop the tools to search the data. rPCRs are now being used in many ways, including in formal outputs such as by Directors of Program Areas (DPAs) and Regional Directors (RDs) reports to Governors, the Annual Corporate Evaluation Report, the Annual Learning Forum and for internal program work. The Evaluation Unit is now reporting to Senior Management Committee (SMC) twice per year on completion rates and will continue to promote rPCR use and monitor completion rates to assure a backlog does not reappear.

## 2.2 Managing Corporate Performance

### *Background*

Over the past four years, the Centre has been seeking and experimenting with appropriate mechanisms for assessing performance at the corporate level. The challenge is that the programming of the Centre is diverse both as to subject area as well as approach in the various Program Areas; thus it is not easy to present corporate performance in aggregate. The Centre is treating this as an experiment because there are no clear solutions or processes we could simply adopt.

At a general level, the response to the challenge of the Centre’s diversity and variety is seen as two-fold. First, it is essential to demonstrate and measure results “**vertically**” within each program area. This is achieved largely through program reporting and external review of the work of each program. Second is the “**horizontal**” assessment of the strategies the Centre has in place to support the work of programs; in other words, what are the mechanisms and processes the Centre uses to support and manage the problem-centred work of its programs? These reflect the core values<sup>2</sup> of the Centre and are in turn reflected in our mission. The performance areas are defined as:

- enhancing research capacities,
- research results for policy and technology influence, and
- collaborating with Canadians.

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<sup>1</sup> The rPCRs reviewed included 43 projects from Africa, 24 from Asia, 15 from Latin America and the Caribbean, four from the Middle East and 17 with a global focus.

<sup>2</sup> We adopt the position that values are at the core of performance measurement but are often neglected in the measurement systems that are created. The values identified here are expressed in the seven key “Performance Areas” we use for measurement.



The horizontal assessment also has to do with the modalities the Centre uses that cut across the substance of its work. These horizontal elements cut across how all the programs operate (although of course may be manifested quite differently in different programs):

- strategic knowledge gathering,
- gender equality and women's rights,
- donor partnerships, and
- evaluative thinking.

*The horizontal performance assessment experience to date*

We have experimented particularly in how we deal with the horizontal elements of the matrix and that will be the focus of discussion here. It must be noted however that there are, we speculate, some gaps in the vertical element of the matrix that weaken the overall performance reporting structure. These weaknesses have to do with the level of detail of data available on research results as well as on program level outcomes (one of the early studies of corporate performance pointed out some of these gaps in access to and use of data; these gaps are now being addressed by the Centre).

Our first cut at horizontal performance measurement was reported to Governors in ACE 2005, Section 4.1. The Corporate Assessment Framework (CAF) involved a facilitated process of senior managers defining the critical Performance Areas. The seven noted above were identified as the core.

In its first testing phase the CAF, or the performance measurement process, was structured to depend on significant analytical input from senior managers on annual studies carried out in each performance area. The principle behind this was that the managers are the most knowledgeable about their own needs and priorities and are therefore best placed to carry out the analysis. These studies were designed with managers' input into the terms of reference. Five things happened: First, the early studies generated considerable discussion among the senior management team around issues they acknowledged were important but insufficiently on their agenda as a management team. Second, managers found the level of input required was not sustainable and they reacted against the exigencies of the system. Third, a gap from the performance measurement perspective is that the system as implemented did not capture regular data over time. As a result, it could not easily be used over time to assess corporate performance in managing the horizontal performance issues so important to achieving the Centre's mission. Fourth, it was often noted that the Special Studies (on topics within the performance areas)



### The AEA/CES Toronto Evaluation Conference

The American Evaluation Association (AEA) and the Canadian Evaluation Society (CES) joint evaluation conference, *Crossing Borders, Crossing Boundaries*, was held in Toronto, October 24-29, 2005. The Evaluation Unit organized two panels, sponsored six IDRC partners to participate in conference panels and operated an information and dissemination booth. The panel on *Building a Culture of Organizational Learning in Development Organizations* featured a unique presentation from the perspectives of two of the Centre's senior managers, Rohinton Medhora and Richard Fuchs, on IDRC's role as an organization promoting organizational learning. See [http://www.idrc.ca/en/ev-91661-201DO\\_TOPIC.html](http://www.idrc.ca/en/ev-91661-201DO_TOPIC.html)

conducted as part of the experiment were an extremely valuable component of the whole process<sup>3</sup>. These studies complement an ongoing program of strategic evaluation on issues of corporate concern<sup>4</sup>. Both types of studies contribute to improving project and program delivery. Finally, what is clear from the experiment to date is that we cannot make effective use of the horizontal findings in the absence of good vertical data sets.

The next phase of the experiment is now getting underway and will run through 2006. The revision takes account of the findings from the first phase. The new approach is more streamlined and will take a more traditional approach in how the findings are presented to managers, with conclusions, as well as recommendations for discussion and action, to replace the more open presentation of findings in the past. The focus on the Performance Areas (and values) as an important basis for senior management discussion is maintained. Data collection is significantly modified, based on the hypothesis that if these Performance Areas are important they are already included in some way in the Centre's existing reporting requirements. Thus, data collection and an annual review and synthesis, through coding against these performance areas from existing reports should permit a picture to emerge of how well we are doing in each Performance Area. This data collection and analysis has three primary uses: first, as a basis for reporting performance data regularly over time, second, for raising any "red flags" in any one of the Performance Areas, and third, as a data set for any future Special Studies. A key challenge will be to link this horizontal assessment with the vertical data sets, thereby encouraging improvements in both. We will report to senior management on findings in early 2007. This report will serve as a basis for reflection on utility and merit for continuation or change.

### **2.3 Evaluation Planning 2006-2007**

To complement the record of completed evaluations presented in this report every year, the Unit will now report each year on the evaluation plans across the Centre. Annex 3 presents a summary of evaluations underway and planned this fiscal year. This summary, which includes over thirty evaluations, is based on the workplans of Programs Initiatives and demonstrates an active evaluation portfolio across all Program Areas. While not all Programs Initiatives will show evaluations every year, over the course of the current CS+PF evaluations will be carried out in every Program Area.

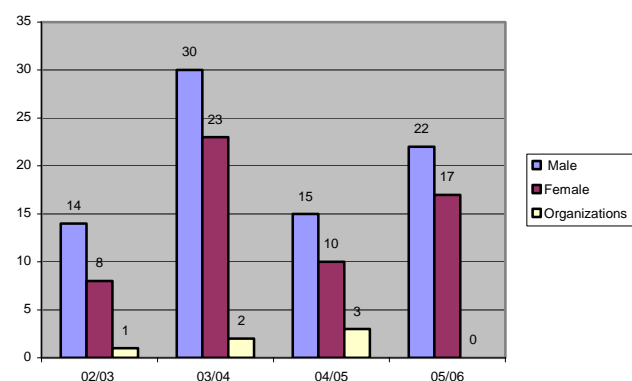
## **Section 3: Overview of Evaluation in 2005-06**

The Evaluation Unit gathers data about the evaluators employed by the Centre, and assesses and monitors the quality of the evaluations produced. This is undertaken as part of on-going efforts to improve the quality and utility of the Centre's evaluation work. The findings from these activities are reported here annually and are used to improve the Centre's evaluation practice.

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<sup>3</sup> E.g., within the strategic knowledge gathering area, a study of our work in "Countries in transition"

<sup>4</sup> E.g., "The influence of research on public policy"

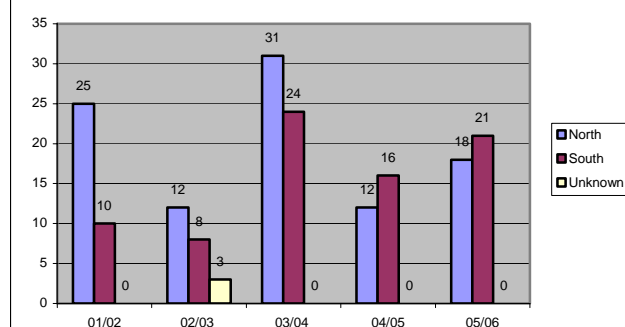
**Table 1: Sex of Evaluators**

2005-2006 a total of 39 evaluators were represented in the 23 reports received by the Evaluation Unit. This year, IDRC-hired evaluators were 56% male and 44% female, consistent with ratios in the past few years.

One mechanism for supporting the growing evaluation profession in the South is recruiting southern evaluators to conduct evaluations of IDRC projects and programs. It is noteworthy that for a second consecutive year, there is higher representation of Southern over Northern evaluators hired on IDRC projects (see Table 2). The Evaluation Unit will continue to build capacity with partners in the South and support the work of Southern professional evaluation associations. While the Centre encourages the use of evaluators from the South, it recognizes that in many situations the use of an evaluator from the North can also be appropriate.

### 3.1 Profile of Evaluators

Data on the profile of who evaluates IDRC-funded activities is presented each year in this report. IDRC's decentralized evaluation system means that evaluators are contracted by those closest to the activity, so a profile can only emerge through regular analysis. For the Evaluation Unit, this is a monitoring tool to help us in building evaluation capacity as well as the quality of evaluation at the Centre. As illustrated in Table 1, in

**Table 2: North-South Evaluators**

#### Evaluation Scholarship

The *IDRC Evaluation Research Awards* are intended to promote the growth of Canadian and developing country capacity in evaluation and to better the theory and practice of evaluation. The 2005 winners are: Lauren Classen: *Appropriating Participatory Evaluative Approaches for Integrated Eco-Health Projects*; The role of 'Participation' in 'Proving' and Improving Project Impact, A Case Study in the Volta Basin, University of Toronto, and Taye Meseret: *Evaluating Capacity Development (CD) of Local Participation: A Case Study of Community Based Natural Resource Conservancies of Namibia*, University of British Columbia. For further details, please go to [http://www.idrc.ca/en/ev-86762-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-86762-201-1-DO_TOPIC.html)

### 3.2 Quality of Evaluation Reports

The Evaluation Unit assesses the quality of evaluation reports against criteria based on the program evaluation standards endorsed by the American Evaluation Association. These require that evaluations be utility-focused, feasibility-conscious, accuracy-based, and propriety-oriented (see Annex 5 for further details on how the Unit assesses these areas of quality). This section reports on the quality of the project/program evaluations received by the Unit.

| <b>Table 3: Quality of Evaluation Reports</b> |                  |                           |
|---|------------------|---------------------------|
| <b>Aspect of Quality</b>                      | <b>2005-2006</b> | <b>2002-2005 CSPF III</b> |
| OVERALL                                       | 70               | 61                        |
| Utility                                       | 78               | 62                        |
| Feasibility                                   | 78               | 65                        |
| Accuracy                                      | 89               | 75                        |
| Propriety                                     | 35               | 41                        |

The overall quality profile of the evaluation reports that were assessed this year is presented in Table 3 and represents findings for the first year of the new CS+PF compared to an average of data from 2002-2005. It demonstrates some improvement over time, but also suggests the need for an active campaign to improve evaluation quality. On average this year's evaluation reports scored positively on 70% of all indicators of quality. The quality of evaluation reports has improved in all dimensions (utility, feasibility, accuracy) with the exception of propriety.

Evaluation reports were **accurate** in that they presented conclusions and recommendations that were supported by evidence, and which had been derived through the application of appropriate and solid research methods. **Feasibility** means that the methods and approaches were well matched to the questions and issues they set out to examine. Issues around resources, timing, perspectives represented, and information sources consulted, can affect feasibility. Four of the 23 reports reviewed this year were deemed to have insufficient detail to assess this aspect of quality. For clarity and future learning, it is important for evaluators to identify the evaluation issues/questions in their reports and discuss any methodology issues or limitations. The Evaluation Unit is relaying this message to staff commissioning evaluations.

**Utility** is assessed to the degree that the reviewers identify the users and uses of the evaluation and describe how the users participated in the process. This year's evaluations represented a 78% average, which demonstrates an improvement over the last CSPF period in identifying the users and the intended use of evaluations.

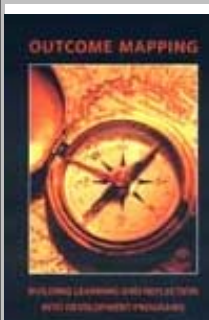
In assessing evaluations, **propriety** addresses ethical issues as well as capacity. It considers whether an evaluation is conducted ethically and takes due account of the welfare of those involved in or affected by its conduct. On this dimension there were no issues raised with regard to Centre evaluations. In terms of capacity, propriety assesses whether or not an evaluation is conducted with due regard for its contribution to building the evaluative capacity of those involved in the study as well as those affected by it. This is a high standard for evaluation consistent with the objectives of the Centre to build the capacity of those involved in Centre activities. Specifically, it is consistent with the Centre's principles for evaluation, notably that, "evaluation processes should develop capacity in evaluative thinking and evaluation use", and that, "evaluation should be an asset for those being evaluated" (Evaluation Strategy 2005-2010: 8). These principles are most likely to be successfully applied when the intent to build capacity is

explicitly included in the evaluation. The Unit continues to encourage the application of these principles in the Guidelines it provides as well as in its discussions with evaluators and program staff commissioning evaluations.

The Evaluation Unit will continue to assess future evaluations and collect data on quality. It is recognized, however, that evaluation reports do not always provide a full description of evaluation processes and procedures. In an effort to encourage evaluations commissioned by the Centre to include this information the EU has produced a series of Evaluation Guidelines and Highlights. This material is being promoted and disseminated throughout the Centre. ([http://www.idrc.ca/en/ev-32492-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-32492-201-1-DO_TOPIC.html)). A list of available guidelines is included in Annex 6.

## Section 4: Learning From Evaluation

This section focuses on (selected) learning from evaluation that has occurred over the past year. The 2006 Annual Learning Forum will be highlighted with a focus on the "eALF" in the ICT4D Program Area. In our evaluation capacity building efforts, working with regional nodes for the development of evaluation expertise has led to the development of the Latin American Centre for Outcome Mapping (LACOM). The results of the Swayamsiddha project highlight the link between monitoring and evaluation and results reporting. As in ACE 2005, this year we are including several inserts – Evaluation Unit highlights that are used both within the Centre and outside to promote the findings of IDRC evaluation work. This year four highlights are included, one that surveys the common findings of five different evaluations of competitive grant projects, one that details the monitoring and evaluation system of the Swayamsiddha project, and two presenting findings from two ongoing strategic evaluations: capacity building, and research networks.



### What is Outcome Mapping?

Outcome Mapping is a planning, monitoring and evaluation framework that was developed by the Evaluation Unit in response to fundamental challenges encountered by IDRC program staff in assessing and reporting on development impacts. The originality of the methodology is its shift away from assessing the products of a program (e.g., policy relevance, poverty alleviation, reduced conflict) to focus on changes in behaviours, relationships, actions, and/or activities of the people and organizations with whom a development program works directly. *Outcome Mapping: Building Learning and Reflection into*

*Development Programs*, by Sarah Earl, Fred Carden, and Terry Smutylo, was published in English in 2001 and has subsequently been published in French, Spanish, Thai and Portuguese. For more information, please go to [www.idrc.ca/evaluation](http://www.idrc.ca/evaluation).

## 4.1 The Annual Learning Forum 2006

IDRC's Annual Learning Forum (ALF) was launched in 2005 and was reported to Governors last year. The ALF emerged from the redesign of project reporting as an important element for sharing and consolidating project level learning. ALF provides an opportunity for staff across the Centre to reflect and learn about key areas of our work. Last year, 193 Centre staff gathered in Ottawa for an all day face-to-face ALF event. This year's ALF is decentralized across all Program Areas as well on a voluntary basis by several of the Regional Offices. As in 2005, all staff, including from Resource Branch and President's Office, were encouraged to participate. By the time of this report, all the ALFs will have completed their discussions which were held in a wide range of formats, from a six week online discussion, to a one-day workshop at a Program Area meeting. A report on this year's ALFs will be posted to the ECHOnet, and mechanisms are being explored to ensure sharing across the Centre. ALF 2007 will be Centre wide, and will be held in Ottawa in March/April.



## 4.2 eALF: Exploring Policy Influence in ICT4D

ICT4D held its Annual Learning Forum electronically over six weeks. This successful learning event, dubbed the 'eALF', was focused on policy influence. Through an on-line dialogue, facilitated each week by a different Program within ICT4D, the aim was to examine the five aspects of policy influence outlined in the 2005 ICT4D Director of Program Area report to Governors:

- *Regime change can be an opportunity;*
- *Policy change is a “never ending story”;*
- *Policy is not a “head without a body”;*
- *Being there and staying there; and*
- *IDRC is part of the policy influence process.*

The eALF intended to surface and analyze tacit knowledge about these policy topics gained through real world experience with ICT4D projects. To encourage participation by staff in Ottawa and Regional Offices, the ICT4D eALF mixed multimedia, pod-casts, Skype voice mail, interviews, and e-mail discussions and even, for the first time, adverts on the elevator monitors at 250 Albert. There were thirteen ‘celebrity interviews’ with selected members of Senior Management, Regional Office staff, and ICT4D practitioners. The on-line discussions were lively debates based on project experience. The following boxes highlight two summaries of dialogue generated by the eALF.

**Week Three: Policy is not a “head without a body”** discussed the relationships and interactions between those who make policy changes (the head) and those who are affected by these changes (the body). **Highlight:** “**The antidote for a snake is a safari of ants**”. This metaphor describes well the role of citizens in bringing about change when governments tend to act as ruling elites with little understanding of the effects of their policies on the communities they govern. The team discussed the need to “**invest in the body so that it does become a safari of ants**”. The role of IDRC is in building the capacity of NGOs, universities and other intermediaries in developing countries. IDRC has supported the emergence of ICT4D research policy networks in Africa, Asia and Latin America, to help to inform policy makers on good practices and regulations by other international institutions. But the work is not yet done. Some governments have been slow in adopting these policy recommendations, hindering universal access in many instances. This remark engendered a few reactions on whether or not there was a need for more shaming and whether unfavorable comparison was a way to bring about change. (Facilitation by Acacia and Connectivity Africa)

**Week Four: Being there and staying there: The Long Cycle.**

The process from research to policy influence was characterized as a **long cycle**. If this cycle is long, then IDRC has to be there and stay there in the "long" term. It was noted that the effects of the democratization process can affect the policy process, especially when democratization is only "un processus de façade", to get the blessing of the West, but is not meant to be a deep change. Essential to the long cycle is to know the right moment and the right person to advance an issue in the public policy sphere, to know how to present an issue in the correct language and style to get the best results, as well as getting involved in the right circles of influence. (Facilitation by Bellanet)

### 4.3 The Latin American Centre for Outcome Mapping (LACOM)

The Evaluation Unit’s strategy outlines the intent to cultivate nodes of evaluation expertise in the regions. These nodes are supported by the Unit to strengthen regional capacities and knowledge in the evaluation field. The Latin American Centre for Outcome Mapping is a specific example of node development.

*Where it began*

In October 2004, in Lima, Peru, the International Institute for Facilitation and Consensus (IIFAC) organized the first Outcome Mapping (OM) Users Conference. The purpose of the event was to bring together a cross-section of those actively involved with OM in Latin America to share experiences, discuss challenges, and brainstorm solutions on how to improve practice and to encourage regional ownership of OM. From the interactions at the conference a network began to evolve, leading to the creation of the Latin American Centre for Outcome Mapping (LACOM) in a collaboration between two organizations in the region, IIFAC and the Asociación Raiz (ASRAIZ).

#### On-Line Outcome Mapping Community

In order to meet the growing demand for Outcome Mapping (OM), an on-line Learning Community for OM was launched. The informal group of specialists connected by shared goals and interests, come together to solve problems, to showcase and trade their discoveries and “good practices”, and to support one another in capacity building and in developing new skills.

[www.outcomemapping.ca](http://www.outcomemapping.ca)





*What they have accomplished*

Members of the LACOM team have been working in Latin America for years, offering consulting services in various participatory processes and evaluation methods. After receiving specialized training they began to focus more on OM. As of October 2005, the LACOM team had introduced 661 participants to the methodology. They have begun collaborating with the international OM learning community and formed an Editorial Committee to begin the work of revising the existing OM material in Spanish. They are also developing recommendations about how to improve the delivery of OM in Latin America. LACOM has adapted the OM methodology to address demands in the region. The organization continues to evolve and grow as it builds evaluation capacity in Latin America.

*The potential to build capacity for evaluation in the South*

LACOM demonstrates the application of evaluation skills among researchers who are applying expertise and combining knowledge in facilitation and evaluation. Throughout Latin America, there is an evident demand by IDRC partners and local NGOs for Spanish expertise in OM. LACOM also shows how Southern researchers can create a viable career in evaluation. These OM pioneers have invested considerable time and effort, often on a volunteer basis, to build a reputation for OM in the region. As the OM methodology continues to grow in popularity, LACOM consultants are being inundated with requests for training in Latin America and around the world.

#### **4.4 The Swayamsiddha Project Results**

The Swayamsiddha project is highlighted this year because it illustrates the important link between strong monitoring and evaluation systems and the ability to present project results. Both the Evaluation Unit and the EcoHealth program were active in working with Swayamsiddha over the five years of the project. This next section highlights the results of the project and illustrates the use of monitoring systems. More details can be found in the book and CD produced as a result of the project ([http://www.idrc.ca/en/ev-94817-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-94817-201-1-DO_TOPIC.html)). Because of the unique contribution of the monitoring and evaluation system to the success of the project, it is highlighted in the second insert in this report, *The Influence of Monitoring and Evaluation in Swayamsiddha* – Evaluation Highlight 9.

The Swayamsiddha project was a five-year initiative coordinated by the BAIF Development Research Foundation in partnership with the International Development Research Centre (IDRC). The project focused on women's health and empowerment and was implemented by nine partner organizations in six States in India. The project was funded by IDRC and the Canadian International Development Agency (CIDA).

*Swayam* means “self” and *siddha* means “one who has proven capability or is empowered.” Thus together, *Swayamsiddha* embodies the project's focus on improving the lives of women and girls in rural India by supporting them to address their own socioeconomic and development needs. The project was an ongoing and multifaceted process of increasing women's knowledge, building their confidence, and enhancing their ability to use this knowledge (both individually and in groups). As women live and act in contexts, spaces, and relationships that may hinder their ability to act, the project also focused on fostering changes in their environment.



The range of practical needs identified by women at the beginning of the project shaped the activities that the Swayamsiddha teams worked with women to address. These needs included: access to health, education, and food security; freedom from violence; and the means to earn a livelihood.

The project tracked and learned from its progress using a number of tools including participatory planning, monitoring indicators, use-oriented evaluations, and action research studies. If we view the monitoring indicators from the perspective of what they, as a group, say about women's empowerment, we can break them down into five sets. The following section gives selected examples of results based on indicators that:<sup>5</sup>

- helped track progress in the formation of collectives;
- illustrated changes in the external environment;
- spoke to change in women's awareness and understanding;
- suggested change in women's decision making; and
- highlighted changes in the implementing partner organizations.

### *Working through Collectives*

The project emphasized the role of the collective in empowerment. The project reached 5202 women, through 616 Community Based Organizations (CBOs). Access to credit is an example of a change in available resources (made possible by the CBOs) that improved the enabling environment for empowerment. Very few of the 91 project villages had a bank branch, leaving women without access to any formal financial services. 'Saving' was one of the anchor activities in the initial stages of the project and it provided a mechanism for women to access loans at non-exploitative rates. Through Swayamsiddha, women were able to save more than 3 million rupees (CAD \$86,000), an enormous sum considering that most of their families lived on less than a dollar a day. After meeting various bank grading criteria many of the CBOs were able take loans (itself an indicator of the functioning of the CBOs) enabling women to access credit of more than 14 million rupees (CAD \$400,000) over the life of the project.<sup>6</sup> There are a number of reasons why the creation of CBOs went so well, including a strong government push during the tenure of the project to support the micro-credit movement. Like many development results, this one reflects both a project contribution and external factors.



### Voices For Change: Participatory Monitoring and Evaluation in China. (Chinese Translation)

Edited by Ronnie Vernooy, Sun Qiu and Xu Jiamchu. This book was an initiative by the Rural Poverty and Environment Program Initiative, and demonstrates the importance of monitoring and evaluation in Community-Based Natural Resource Management projects.

<sup>5</sup> For the complete description of all result areas and indicators please see the Swayamsiddha final project report. Copies available from the Evaluation Unit.

<sup>6</sup> By the end of the project the CBOs were also leading a number of initiatives that went beyond savings and credit. For example, the monitoring data shows that CBOs became platforms for addressing common health problems. Out of 616 CBOs, 439 engaged in community health activities regularly. Across the project, CBOs conducted more than 1000 health activities and events.

*Decision-making: linkages for empowerment*

From the outset the project focused on building women's capacity through the CBOs to create linkages with mainstream institutions and to lobby for (rather than replicate) services. This approach emphasized women's rights of access to government services. The project monitored the formation of linkages and the degree of lobbying for effective services (from banks, schools, government departments, primary health centre etc). Overall 567 requests for services were made by CBOs, out of which 327 were successful (a ratio of 58%). Certainly this degree of success is not wholly attributable to the project but also reflects that service providers have their own mandate and target for linkages. For example, visits of nurses/midwives to the villages and participation of villagers in national health programs (e.g., polio campaigns) was both demand and supply driven. Given that the women had little prior experience of interacting with these institutions, this success ratio is arguably very high. The successful focus on linkages enabled the project villages to draw in a large amount of investment through government schemes. Though these villages had always been *entitled* to participate in these government schemes the project built women's capacity to lobby for and demand their implementation; in other words, the project strengthened the demand side of citizenship.

*Changes in the external environment through technological introduction*

At the beginning of the project, workload was identified as one of the critical issues facing women. The Swayamsiddha project teams worked with CBOs to promote women's roles as workers in both productive activities (on-farm and off-farm) and reproductive activities. The project monitored the number of women CBO members regularly using drudgery reducing technologies as one way to track change in this result area. Overall, more than 45 types of technologies were introduced in the project area. By project's end, over 90% of women CBO members were using at least one type of drudgery reduction technology and more than 50% had accessed at least two types of technologies. The increase in access to drudgery reduction technology suggests recognition of women's drudgery as a development concern and indicates a growing desire by women and a willingness of communities to experiment with new technologies to try to address practical gender needs.<sup>7</sup>

*Women's growing awareness and action*

Though a key project approach was to work through women's and community groups, many of the changes the project was trying to foster were in women's individual awareness, reflection, decision-making and actions. Thus the project also monitored indicators of change in individual women. One such indicator related to women's growing awareness of their bodies, causes of illness, reproductive health, and preventative health. This was monitored through a tool designed to assess health skills and knowledge. In March 2002, only 38% of women CBO members were deemed to have fair health knowledge and skills based on this tool<sup>8</sup>. At the end of the project,

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<sup>7</sup> Simply using drudgery reducing technology will not address inequities in balance of workload. This indicator shows progress in improving conditions for women's empowerment but reflects only one element of the approach to women's work in the project (which also including activities targeting norms around the division of labour).

<sup>8</sup> There are 15 questions in Tool 2 through which knowledge and skills related to primary and reproductive health are assessed. There are 5 observations, which note conversion of knowledge into practice. Each of these points carries one mark. So, the maximum marks any woman can get is 20. Women getting 10 or more than 10 marks (out of 20) are reported to have fair health knowledge and skill. Only this number is reported.

73% of women CBO members were assessed as having good skills and knowledge, reflecting a substantial increase in primary and reproductive and preventive health knowledge and practice.

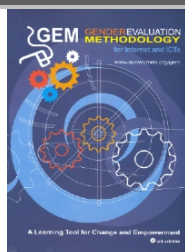
### Conclusion

A key factor in enabling the project to both achieve and speak to the results described above was the emphasis on use and learning oriented monitoring and evaluation throughout the project. The participatory monitoring was used to inform the project's ongoing planning and was supplemented with additional tools such as action research studies and evaluation studies to allow further probing into areas where more understanding of the change process was needed.

## 4.5 Learning from Evaluation Highlights

Following are four Highlights prepared by the Evaluation Unit this year. The first one, *Competitive Grant Projects at IDRC*, (Highlight 8 in the series) reviews the findings of five different evaluations of competitive grant conducted across the Centre over the past year. The review found a remarkable degree of convergence in the strengths and weaknesses of competitive grant projects in a range of subject areas and regions and will form the basis for ongoing discussions with programs on how to improve competitive grant projects. The second Highlight, *The Influence of Monitoring and Evaluation in Swayamsiddha*, was prepared based a book by the Swayamsiddha project team<sup>9</sup>. It is included because it outlines a monitoring and evaluation (M&E) system that made a very effective contribution to results of the project. The final two Highlights included in this year's report, *Capacity Building Strategic Evaluation* and *IDRC and Research Networks: Allies for Development*, present findings from ongoing studies. Both present some surprises about the support we offer, and both confirm the importance attached to the persistence of IDRC with its partners and the close professional relationships that exist between project and program staff.

- *Competitive Grant Projects at IDRC* - Evaluation Highlight 8
- *The Influence of Monitoring and Evaluation in Swayamsiddha* - Evaluation Highlight 9
- *Capacity Building Strategic Evaluation* - Evaluation Highlight 10
- *IDRC and Research Networks: Allies for Development* - Evaluation Highlight 11



Gender Evaluation Methodology for Internet and ICTs: A Learning Tool for Change and Empowerment, by the GEM Team led by Chat Garcia Ramilo. This book was published by the Association for Progressive Communications, Women's Networking Support Programme, with support from IDRC (ICT4D), DFID & UNIFEM.

<sup>9</sup> *How to Use and Learning Oriented Planning, Monitoring & Evaluation System Evolved in the Swayamsiddha Project* Compiled by Kishore Bhirdikar, Sarah Earl, Seema Khot, Savita Kulkarni, Katherine Hay and Shirniwas Indapurkar, BAIF Development Research Foundation, Pune, India.

## **Section 5: The Way Forward**

This report has surveyed the evaluation activity at the Centre this year and has found a considerable expression of evaluative thinking across the programs. It has noted successes and flagged areas where the Centre needs to focus more attention. The success of the Annual Learning Forum reflects in no small measure the importance that Centre staff and management attach to learning from experience. Strategic evaluation will continue as a centre-piece of our work and we will continue to build evaluation capacity and support improvements in the quality of evaluation conducted on behalf of the Centre.

As outlined in the report, we will continue to address the core elements of our strategy. What will be new this year? We are in a period of consolidation in our tools and methods work. Considerable uptake is underway and we plan to build on that in a number of ways: capacity building in outcome mapping with both staff and partners, development of curricular materials for universities and evaluation training programs to make the materials more widely available in the South. This will be complemented with participation in evaluation conferences, notably the biennial conference of the African Evaluation Association, planned for January 2007 in Niamey, Niger. Finally, consolidation of our overall approach to Utilization-Focused Evaluation will be initiated to respond to multiple requests for a deeper understanding of the “IDRC approach to evaluation” to make it more accessible to others.

We look forward to another solid year of learning, reflection and improvement made possible by the active participation of the whole Centre in evaluative thinking.

**ANNEX 1: Acronyms**

|           |   |
|-----------|---|
| ACE       | Annual Corporate Evaluation Report  |
| AEA       | The American Evaluation Association   |
| AERC      | The African Economic Research Consortium  |
| ALF       | Annual Learning Forum   |
| ASRAIZ    | Asociación Raíz (Colombia)  |
| AUCC      | Association of Universities and Colleges of Canada  |
| BAIF      | BAIF Development Research Foundation (India)  |
| BoG       | Board of Governors  |
| CA        | Connectivity Africa   |
| CASID     | Canadian Association for Studies in International Development                             |
| CD        | Capacity Development  |
| CES       | Canadian Evaluation Society   |
| CIET      | Centre d'Incubation d'Entreprise de Téléservice (Sénégal)                                 |
| CTAP      | Centre Training and Awards Program  |
| CIDA      | Canadian International Development Agency   |
| CONDESAN  | Consortium for Sustainable Development of the Andean Ecoregion                            |
| CBO       | Community Based Organizations   |
| CoE       | Centre of Excellence  |
| CRIES     | Civil Society and Conflict Prevention (Latin America)                                     |
| CSPF      | Corporate Strategy and Program Framework  |
| DFID      | Department for International Development (United Kingdom)                                 |
| DPA       | Director of Program Area  |
| EASF      | Expert and Advisory Service Fund (Middle East)  |
| EcoHealth | Ecosystem Approaches to Human Health Program Initiative                                   |
| ENRAP     | Knowledge Networking for Rural Development (Asia/Pacific)                                 |
| ENRM      | Environment and Natural Resource Management Program Area                                  |
| EU        | Evaluation Unit   |
| FRIDA     | Fondo Regional de Innovación Digital en las Américas                                      |
| GEH       | Governance, Equity and Health Program Initiative  |
| GEM       | Gender Evaluation Methodology   |
| GGP       | Globalization, Growth and Poverty Program Initiative                                      |
| ICA       | Institute for Connectivity in the Americas  |
| ICRAF     | World Agroforestry Centre (previously International Council for Research in Agroforestry) |
| ICT       | Information and Communication Technology  |
| ICT4D     | Information and Communication Technologies for Development Program Area                   |
| IDRC      | International Development Research Centre   |
| IIFAC     | International Institute for Facilitation and Consensus (Mexico)                           |
| IPDET     | International Program for Development Evaluation Training (Canada)                        |
| IPS       | Innovation, Policy and Science Program Area   |
| LACOM     | Latin American Centre for Outcome Mapping   |
| LACREG    | Latin America and Caribbean Research Exchange Grant                                       |
| MCP       | Managing Corporate Performance  |
| MEI       | Middle East Initiative  |

|        |   |
|--------|---|
| M&E    | Monitoring and Evaluation   |
| MICTI  | The Mozambique Information and Communication Technology Institute |
| OM     | Outcome Mapping   |
| PA     | Program Area  |
| PARDYP | People and Resources Dynamics Project (Asia)                      |
| PBDD   | Partnerships and Business Development Division                    |
| PCD    | Peace, Conflict and Development Program Initiative                |
| PI     | Program Initiative  |
| PO     | Program Officer   |
| PPB    | Program and Partnership Branch                                    |
| PPG    | Policy and Planning Group   |
| RD     | Regional Director   |
| R&D    | Research and Development  |
| RITC   | Research for International Tobacco Control                        |
| RO     | Research Officer  |
| RoKS   | Research on Knowledge Systems                                     |
| RPE    | Rural Poverty and Environment Program Initiative                  |
| rPCR   | rolling Project Completion Report                                 |
| SEP    | Social and Economic Policy Program Area                           |
| SID    | Special Initiatives Division                                      |
| SIMA   | Systemwide Initiative on Malaria and Agriculture (Africa)         |
| SIPAZ  | Communication System for Peace (Colombia)                         |
| SMC    | Senior Management Committee                                       |
| SMEPOL | Small and Medium Enterprise Policy Development Project (Egypt)    |
| TL     | Team Leader   |
| TEHIP  | Tanzania Essential Health Interventions Project                   |
| UNIFEM | United Nations Fund for the Development of Women                  |
| UPE    | Urban Poverty and Environment Program Initiative                  |
| WARO   | Regional Office for West and Central Africa                       |
| WRC    | Women's Rights and Citizenship Program Initiative                 |

## ANNEX 2: IDRC's Evaluation and Results Reporting System

IDRC's evaluation and results reporting systems are designed to promote ownership and use of evaluation findings at all levels of the organization. The Centre has mainstreamed a use- and learning-oriented approach to evaluation. It has done so by: 1) maintaining a decentralized system of evaluation in which the users determine the evaluation questions; 2) focusing on the processes by which evaluations are carried out; and 3) monitoring the quality of evaluations.

For there to be sufficient space for learning to take place, accountability mechanisms must be clear and functioning. IDRC's accountability for results at the program level is achieved through the combination of evaluations carried out by the programs themselves and the external reviews that are commissioned by PPB Management of a PI, Secretariat, or Corporate Project. At the project level, IDRC's accountability for results is achieved through rolling Project Completion Reports (rPCR).

The Centre's evaluation function has evolved over the past ten years from a system concentrated on building demand for evaluation at the project and program levels to one that fosters the use of evaluation processes and findings at all levels. Table 1 summarizes the evaluative mechanisms that are in place at each of the three levels of the organization. Additional details about those mechanisms are provided on the following two pages.

| <b>Table 1. Summary of Evaluation Mechanisms</b> |   |  |
|--|---|--|
| <b>Level</b>                                     | <b>Evaluative Mechanism</b>               | <b>Timing</b>                                |
| Corporate  | Annual Corporate Evaluation Report        | Annual                                       |
|  | Managing Corporate Performance            | Annual                                       |
|  | Strategic Evaluation                      | Various                                      |
| Program  | Regional Director (RD) Reports            | Every 2 years – alternating with DPA Reports |
|  | Director of Program Area (DPA) Reports    | Every 2 years – alternating with RD reports  |
|  | External Reviews                          | Once per program cycle                       |
|  | Program Monitoring and Evaluation         | Various – determined by program teams        |
|  | Annual Learning Forum                     | Annual                                       |
|  | Project Evaluations                       | Various – determined by program officers     |
| Project  | rolling Project Completion Reports (rPCR) | All projects over CAD \$150,000              |
|  | Project Monitoring and Evaluation         | Various - determined by program officers     |
|  | Recipient Reporting                       | Specified project milestones                 |

**ANNEX 2B: IDRC's Evaluation and Results Reporting System**

| <b>Org. Level</b> | <b>Reporting Mechanism</b>                    | <b>Content/ Focus</b>   | <b>Responsibilities</b>   | <b>Primary Users and Uses</b>   | <b>Timing</b>   |
|-------------------|---|---|---|---|---|
| <b>Corporate</b>  | <b>Annual Corporate Evaluation Report</b>     | Synthesis of findings from the year's evaluation reports  | <b>EU:</b> Prepare report<br><b>SMC:</b> Receive, review and prepare reaction to report   | <b>SMC:</b> Review and formulation of actions to be taken<br><b>BoG:</b> review and react to findings   | Annual  |
|                   | <b>Managing Corporate Performance</b>         | Variable: Strategic topics relevant to IDRC's mission that are determined by SMC to assist in decision-making | <b>SMC:</b> Determine questions/ issues to investigate;<br><b>EU:</b> Coordinate data collection and synthesis.<br><b>PPG:</b> Archive findings; package data for SMC discussion; keep records of SMC decisions based on MCP generated data | <b>SMC:</b> Use data in deliberations and decision-making   | Annual  |
|                   | <b>Strategic Evaluation</b>                   | Variable: Investigations into cross-cutting issues emerging within IDRC Programming                           | <b>EU:</b> Conduct Studies  | <b>PPB &amp; SMC:</b> Learn about programming issues from studies<br><b>EU:</b> Develop tools to assist programs in addressing issues   | Variable: dependent on size of study                      |
| <b>Program</b>    | <b>Director of Program Area (DPA) Reports</b> | Variable: Outline progress and directions of program areas  | <b>DPAs:</b> Prepare reports  | <b>SMC:</b> Review developments<br><b>BoG:</b> Review and react to program area developments  | Every other year – alternates with RD reports             |
|                   | <b>Regional Director (RD) Reports</b>         | Variable: Outline developments in IDRC regional programming   | <b>RD:</b> Prepare reports  | <b>BoG:</b> Review and react to regional developments and strategies  | Every other year – alternates with DPA reports            |
|                   | <b>External Reviews</b>                       | Summative Evaluation of PIs, Secretariats, Corporate Projects   | <b>PPB Management:</b> Set Terms of Reference<br><b>EU:</b> Assist in drafting ToRs; coordinate studies<br><b>PIs:</b> Work with reviewers  | <b>PPB Management:</b> Use data to make decisions about program structure and resource allocation to programs.<br><b>Program Teams:</b> Demonstrate results achieved by the program; identify areas to improve program in subsequent phases | Once per program cycle                                    |
|                   | <b>Program M&amp;E</b>                        | Variable: Formative evaluations addressing themes, processes, or component of program                         | <b>Program Team:</b> Design and Conduct Studies<br><b>EU:</b> Provide technical support   | <b>PIs:</b> To assess progress and generate information to assist in adjusting program directions   | Variable: dependent on program cycles and perceived needs |



| Org. Level     | Reporting Mechanism  | Content/ Focus   | Responsibilities   | Primary Users and Uses   | Timing   |
|----------------|--|--|--|--|--|
|                | <b>Annual Learning Forum</b>                                     | Findings from rPCRs  | <b>PPB:</b> Present findings from rPCRs<br><b>EU:</b> Coordinate and organize forum  | <b>PPB &amp; SMC:</b> POs share and learn from experience of POs in other programming areas  | Annual   |
| <b>Project</b> | <b>Project Evaluations</b>                                       | Variable   | <b>PO:</b> Design and implement evaluation.  | <b>PO:</b> Learn and make decisions regarding project activities<br><b>Partner:</b> Learn and make decisions regarding project activities<br><b>Program:</b> As part of team processes to determine programming directions                         | Variable: dependent on project cycles and perceived need |
|                | <b>rolling Project Completion Reports</b>                        | Summary of outcomes and activities   | <b>Phase I:</b> RO Interviews PO<br><b>Phase II:</b> TL Interviews PO<br><b>Phase III:</b> DPA/RD Interviews PO<br>(Phase I and II are completed on selected projects; Phase III on all projects over CAD \$150 000) | <b>IDRC:</b> Basic accountability to Auditor General for public resources<br><b>PO, PI, PPB Management:</b> Project learning (project design, implementation, management, results). EU, PPG, Cross Program Learning.                               | At project completion                                    |
|                | <b>Project Monitoring:</b> Trip reports                          | Variable   | <b>PO:</b> Monitor projects through visits, email and telephone contact. Prepare trip reports  | <b>PO:</b> Keep up-to-date on developments within project<br><b>Program Team:</b> Keep colleagues up to date on activities within program  | Variable: dependent on determined need                   |
|                | <b>Recipient Reporting:</b> Technical Reports; Financial Reports | Technical Report: summary of results obtained<br>Financial Report: summary of expenditures | <b>Recipient (project leader)</b> Responsible for producing reports.<br><b>PO/TL:</b> Reviews and negotiates revisions   | <b>Recipient (Project Leader):</b> Accountability for completion of research, achievement of objectives, and expenditures<br><b>PO and Team:</b> summary of results obtained within project<br><b>GAD:</b> Financial and administrative milestones | Specified milestones within project                      |



**ANNEX 3: Evaluation Planning 2006-2007**

The following table presents a summary of evaluations underway and planned this fiscal year. Over the course of the current CS+PF evaluations will be carried out in every Program Area. Note not all Program Initiative will conduct evaluations every year.

| Evaluation Plans 2006-2007                         |   |                |   |                |
|--|---|----------------|---|----------------|
| Program Initiative                                 | New Evaluations   | \$             | On-Going Evaluations  | \$             |
| Environment and Natural Resource Management (ENRM) |   |                |   |                |
| Ecosystem Approaches to Human Health (EcoHealth)   | Systemwide Initiative on Malaria and Agriculture (SIMA).  | \$50,000       | Assessing the Health Outcomes of EcoHealth.   | \$88,400       |
|  | Research-Policy Influence in Ecuador and Mexico.  | \$67,600       | Regional Funds Evaluation.  | \$15,500       |
| Rural Poverty Environment (RPE)                    | Evaluation of capacity development initiative (part of the Centre of Excellence (CoE) programming in Asia). | TBA            | ICRAF Projects (Forging Links, Enhancing Biodiversity, Participatory communication for development) | Project budget |
|  | WaDImena research projects.   | TBA            | Community Based Natural Resources Management Work in Cambodia                                       | Project budget |
|  |   |                | WaDImena mid-term project evaluation.   | \$20,000       |
|  |   |                | Managing ecosystems and resources with gender emphasis.   | \$20,000       |
| Urban Poverty and Environment (UPE)                | None  |                | Edible Landscape.   | \$30,000       |
|  |   |                | Evaluation of Agropolis and design of new UPE Awards program.                                       | \$30,000       |
| Social Economic Policy (SEP)                       |   |                |   |                |
| Peace, Conflict and Development (PCD)              | Conflict Evaluation.  | \$100,000      | None  |                |
|  | Civil Society and Conflict Prevention (CRIES).  | Project budget |   |                |

| <b>Evaluation Plans 2006-2007</b>   |   |                |  |           |
|---|---|----------------|--|-----------|
| <b>Program Initiative</b>   | <b>New Evaluations</b>  | <b>\$</b>      | <b>On-Going Evaluations</b>  | <b>\$</b> |
| <b>Globalization, Growth and Poverty (GGP)</b>                            | Achievement and main challenges in building capacities for social/gender analysis of economic policies and cross-disciplinary work. | \$25,000       | External evaluation of Gender Network project.   | \$35,000  |
|   | Poverty and Empowerment.  | \$30,000       |  |           |
| <b>Governance, Equity and Health (GEH)</b>                                | African Health Research Forum.  | \$10,000       | None   |           |
|   | Gender Evaluation on team and partner strengths.  | \$7,500        |  |           |
|   | Set up baseline and tools to Monitor & Evaluate progress in component 1 - project clusters  | EU             |  |           |
| <b>Women's Rights and Citizenship (WRC)</b>                               | Series of competitive small grants on Women's Rights and Decentralization   | \$10,000       | None   |           |
| <b>Information and Communication Technologies for Development (ICT4D)</b> |   |                |  |           |
| <b>Pan Americas</b>   | Digital Competitive Grants: Fondo Regional de Innovación Digital en las Américas (FRIDA) - External Review.                         | Project budget | None   |           |
|   | Internet Policy MA Thesis Program - External Review   | Project budget |  |           |
| <b>Pan Asia</b>   | Research & Development Grants Learning Conference   | \$175,000      | Phase II: ICT Research & Development Grants Programme for Asia and the Pacific<br><br>Knowledge Networking for Rural Development (ENRAP) Evaluation. | \$200,000 |
| <b>Acacia</b>   | None  |                | None   |           |
| <b>Connectivity Africa (CA)</b>   | Connectivity Africa Program Evaluation  |                | None   |           |
| <b>telecentre.org</b>   | None  |                | None   |           |

| <b>Evaluation Plans 2006-2007</b>                            |  |           |  |                |
|--|--|-----------|--|----------------|
| <b>Program Initiative</b>                                    | <b>New Evaluations</b>   | <b>\$</b> | <b>On-Going Evaluations</b>  | <b>\$</b>      |
| <b>Innovation Policy and Science (IPS)</b>                   |  |           |  |                |
| <b>IPS</b>   | None   |           | Research on Knowledge Systems (RoKS)<br>Competition-Evaluation of Capacity Building. | Project budget |
| <b>Challenge Fund Program</b>                                | None   |           | None   |                |
| <b>Special Initiatives Division (SID)</b>                    |  |           |  |                |
| <b>SID</b>   | Centre Training and Awards Program (CTAP) Tracer Study with the EU.  | In house  | None   |                |
|  | Expert and Advisory Services Fund, (EASF) Phase III (with CIDA)  | TBA       |  |                |
|  | Association of Universities and Colleges (AUCC) Latin American and Caribbean Research Exchange Grants (LACREG) | \$40,000  |  |                |
|  | Canadian Association for Studies in International Development (CASID)  | \$40,000  |  |                |
| <b>Partnerships and Business Development Division (PBDD)</b> |  |           |  |                |
| <b>PBDD</b>  | None   |           | None   |                |
| <b>President Office</b>                                      |  |           |  |                |
| <b>Evaluation Unit (EU)</b>                                  | Asia Regional Gender Evaluation.   | \$50,000  | Network Study Analysis and Dissemination.  | \$150,000      |
|  | Centre Training and Awards Program (CTAP) Tracer Study with SID.   | In house  | Capacity Building Study Analysis and Dissemination.                                  | \$75,000       |
|  | Professional Development Opportunity (PDO): Special Study.   | In house  | Evaluation Training (IPDET) Tracer Study.  | In-house       |
|  | Review process of External Reviews.  | In house  | Managing Corporate Performance (MCP)   | TBA            |

| <b>Evaluation Plans 2006-2007</b> |  |           |   |           |
|-----------------------------------|--|-----------|---|-----------|
| <b>Program Initiative</b>         | <b>New Evaluations</b>   | <b>\$</b> | <b>On-Going Evaluations</b>                                       | <b>\$</b> |
|                                   |  |           | Technical advice and support of program and projects evaluations. | In house  |
| <b>Communications</b>             | The Tanzania Essential Health Interventions Project (TEHIP) In_Focus Project Evaluation. | TBA       | None  |           |

**ANNEX 4: Evaluation Reports Received by the Evaluation Unit**

| <b>Project and Program Evaluation Reports, Received 2005-2006</b>   |                         |                      |  |                       |                               |
|---|-------------------------|----------------------|--|-----------------------|-------------------------------|
| <b>Title, Author(s), Date</b>   | <b>Inventory Number</b> | <b>PA : PI, Sec.</b> | <b>Projects Covered</b>  | <b>Period Covered</b> | <b>Country/Region</b>         |
| 1 People and Resources Dynamics Project (PARDYP) Phase 3. Kumar Upadhyay, Julian Gonsalves & Dominique Guenat. May 2005.                      | 569                     | ENRM RPE             | 101672   | 2002-2006             | China, India, Nepal, Pakistan |
| 2 Community Forestry Research Project (Cambodia): Mid term Evaluation Report. Julian F. Gonsalves. Jan 2005.                                  | 568                     | ENRM RPE             | 101247   | 2003-2006             | Cambodia                      |
| 3 Mid-Term Evaluation Report of Vong Tay Long Program. Madeline M Suva & Stella C. Tirol. January 2006.                                       | 578                     | ENRM RPE             | 102064   | 2005                  | Vietnam                       |
| 4 Community-Based Natural Resources Management in Cambodia. Cor Veer, Min Muny & Melissa Marscke. January 2006.                               | 579                     | ENRM RPE & ASRO      | 102446, 103409, 101478, 101247, 040333, 040392, 100488, 102324, 102454 | 1995-2005             | Cambodia                      |
| 5 Eco Health Research Award: Tracer Study. Jessica White. January 2006.   | 583                     | ENRM EcoHealth       | 101820, 101232, 100770, 003322   | 1997-2005             | Internal                      |
| 6 The Final Evaluation of the CurriculumNet Project of the International Development Research Centre. Daniel J. Babikwa & John Sentongo 2005. | 572                     | ICT4D Acacia         | 100739   | 2001-2005             | Uganda                        |
| 7 Centre d'Incubation D'Entreprises de Tele Service (CIET): Rapport d'évaluation à mi-parcours. Pape Touty Sow. March 2005.                   | 570                     | ICT4D Acacia         | 100792   | 2001-2005             | Senegal                       |
| 8 MICTI ICT Incubator - Evaluation Report. Sean Temlett. October 2005.  | 581                     | ICT4D Acacia         | 102138, 103404,  | 2003-2004             | Mozambique                    |
| 9 Evaluation of the On Cue Service Pilot. Jennifer Hulser. March 2005.  | 571                     | ICT4D Acacia         | 10241  | 2004-2005             | South Africa                  |
| 10 Sengerema Multi-Purpose Community Telecentre Final Evaluation. Ophelia Mascarenhas & Samuel Maghimbi, July 2005                            | 574                     | ICT4D Acacia         | 100480   | 2000-2006             | Tanzania                      |

| Project and Program Evaluation Reports, Received 2005-2006   |                  |                             |  |                |   |
|--|------------------|-----------------------------|--|----------------|---|
| Title, Author(s), Date   | Inventory Number | PA : PI, Sec.               | Projects Covered   | Period Covered | Country/Region                          |
| 11 ENRAP: Knowledge Networking for for Rural Development in Asia. Heather Creech, Terri Willard & Chin Saik Yoon. June 2005.   | 567              | ICT4D<br>Pan Asia           | 101221   | 2002-2006      | Asia/Pacific Region                     |
| 12 Lessons Learned from Asia Projects on ICTs in Rural Areas. Mahesh Uppal. August 2005.   | 577              | ICT4D<br>Pan Asia           | 102291, 101054, 03872, 03820-7, 100863, 03778, 100580, 102340, 101060, 03820-5, 040345, 04029, 03820-1 | 1990-2005      | Asia                                    |
| 13 ROKS Competitive Grants Program: Review and Recommendation. Michael Graham. January 2006.   | 580              | IPS<br>ROKS                 | 102334   | 2004-2005      | Global                                  |
| 14 The SMEPOL Project: Impact, Lessons and Options for Replication. Julius Court & David Osbourne. February 2006.  | 586              | MERO                        | 103106   | 2005-2006      | Egypt                                   |
| 15 Intranet Usability Study-IDRC. Éric Piché & Kellen Greenberg. March 2005.   | 564              | Pres Office, Communications | Corporate  | 2005           | Internal                                |
| 16 Usability Testing of IDRC's Corporate Site. Ani Ieroncig & Sandy Koppert. March 2005.   | 565              | Pres Office, Communications | Corporate  | 2005           | Internal                                |
| 17 Evaluation of "Central America in the World Economy of the 21 <sup>st</sup> Century" Phases I and II. Fernando Loayza Careaga & Romulo Caballeros Otero. August 2005. | 575              | SEP<br>TEC                  | 102116   | 2003-2006      | Central America                         |
| 18 An Evaluation of The AERC Research Programme. Marc Wuyts & Tausi Kida. July 2004.   | 566              | SEP<br>TEC                  | 003161, 100985   | 1997-2003      | Kenya                                   |
| 19 Case Study of IDRC- Supported Research on Security Sector Reform in Kenya, South Africa, Ghana and Nigeria. Sam G. Amoo. February 2006.                               | 585              | SEP<br>PCD                  | 101125, 100913, 100692, 100870   | 2001-2005      | Kenya, South Africa, Ghana and Nigeria. |



| <b>Project and Program Evaluation Reports, Received 2005-2006</b>   |                         |                      |                           |                       |                       |
|---|-------------------------|----------------------|---------------------------|-----------------------|-----------------------|
| <b>Title, Author(s), Date</b>   | <b>Inventory Number</b> | <b>PA : PI, Sec.</b> | <b>Projects Covered</b>   | <b>Period Covered</b> | <b>Country/Region</b> |
| 20 Case Study of IDRC- Supported Research on Security Sector Reform in Guatemala. Jennny Pearce. February 2006.                   | 584                     | SEP<br>PCD           | 101067, 101471,<br>102608 | 2002-<br>2005         | Guatemala             |
| 21 Advanced Education and Training Options Available to IDRC. George Tillman. April 2005.   | 576                     | SID                  | 109320                    | 2005                  | Internal              |
| 22 Review of the Role of IDRC in the Scholarship Fund For Palestinian Refuge Women in Lebanon. Gail Larose. February 2006.        | 582                     | SID<br>MEI           | 100486                    | 2000-<br>2005         | Middle East           |
| 23 An Evaluation of the WARO Commission of Regional Advisors and Its Workshop Series. Leona Ba & Michael W. Bassey. October 2005. | 573                     | WARO                 | 102433                    | 2004-<br>2005         | West Africa           |



**ANNEX 5: Guide for Assessing Quality**

| <b>1. UTILITY</b>   |  | <b>2. FEASIBILITY</b>  |   |
|---|--|--|---|
| 1.1 Were the users explicitly identified? <sup>10</sup><br>Yes <input type="checkbox"/> No <input type="checkbox"/>   | If yes, who were the identified users? Comments.   | 2.1 Were the evaluation issues/questions identified?<br>Yes <input type="checkbox"/> No <input type="checkbox"/>   | What were the evaluation issues? Comments?              |
| 1.2 Were the uses explicitly identified?<br>Yes <input type="checkbox"/> No <input type="checkbox"/>  | If yes, what was the planned use? Comments.  | 2.2 Given what could have been done in the evaluation, was the design of the evaluation adequate to address those issues/questions? (e.g. resources allotted, timing, perspectives represented, information sources consulted)<br>Yes <input type="checkbox"/> No <input type="checkbox"/><br>Insufficient detail to assess <input type="checkbox"/> | If no, in what way was the design inadequate? Comments. |
| 1.3 Did the report describe how users participated in the evaluation process? <sup>11</sup><br>Yes <input type="checkbox"/> No <input type="checkbox"/>   | How did users participate? (e.g., identifying questions, respondents, data collection, analysis, dissemination, etc.)<br>Comments. |  |   |
| <b>3. ACCURACY</b>  |  | <b>4. PROPRIETY</b>  |   |
| 3.1 Given what was actually done in the evaluation, did the evaluation use appropriate tools and methods?<br>Yes <input type="checkbox"/> No <input type="checkbox"/><br>Insufficient detail to assess <input type="checkbox"/> | If no, in what ways were the tools and methods inappropriate? Comments?  | 4.1 Was there an expressed intent to enhance the evaluative capacity of <i>the user(s) of the evaluation</i> as a result of this evaluation?<br>Yes <input type="checkbox"/> No <input type="checkbox"/>   | What was the intent? What was the result? Comments.     |
| 3.2 Did it apply the tools and methods well?<br>Yes <input type="checkbox"/> No <input type="checkbox"/><br>Insufficient detail to assess <input type="checkbox"/>  | If no, how were they poorly applied? Comments.   | 4.2 Was there an expressed intent to enhance the evaluative capacity of <i>those being evaluated</i> as a result of this evaluation?<br>Yes <input type="checkbox"/> No <input type="checkbox"/>   | What was the intent? What was the result? Comments?     |
| 3.3 Is the evidence presented in the report?<br>Yes <input type="checkbox"/> No <input type="checkbox"/>  | Comments?  | 4.3 Did any of the content of the evaluation report raise ethical concerns?<br>Yes <input type="checkbox"/> No <input type="checkbox"/>  | If yes, what are those concerns? Comments?              |
| 3.4 Overall, does the evidence substantiate the conclusions/ recommendations?<br>Yes <input type="checkbox"/> No <input type="checkbox"/>   | Comments?  |  |   |

<sup>10</sup> *User* is different from the *audience* of the evaluation. *User* is more specific and requires an action on their part.

<sup>11</sup> This differs from assessing whether the evaluation was participatory or not.



## **ANNEX 6: List of Evaluation Guidelines and Highlights**

### **Evaluation Guidelines**

The Evaluation Unit produces Guidelines in order to assist staff in the design and development of evaluation studies. These are developed on key aspects of evaluation and evaluation planning and are revised over time as conditions change. New guidelines are added as the need emerges. The following ten guidelines have been distributed to all staff and are available on-line at: ([http://www.idrc.ca/en/ev-32492-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-32492-201-1-DO_TOPIC.html))

- 1 Searching for Evaluation Reports
- 2 Evaluation Planning in Program Initiatives
- 3 Formatting Evaluation Reports at IDRC
- 4 Quality Assessment of IDRC Evaluation Reports
- 5 Writing Terms of Reference (ToRs) for an Evaluation
- 6 Identifying the Intended Use(s) of an Evaluation
- 7 Identifying the Intended User(s) of an Evaluation
- 8 Selecting and Managing an Evaluation Consultant or Team
- 9 Preparing Program Objectives
- \* 10 Filing rPCRs in iRIMS

### **Evaluation Highlights**

The Evaluation Unit produces Highlights on issues of general interest to the Centre. Highlights may be the summary of results of an investigation into an issue in evaluation – such as the problem of attribution – or they may highlight findings of a strategic evaluation or findings that cut across a number of evaluations. As Highlights are produced they are circulated to staff and posted to our public site at: ([http://www.idrc.ca/en/ev-61944-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-61944-201-1-DO_TOPIC.html))

- 1 Addressing the Question of Attribution in Evaluation
- 2 The Corporate Assessment Framework
- 3 The Sustainability of IDRC-Supported Networks
- 4 The Intended Results of IDRC's Support of Networks: Extension, Excellence, Action, and Autonomy
- 5 Capacities, Context, Conditions: The Influence of IDRC- Supported Research on Policy Processes
- \* 6 Deepening a Culture of Reflection: IDRC's Rolling Project Completion Report Process
- \* 7 A Contemplative Recess: IDRC's Annual Learning Forum (ALF)
- \* 8 Competitive Grant Projects at IDRC
- \* 9 The Influence of Monitoring and Evaluation in Swayamsiddha
- \* 10 Capacity Building Strategic Evaluation
- \* 11 IDRC and Research Networks: Allies for Development

\* New this year



## **ANNEX 7: Management Response**

The Senior Management Committee has reviewed the *Annual Corporate Evaluation Report (ACER) 2006*. The report reminds us of the extensive evaluation and learning activities that are conducted at the project, program and corporate levels in the Centre. In keeping with the rolling nature of the Program Framework, the past year featured the completion of several external reviews of Centre programs. This period also saw a significant change in the way the Centre handles project completion reports. These two items have already been discussed at previous Board meetings.

As in past years, this Report notes that the quality of evaluations is mixed. This year the results (Table 3 and Section 3.2) suggest “some improvement over time, but also [...] the need for an active campaign to improve evaluation quality.” It is not clear how these numbers compare with assessments of the evaluation reports of other agencies, but we do support the recommendation in the Report that the Evaluation Guidelines be applied in a more determined manner in the Centre than they have been in the past. This is particularly the case for the “propriety” criterion. Based on the description of this criterion in Annex 5, the Evaluation Unit has clarified that the relatively low score here has to do with the degree to which the evaluative capacity of the user(s) is enhanced by the evaluation process, and not any ethical concerns raised by Centre-sponsored evaluations. Working with the Evaluation Unit, Program managers and staff will pay more attention to this dimension of evaluations than has been the case in the past.

Management appreciates the summary data on evaluators (Section 3 and Tables 1 and 2) and wonders if a profile of evaluators by discipline or thematic background might add value to this discussion.

In a similar spirit, management would appreciate if Centre-administered and recipient-administered projects were designated as such in the list of past evaluations provided in Annex 4, and if a sense were provided there or elsewhere, on the overall volume or dollar value of evaluation activity in the Centre annually.

The *ACERs* are an important point in the nexus of issues that connect research to development in the Centre’s organization and work. The process of evaluation and continuous learning will continue to be refined, indeed enhanced, in future. Much evaluative learning and thinking is not captured by the snap shot nature of the *ACER*. The strengthening of strategic assessments on cross-cutting issues, the re-vamped project completion report cycle and the institution of an Annual Learning Forum at the Centre will all continue to contribute to this enhancement. The ready public availability of all Centre-sponsored evaluation reports via the web also indicates the overall situation of evaluation and learning within the Centre’s operating philosophy.

We endorse the approach and intent of the *ACER 2006*, and welcome Governors’ views on it.