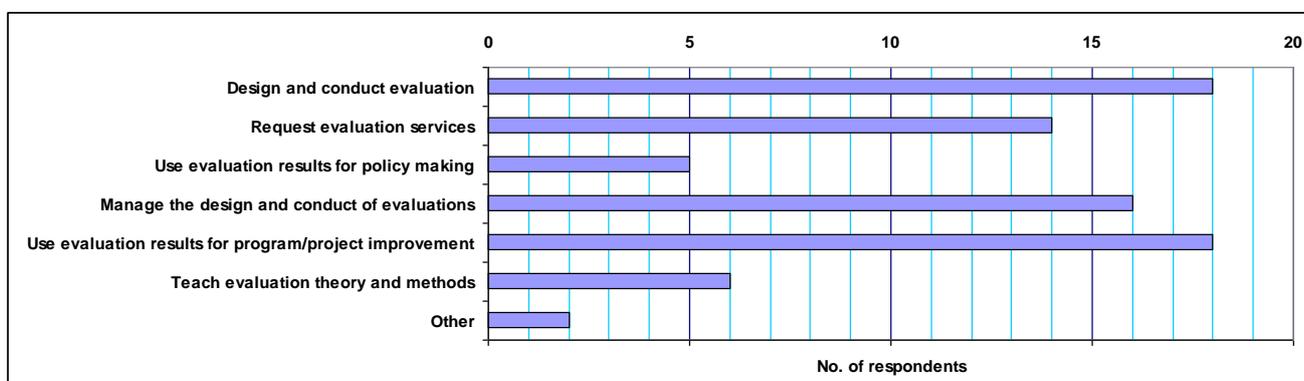


EPDET 2015 - EVALUATION
European Program for Development Evaluation Training
Prague, Czech Republic, September 13 - September 18, 2015

Part I: General Information

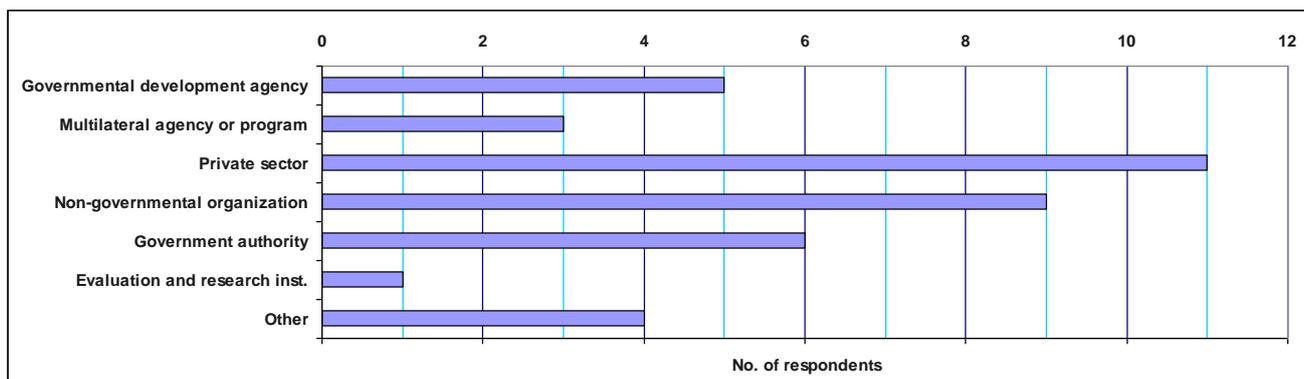
- 1. Which of the following describes your primary evaluation function?**
(Please check as many as appropriate) (37 responses, multiple choices)

Design and conduct evaluation (18)
Request evaluation services (14)
Use evaluation results for policy making (5)
Manage the design and conduct of evaluations (16)
Use evaluation results for program/project improvement (18)
Teach evaluation theory and methods (6)
Other primary function (2): <i>Head of Evaluation function ... Technical support for evaluation, feedback on reports ...</i>



- 2. In which type of organization do you work? (37 responses, multiple choices)**

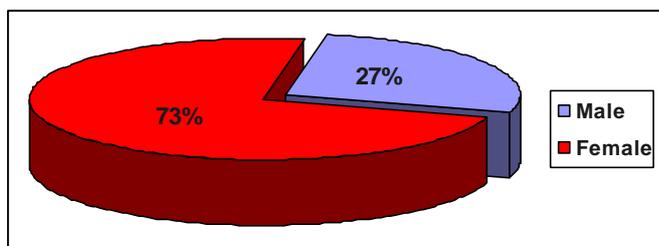
Governmental development agency (5)
Multilateral agency or program, including UN (3)
Private sector (11)
Non-governmental organization (9)
University or other education institution (0)
Government authority (6)
Regional authority (0)
Evaluation and research institution (1)
Other (4): <i>Self-employed ... State institution ... Consultant ... Consultant to banks, NGOs, multilaterals ...</i>



3. Your gender (37 responses):

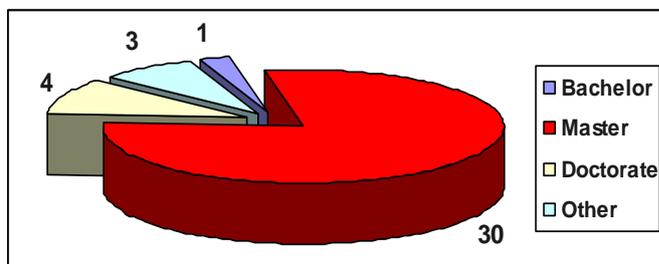
Male (10)	Female (27)
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In total, there were 34 women and 22 men in EPDET 2015.



4. Degree completed (37 responses):

Bachelor (1)
Doctorate (4)
Master (30)
Other (3): professional qualification (Master equivalent), N/A, post-Master

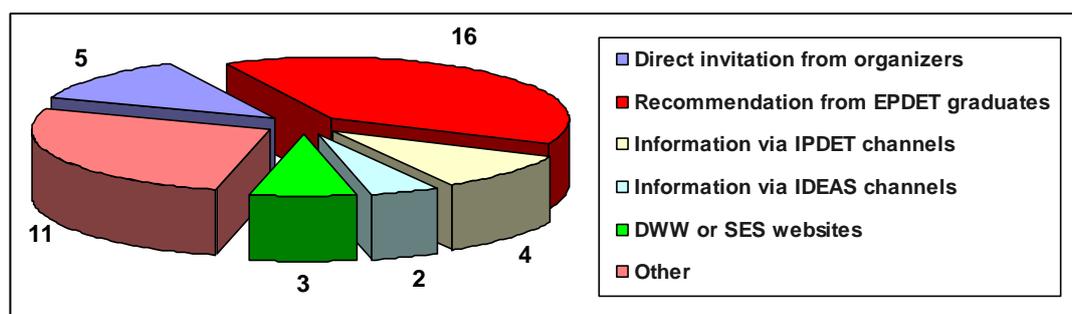


Most of respondents (92 %) have completed Master or higher academic degree.

The participants of EPDET 2015 brought experience from 29 countries in total (25 countries per origin, 23 countries per residence), from diverse sectors (from NGOs to UN agencies) and from all fields related to monitoring and evaluation. Other 70 interested people (from 31 countries in total) remained on the waiting list. This confirmed the added value of EPDET for experience exchange and for networking across countries and across sectors.

5. How did you get information about EPDET? (37 responses, multiple choices)

Direct invitation from organizers (5)
Recommendation from EPDET graduates (16)
Information via IPDET channels (4)
Information via IDEAS channels (2)
DWW or SES website (3)
Other (11): Via head of my department ... Colleague (non-graduate)... Google for European IPDET (2x) ... Friends/colleagues ... Company ... Reference through ex-colleague & GEF evaluation office ... LinkedIn ... An employer ... Co-worker ... Recommendation from evaluator/consultant ...

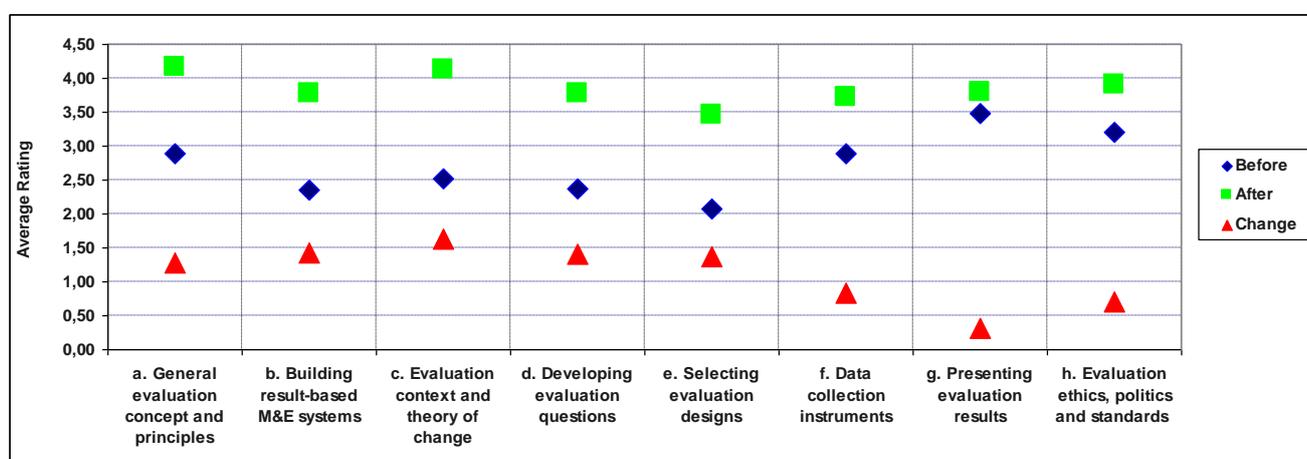


The main source of information about EPDET is recommendation by former EPDET graduates. This also means that most of participants are well informed in advance about the content and style of the training. Also the “other sources” include mainly the personal recommendations.

Part II: Learning Effectiveness in Specific Areas of Evaluation Knowledge

6. How much do you believe you have gained in knowledge and skills as a result of the training? (Please indicate this gain in your particular situation, by rating your level of knowledge before and after the training) (34 – 37 responses)

Topics	Before	After	Change
	Rating: 1 = lowest, 5 = highest		
a. General evaluation concepts and principles	2.89	4.16	1.27
b. Building a results-based M&E system	2.35	3.78	1.43
c. Evaluation context and theory of change	2.51	4.14	1.62
d. Developing evaluation questions	2.38	3.78	1.41
e. Selecting evaluation designs	2.08	3.46	1.38
f. Data collection instruments	2.89	3.72	0.83
g. Presenting evaluation results	3.49	3.81	0.32
h. Evaluation ethics, politics and standards	3.21	3.91	0.71



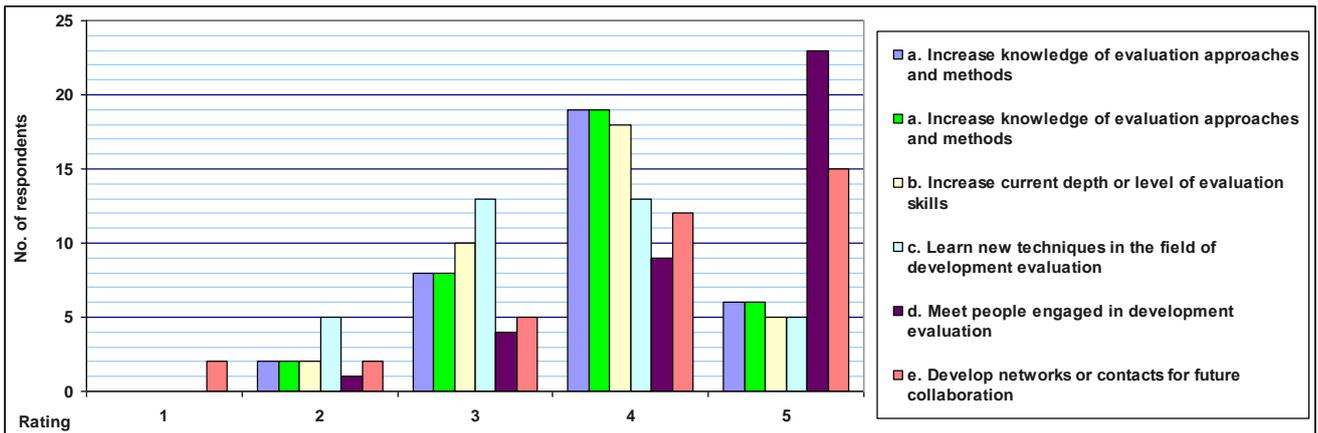
There was an increase in all categories of knowledge (however, there is a short time within one week to evaluate the real change). The respondents recognized the highest increase (from the rating 2.51 to 4.14 / 65 %) thanks to the module on the Theory of Change, and also module on selecting evaluation designs (from the rating 2.08 to 3.46 / 66 %). The lowest increase of 9 % was documented for presenting evaluation results, also due to the highest initial level of knowledge (3.49). Similar reason relates to evaluation ethics, politics and standards (increase by 22 %, initial knowledge 3.21). Based on these results, we recommend to replace the above two modules with the lowest change by the module on sampling and by strengthening the focus on evaluation designs (the lowest initial knowledge) and on data collection instruments (the third lowest increase by 29 %).

Part III: Learning Objectives and EPDET Effectiveness

7. To what degree has EPDET helped you meet the following objectives? (36 - 37 responses)

Rating: 1 = low, 5 = high	Ø	N/A
a. Increase knowledge of evaluation approaches and methods	3.83	1
b. Increase current depth or level of evaluation skills	3.74	2
c. Learn new techniques in the field of development evaluation	3.50	1
d. Meet people engaged in development evaluation	4.46	0
e. Develop networks or contacts for future collaboration	4.00	1

The EPDET objectives were met as documented by rather high average rating between 3.50 and 4.46 on the scale from 1 to 5, where 5 is the best result. The objective of meeting evaluation professionals got an outstanding rating of 4.46. Also developing networks got a high rating of 4 points. This result confirms the importance of experience exchange and building new partnerships and networks, besides an increase of expert knowledge.

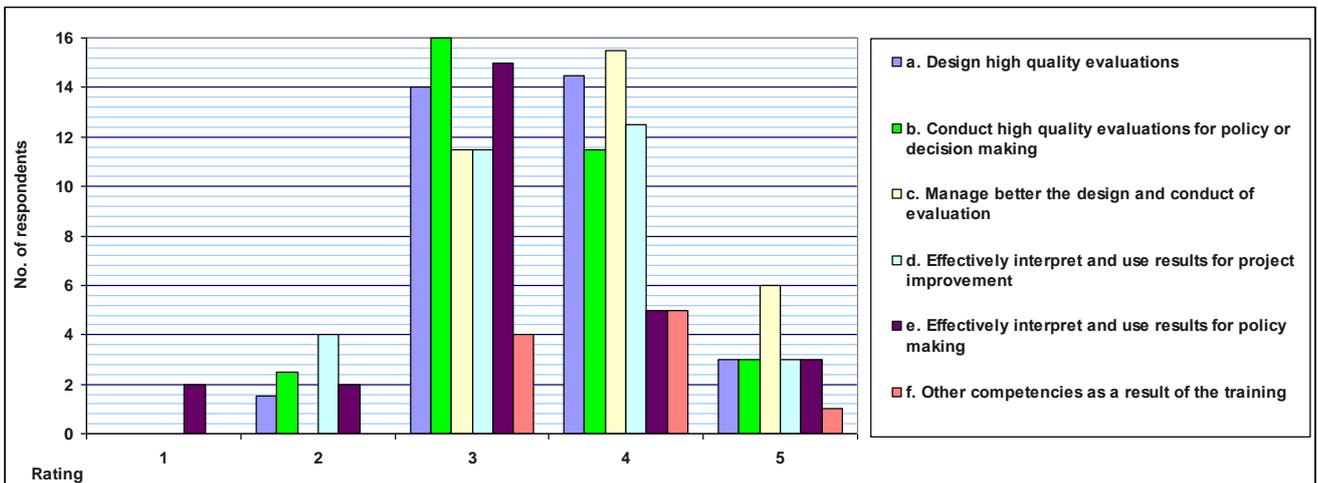


Part IV: Competencies and Potential Impact

8. To what degree has EPDET enhanced your abilities or competencies to do the following? (22 – 37 responses)

Rating: 1 = low, 5 = high	Ø	N/A
a. Design high quality evaluations	3.58	4
b. Conduct high quality evaluations that produce sound knowledge for policy or decision making	3.45	4
c. Manage better the design and conduct of evaluation	3.83	3
d. Effectively interpret and use results for project improvement	3.48	5
e. Effectively interpret and use results for policy making	3.19	8
f. Other competencies as a result of the training	3.70	12

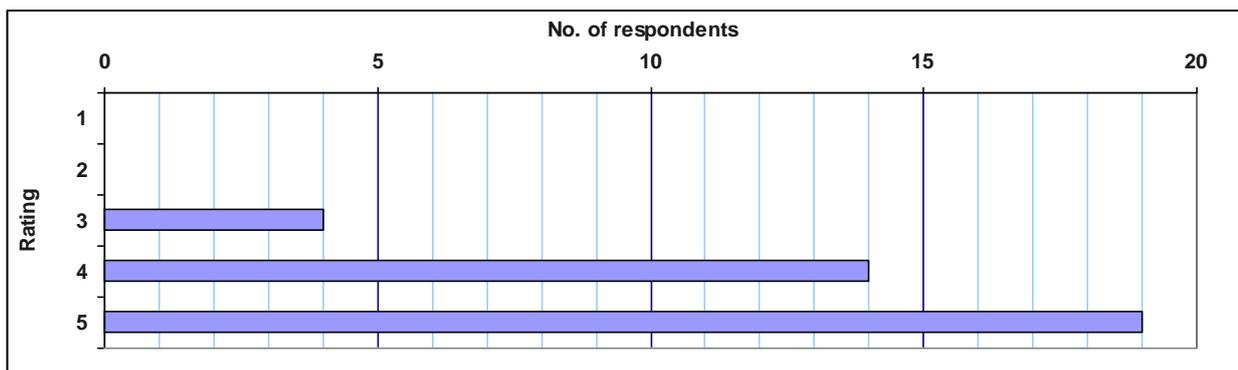
Please specify the other competencies: *Cooperation, group work, communication ... Group work ... Working in a group ... Manage consultants ... Design Theory of Change ...*



The respondents gave a rating above average (3.19 – 3.83 points) to all mentioned abilities or competencies. Besides high rating of 3.70 points for “other competencies” (mainly group work), the highest rating of 3.83 was given to “manage better the design and conduct of evaluation”. As this category partially overlaps with “design high quality evaluations”, we will better specify the abilities or competencies in the next survey.

9. What is the likelihood that you will use the gained knowledge and skills? (37 responses)

Rating: 1 = low, 5 = high	Ø	N/A
What is the likelihood that you will use the gained knowledge and skills?	4.41	0

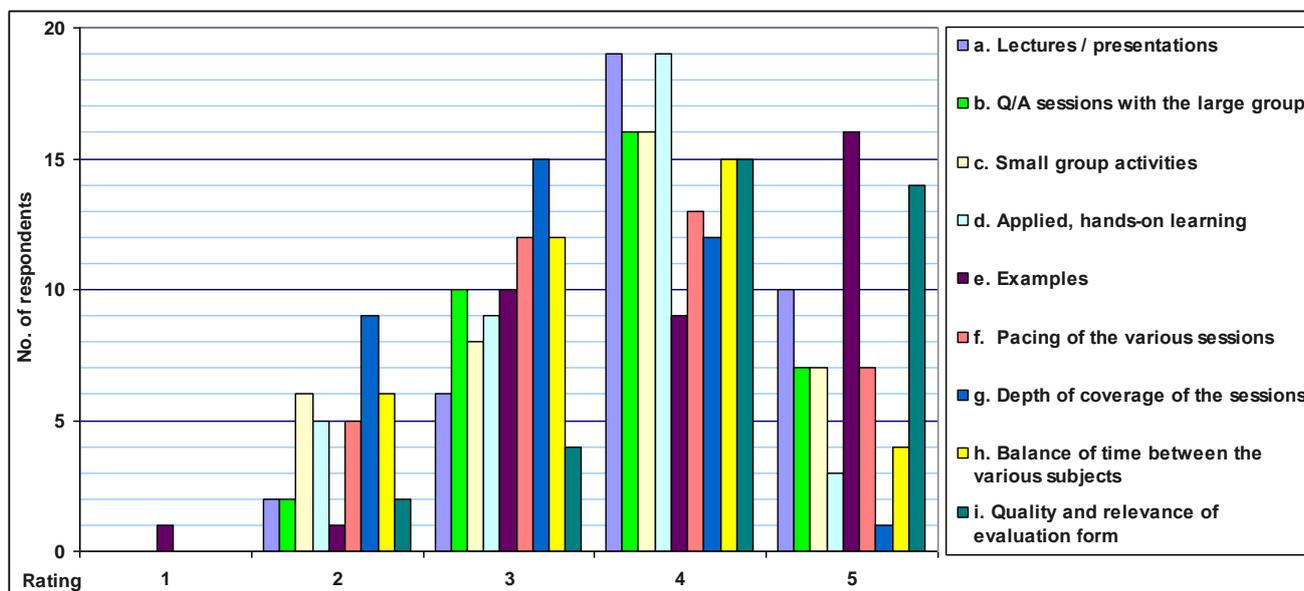


There is very high probability that the respondents will use the gained knowledge and skills. Outstanding average rating of 4.41 points to this key question corresponds to the results of previous years and means a continuing challenge for the whole EPDET team to keep the training quality and to respond to the emerging needs.

Part V: Quality of Course Design and Delivery

10. How would you rate the quality of the design and delivery of the program? (37 responses)

Rating: 1 = low, 5 = high	Ø	N/A
a. Lectures / presentations	4.00	0
b. Question and answer sessions with the large group	3.80	2
c. Small group activities	3.65	0
d. Applied, hands-on learning	3.56	0
e. Examples	4.03	0
f. Pacing of the various sessions	4.14	0
g. Depth of coverage of the sessions	3.14	0
h. Balance of time between the various subjects	3.46	0
i. Quality and relevance of this evaluation form	4.06	0

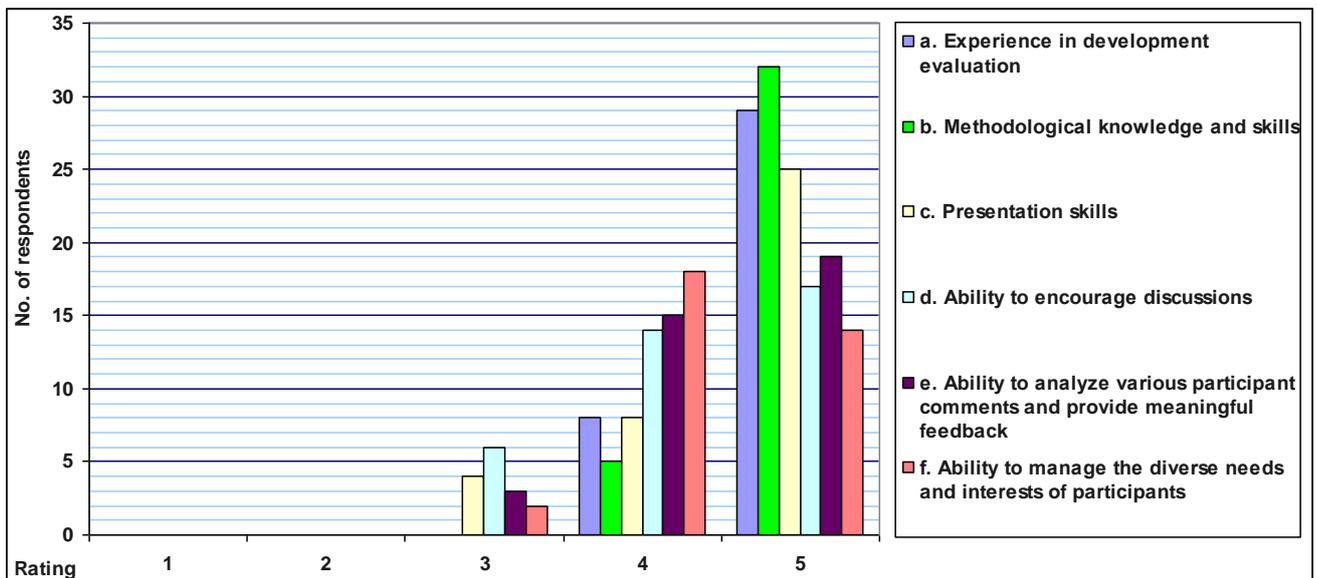


The respondents gave rather high average rating (3.14 – 4.14 points) to the quality of the program, with maximum related to the quality of lectures/presentations (4.00 points), examples (4.03 points), pacing of the various sessions (4.14 points), and also to the quality of this evaluation form (4.06 points). The main problems are indicated in the depth of coverage of the sessions (3.14 points only) and balance of time between the various subjects (3.46 points). The organizers will reflect these findings in the preparation of the next EPDET and will focus more on practical issues related to evaluation design and techniques and also on selection of more appropriate case studies.

Part VI: Lecturers

11. How would you rate EPDET lecturer Linda G. Morra Imas on the following? (37 responses)

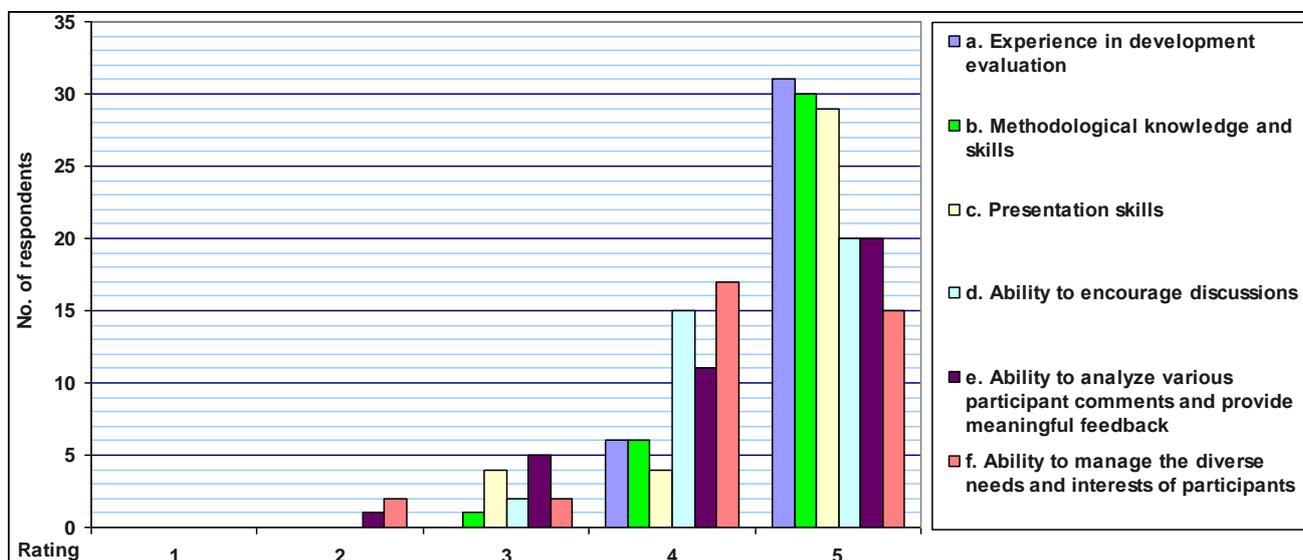
Rating: 1 = low, 5 = high		Ø	N/A
a.	Experience in development evaluation	4.78	0
b.	Methodological knowledge and skills	4.86	0
c.	Presentation skills	4.57	0
d.	Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	4.30	0
e.	Ability to analyze various participant comments and provide meaningful feedback	4.43	0
f.	Ability to manage the diverse needs and interests of various participants	4.35	3
g.	Strengths of this lecturer:	<i>Excellent presenter ... Open to questions and discussions ... Enthusiasm, expertise, experience + stories to illustrate ... Good communication skills, excellent theoretical background ... Good voice, well-structured, good examples, sociable ... Knowledge, experience ... Very entertaining way of presenting ... Real-life examples and expertise, humor ... Easy to follow, good pacing of the material ... Easy to follow ... I mostly appreciate how she is experienced in the field of evaluation ... Strong experience in evaluations, good speaker, communicative + open person ... Finds very helpful examples to illustrate theory, easy to follow + to understand ... Methodological knowledge and relevance of experience ... Her extensive knowledge/skills! ... Technical skills and presentation skills, work with ... As above (5 points in all categories) ... She is very experienced and professional ... Addressing the questions & encouraging discussions & providing examples ...</i>	
h.	Improvements needed:	<i>Knowledge of current practices seems a bit out-of-date ... Too much time on anecdote, rhythm a bit slow ... To go into more details ... Sometimes difficult to follow ... Time management ... Examples + perspectives are too US focused and too US government focused ... I was sometimes sleeping, don't know exactly why, maybe talk louder? ... Pace and depth of sessions / choice of sessions ... None as far as I can see ... N/A ... More examples from real world, practice – less theory ...</i>	



Linda received really superior rating between 4.30 (for ability to encourage discussions and the exchange of knowledge in an open and challenging environment) and 4.86 (for methodological knowledge and skills). The minimum rating was 3 (from only a few participants) – for presentation skills, ability to encourage discussions, ability to analyze various participant comments, and ability to manage the diverse needs of participants. The respondents appreciate her expertise, experience, presentations skills, and openness. See the comments above.

12. How would you rate EPDET lecturer Ray C. Rist on the following? (37 responses)

Rating: 1 = low, 5 = high		Ø	N/A
a.	Experience in development evaluation	4.84	0
b.	Methodological knowledge and skills	4.78	0
c.	Presentation skills	4.68	0
d.	Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	4.49	0
e.	Ability to analyze various participant comments and provide meaningful feedback	4.35	0
f.	Ability to manage the diverse needs and interests of various participants	4.14	1
g.	Strengths of this lecturer:	<i>Excellent presenter, maintains high interest level ... Clearly experienced ... Clear language, patient, experienced ... Communication, experience ... Humor, examples, easy to listen to, sociable ... Knowledge, presentation skills, experience, ability to keep attention of listeners ... Very entertaining way of presenting ... Real-life examples and expertise, humor ... Vivid, easy to follow, experienced lecturer ... Easy to follow and engaging ... The best thing on Ray is that even the topic is really complicated, he can explain it simply and clearly, also he is really funny ... Expertise, good speaker, jokeful, willing to answer on questions ... Very vivid and entertaining lecture, good orator ... Extensive methodological knowledge and experience – as Linda ... His extensive knowledge/skills! ... Technical and presentation skills, humor ... As above (rating 5), THANKS!!! ... Delivery of information in very clear way, interesting and useful linking of theory and practice ... The ability to present complex concepts in a simple way and focus on the real issues, also able to capture the attention of participants ...</i>	
h.	Improvements needed:	<i>Unclear in providing answers to participants' questions ... Less repetitions ... Too much time for anecdotes, a bit heavy on the "Turks" group, rhythm a bit slow leaving too many slides untouched ... To go into more details ... Less irrelevant stories ... More ability to listen ... Time management ... In some topics and questions quite stick or narrow-minded views on relevant/suitable solutions (e.g. most suitable research design) ... Too US focused, too focused on national program level evaluation, I would like project example ... I would like to hear more examples from his practice than from his personal and family life ... It would have been good to discuss the role of OECD DAC criteria further since a huge part of the group considered them relevant ... Pace and depth of sessions / choice of sessions, module on RBM and evaluation unfinished, important modules skipped, modules on approach, sample, more important than report writing ... None as far I can see ... Maybe less stories from private life and more stories from working life ☺ ... None ... Could provide more examples ...</i>	

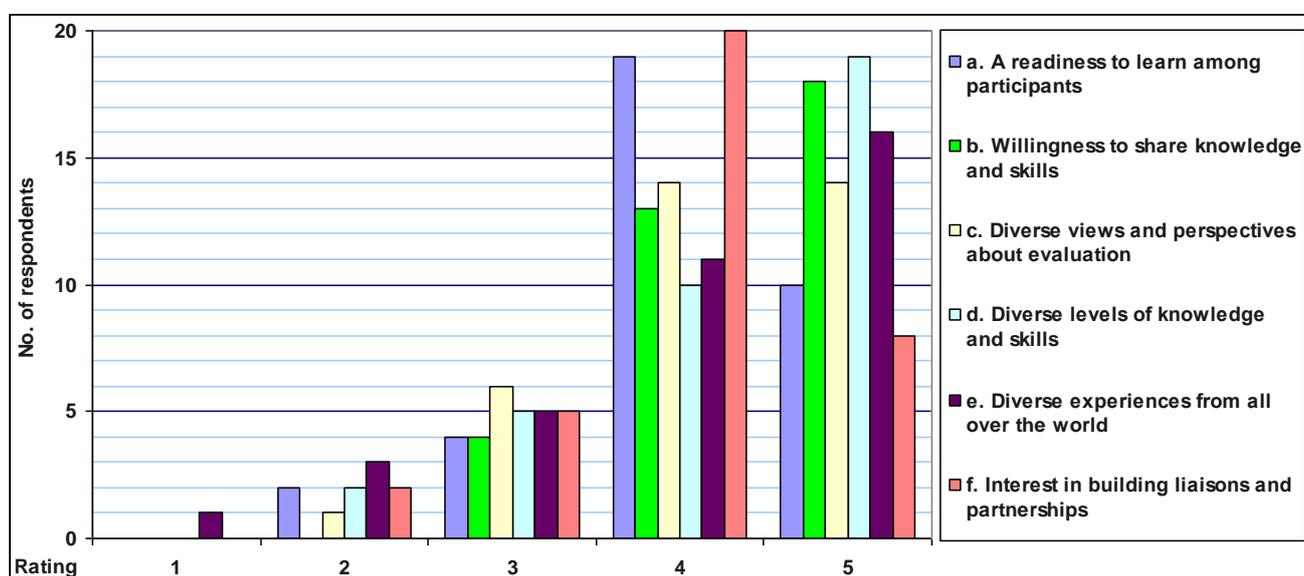


Ray also received an exceptional rating between 4.14 (for ability to manage the diverse needs and interests of various participants) and 4.84 (for the experience in development evaluation; and similar rating of 4.78 for methodological knowledge and skills). The respondents appreciate his experience and lecturing skills - clear explanations and humor. An exceptional low rating of 2 points he received for ability to analyze various participant comments and provide meaningful feedback and for ability to manage the diverse needs and interests of various participants. The feedback from the respondents and recommendations for improvements are mentioned in the comments above.

Part VII: Participants as Active Learners

13. Please rate your fellow participants on the following characteristics: (35-36 responses)

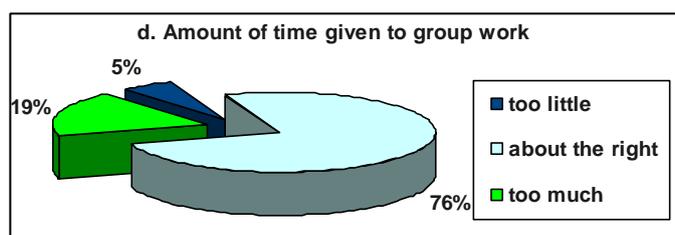
Rating: 1 = low, 5 = high	Ø	N/A
a. A readiness to learn among participants	4.06	0
b. Willingness to share knowledge and skills	4.40	1
c. Diverse views and perspectives about evaluation	4.06	1
d. Diverse levels of knowledge and skills	4.40	0
e. Diverse experiences from all over the world	4.06	0
f. Interest in building liaisons and partnerships	3.97	0

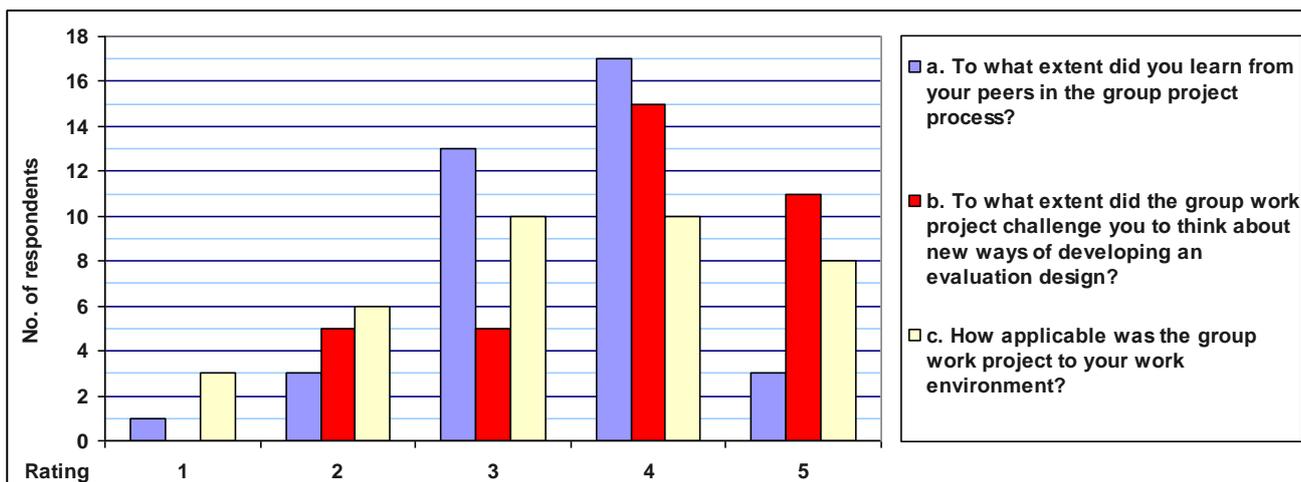


High average rating between 3.97 and 4.40 confirms good relations and strong networking between the participants.

14. Group work (team exercises) (36-37 responses)

Rating: 1 = low, 5 = high	Ø	N/A
a. To what extent did you learn from your peers in the group work process?	3.49	0
b. To what extent did the group work project challenge you to think about new ways of developing an evaluation design?	3.89	0
c. How applicable was the group work project to your work environment?	3.38	1
d. The amount of time given to group work was:	too little (2)	about the right (28)
		too much (7)



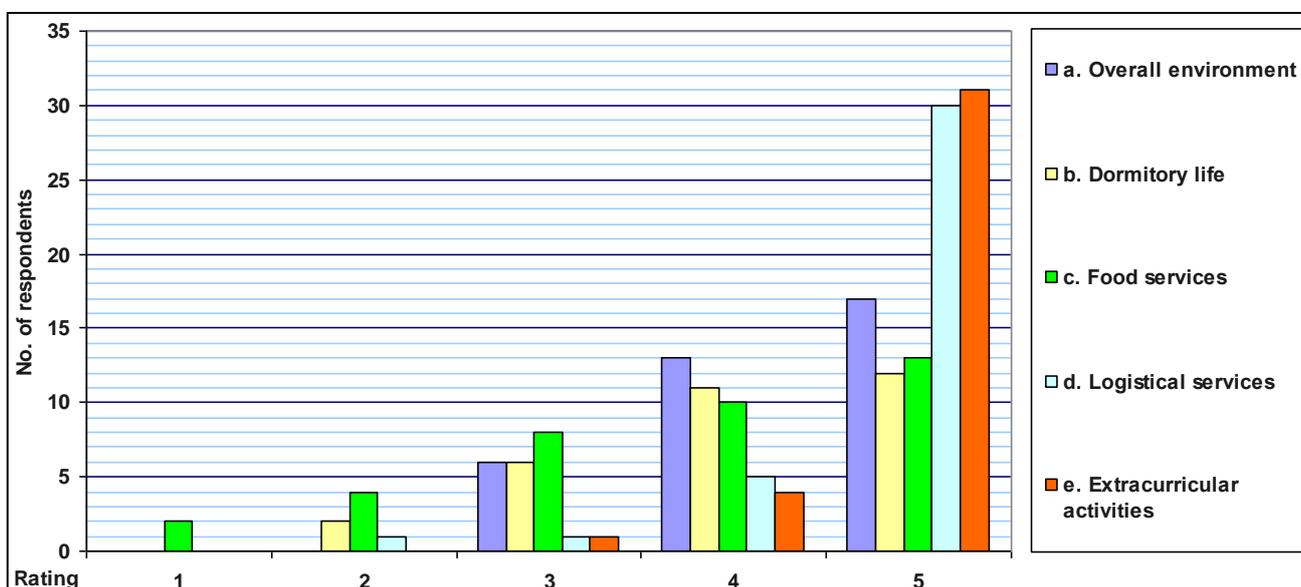


The respondents consider the group work for a valuable experience (rather high rating between 3.38 and 3.89), with about the right amount of time given to this important cluster of EPDET training.

Part VIII: Living in the training premises

15. Please rate the quality of: (36-37 responses)

Rating: 1 = low, 5 = high	Ø	N/A
a. Overall environment	4.03	0
b. Dormitory life	4.06	6
c. Food services	3.76	0
d. Logistical services (organisation, information, etc.)	4.73	0
e. Extracurricular activities (Prague Castle, Wednesday dinner, graduation dinner)	4.83	1

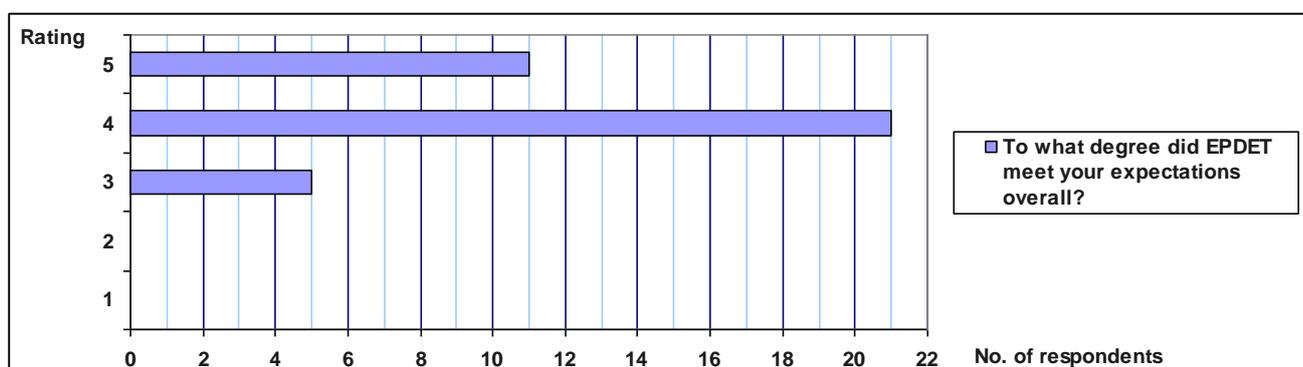


“The hall could be better. Columns were obstacle to see presentations. Toilets weren’t suitable for Muslims. It was very problem. We couldn’t eat Halal certificated foods. This was very big problem. Such an international hotel should serve Halal certificated foods for Muslims. Some of hotel staff don’t speak English. It is an obstacle for communication.”

The rating improved in comparison with the previous years. The respondents gave an excellent rating for logistical & information services (4.73) and extracurricular activities (4.83). The lowest but still rather high rating (3.76) belongs to the quality of food. Although the hotel offered a buffet style lunches and dinners, namely the offers of vegetarian and Halal food were not sufficient (and sufficiently marked). We are already discussing with the hotel some improvements of the services in the next year, and a bigger training room will be available as well. Also from organizational point of view we will focus on keeping the highest quality in the following years.

Part IX: Good Practices and Recommendations for Improvement

Rating: 1 = low, 5 = high	Ø	N/A
16. To what degree did EPDET meet your expectations overall? (37 responses)	4.15	0



This is one of the key questions in this evaluation form and average rating above 4.00 is one of the main indicators of success. We will use the feedback from respondents to improve both the agenda (adjusting the modules to the needs) and the organization of next EPDETs.

	Yes	No	Not Sure
17. Would you recommend this program to a colleague?	35	0	1

We highly appreciate that 35 of 36 respondents would recommend EPDET to their colleagues (one is not sure). This is another important indicator as personal recommendation is the main information channel and also the best award for EPDET organizers and trainers.

	Yes	No	Not Sure
18. Would you return for additional training provided by the EC?	24	0	12

In spite of “global” composition of the participants, most of respondents (two thirds) would appreciate an additional training provided by the European Commission (EC). We will continue in consultations with the Evaluation Unit of the Directorate-General for International Cooperation and Development (DG DEVCO) in this regard.

	Yes	No	Not Sure
19. Would you recommend that we offer EPDET next year?	32	0	4
If yes, could you estimate number of your colleagues interested to attend EPDET 2016?	37		

This is another important indicator. Most of respondents (89 %) recommended continuation in the tradition of EPDET. In an additional question, the respondents assume that 37 of their colleagues might be interested to participate in EPDET 2016. In the next year we will celebrate the 10th anniversary of this training and we are ready to keep and further improve the quality of EPDETs in the coming years.

20. What is your most useful take-away from EPDET?

Structured approach to evaluation design, understanding more technical concepts ... The Theory of Change, evaluation design matrix ... Not sure; I've learned and taught a lot of this information before. I misunderstood the ad for the course content in that I thought it would be specific to the EU project cycle, policies and practices ... Structured approach to evaluation, evaluation to support change management ... Evaluation design development ... A lot of materials to study, group work ... References, tools, contacts ... Theory of Change, Building a Result-based Monitoring and Evaluation System ... Development of Theory of Change ... Theory of Change and evaluation design ... To learn evaluation further and in more depth – read more evaluation reports ... Contacts with lot of people from different parts of world and areas of interest, very experienced and interesting lecturers ... A comprehensive understanding of the field of evaluation really ... The Group work assignment, I will apply it with my team members in consulting the design (and the Theory of Change) of the upcoming project ... Theory of Change frameworks, choice of indicators ... Theory, philosophy, common sense, tools, instruments, processes, etc. ... Theory of Change, design matrix, working

with others ... Theory of Change, designs of questions ... Contacts, basics about Theory of Change (although will require more study from my side to better comprehend) ... Whole process of evaluation (step-by-step) ... Theory of Change, systematize steps in evaluation processing, different designs of evaluation ... Materials (book, presentations) ... Increased methodological knowledge + skills concerning Theory of Change and evaluation questions, exchanges of info, knowledge + experience with other participants ... Materials and experiences shared ... Lectures on modules 4 & 6, and to tie the issues to practical examples ... Design matrix and theory behind helps for arguing ... More confidence in my own position ... Theory of Change, evaluation design, data collection ... Theory of Change as it's not so common for EU ... Better overall understanding of different parts of the evaluation process + new connections ... Useful tools, templates + methods, the book is just great & the websites of evaluation materials are also beneficial ... Theory of Change – share experience with colleagues ...

The above comments from the respondents are self-explanatory. It can be highlighted that most of participants appreciated the lessons and discussions about Theory of Change approach and the evaluation design matrix, the quality and extent of supporting materials, but also an exchange of experience and networking with new colleagues.

21. What did you find least useful from EPDET?

Too much wasted time – 2 hours lunch, long breaks, etc. ... Thursday sessions on reporting & ethics – too basic and there are more relevant modules ... Every module and info has been useful – I would not cut out anything ... N/A ... Group work, ethics module ... The module on data presentation – we all know these points already (e.g. bar charts, etc.) ... Lecture on Module 13, and the long presentation session on Friday ... Report writing module seems far less important than evaluation approach, sampling, analysis modules ... Some topics were given too much attention (such as report writing) whereas other (such as Evaluating complex interventions) was not even addressed ... Modules on presenting results and (to some extent) on ethics: especially the first should be shortened to allow more time for a module on sampling, data collection instruments or complex evaluations ... I would change from group work to individual hands-on exercises ... Thursday lectures ... Work group was interesting, inspirational, but in fact (and for my job) it wasn't useful at all – I think I could train the theory better in smaller groups and with some coordinator who could tell us if we are thinking right or not ... Ethics/politics ... Some case studies were far away from my work agenda ... Modules 13/14 (communication + ethics) – too basic for this level in the audience – would have preferred the module on managing complex evaluations/process ... Very lengthy anecdotes ... Not least useful but little time to provide in depth understanding a point of view on the topics discussed ... Module 13 ... Ethics issues ... Too thin coverage of issues, few chapters and within these only part of the slides ... PPT presentation – examples from practice are missing ... Discussion on presenting results ... The presenting results module could be done a lot better ...

Many respondents consider the modules on ethics and presenting the evaluation findings as the least useful. Although the practice shows that there are still ethic issues in conducting evaluations or in using the evaluation results, and also that inappropriate presentation often complicates a proper use of evaluation results, the organizers and lecturers will replace these modules by the module on sampling and we will allocate more time for modules on data collection and analysis. The breaks will be shortened as well (we will continue in buffet style lunches which take less time). However, within one-week training it is not possible to cover all 15 IPDET modules.

22. What are suggestions for improvements to enhance the effectiveness and usefulness of EPDET?

One week is very tight for amount of materials so perhaps look at volume of content in some more technical parts ... A greater variety of teaching techniques are needed, some of information needs to be updated ... Some guidance in the group work, better written/more realistic/truthful cases, potentially more room for illustrative cases to illustrate challenges/evaluation design/approach ... More practical/real examples of evaluations to be included into lessons/exercises ... Closer connection of presentation with the speech, especially with issues which aren't in the book ... Improve case studies material and guidance during Group work ... Everything was at a high level ... More time dedicated to designs ... Small group work: ask people up front for their sector of interest and put people with similar interests together ... Instead of having each group present their results, rather give each group the same task and on the last day provide them with the "solution" so it is useful for everybody ... I believe more time is needed to cover the material in depth, maybe a 7-day approach rather than a 5-day (practically 4-day) approach ... Some of the modules would need some more time to be focused (e.g. evaluation design module and Theory of Change) ... Lectures, case

studies + presenters from Europe! Group work was like heaving(???) cats; suggest asking participants in advance for 1/2 areas and allocating group examples accordingly ... Create case studies based on selecting of the most challenging proposals from participants ex-ante training ... Module 7 was too fast for me – going into more details would be much appreciated ... I would appreciate if the practical examples (or more of them) were also in the book with PowerPoint presentations; pay more attention to group works – are all participants cooperating? Are they on right “path”: Do they have any questions? Do they need help??? ... Too much information during 4 days of training, I would prefer more days (at least 5) for theoretical parts ... More balance in covering topics ... More examples from lecturers (practical) ... Include one lecturer from the EU – having two American lecturers limits the M&E approach to one very similar approach; update the sources – the book is from 2009 and a lot has changed – if a second edition is not possible, provide updates to the chapters/references ... Different selection of modules, more in depth on methodology ... Vary the lecturing techniques, a lot of PowerPoint make you loose focus in the longer term; group work is excellent but would prefer smaller groups, and presentations are not necessary, the learning is in the actual group work not in long presentation sessions ... Put more time on question design as this is key to good evaluations! ... Reduce number of working groups (pax), an alternative could be work in pairs & report to “twinning” pairs, 6-7 people are difficult to manage, too much difference in opinions, etc. ... Include more practical samples of evaluation & evaluation designs – e.g. the same project/program being evaluated different ways to see practically the differences (+ copy them on USB) ... maybe more examples from various successful (and also poor) evaluations – everybody likes personalized stories and examples ... It would be very useful to have more exercises but I don’t know how this can be done in such a short period of time esp. as I think some concepts & tools need more lecture time; one way may be to deal with this is offer courses for different levels esp. as people & knowledge varied; I would not recommend this course for someone who is just starting M&E, there must be some knowledge otherwise they will get lost & feel overwhelmed ... Replace the existing Thursday sessions with module 9 on sampling and module 10 or 11 ...

Besides the comments to the content/structure of the training (responded above), many comments relate to the group work and selection of the case studies. In our opinion, the added value of EPDET is in sharing various approaches to various topics. In case that the groups are organized around the topics all group members are well familiar with (which is not feasible in such a diverse group of participants), only the “stereotypes” would be applied, without the needed brainstorming and tough discussions. The evaluator should be able to understand different context, to recognize the theory of change of different interventions and to find the best appropriate solution for each situation. In addition, the evaluator must be able to work with, and to manage different stakeholders, so the skills to work with the people beyond an internal evaluation team belong to the most important competences of an evaluator. It is not easy but it is needed. As there is no single and perfect solution applicable to all development interventions, the lecturers cannot provide the “solution” to the group work at the end of the training. Therefore the presentations of the group work and comments from the peers and from the lecturers are the only (and necessary) feedback the groups can and must get – we therefore do not want to skip the final presentations. Regarding selection of the case studies, we already tried to get the real life cases from the participants in the past EPDETs in advance (with a little success) but we will ask for the cases again (as well as for the best and worst evaluations from their practice). The case studies will be definitely updated. We fully agree that the guidance for the group must improve. Although we visited every group several times and offered the answers to any question and provided some recommendations, the time for that was limited. We will consider strengthening the team of group facilitators.

Regarding the length of EPDET, the previous experience show that the participants do not want to spend two weekends at the training - the “disappearance rate” was too high in case we started or finished on Saturday.

Finally, regarding US and/or EU lecturers, we prefer to provide a global view in this kind of training, with very experienced team of Ray and Linda, among others due to the fact that the development interventions are mostly implemented outside Europe (in fact, the European focus on logframe matrix seems to be a bit outdated as it cannot well describe/monitor all real-life interactions – see also the discussion on logframes on EPDET website). Instead, we prefer and we can offer follow-up trainings on specific topics or approaches if there is a demand in the European countries. In such trainings we can work with concrete projects or programs fully relevant for the trainees.

23. What did you like best about the week? (Why?)

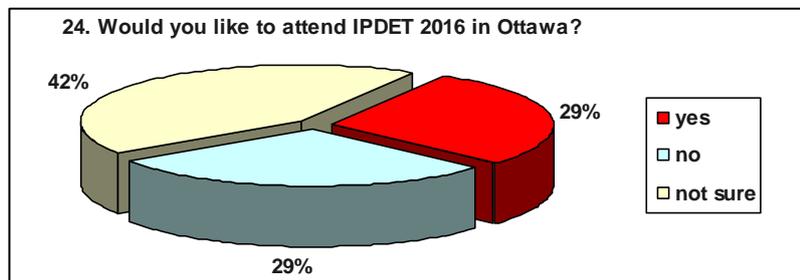
Daniel’s contribution & organization. Thanks!! ... Lecture on Theory of Change and question design because that’s where my knowledge was weakest ... The week was balanced (lectures, group work, extracurricular activities), meeting people from different countries & backgrounds was excellent not only on professional but human level ... I really liked lecturers as well as group work – although groups could be smaller – maybe 5 people max., new connections ... Attitude of the trainers (guys you are just great!!!), group work (I was lucky to have an amazing one!), variety of participants (excellent opportunity for

networking & knowledge sharing) ... Definitely, the content of the course, it is one of the greatest learning experiences, plus, cultural program is awesome ... Social activities as you learn so much sometimes in these ... Lectures on Module 4 & 6 ... Sound technical knowledge of trainers, networking, good refreshing of knowledge & skills ... Exchange of news, networking, access to useful materials and information ... The relaxed atmosphere and healthy climate for exchange + discussion throughout all activities, be it lectures, group work or informal activities ... Meeting people from different backgrounds, having the whole week dedicated to the theme ... Lectures – quality, info & data bank on memory stick ... Friendly, open atmosphere and professionalism of lecturers and organizers ... Everything ... The friendly atmosphere, making new friends & contacts, gaining useful knowledge ... Interesting people from all over the world, understood techniques, processes and evaluation tools ... People that I met! ... Hands-on work and other people’s experiences – that’s how adults learn the best! ... The extra-curricular activity (☺), It did provide opportunity to mingle more informally with colleagues ... That there was not too much group work, that the group work focused on one specific topic & that the group constellation did not change ... Group work – interactive, graduation dinner ... Combination with cultural activities ... Daniel’s great organization, incl. the extracurricular events ... Group work ... All the program was very interesting ... Connecting with people ... A lot time for food ☺ ... Group work & networking ... Interacting and working with fellow participants ... Meeting very experienced instructors and participant from all over the world ... Lectures & interaction with so many colleagues from different parts of the world ...

Thank you for very positive and energizing feedback! It is also a confirmation, that the group work and meeting people with diverse background is a big value of EPDET. I must say that I really enjoyed the week! One personal lesson learned – next time I will stay in the hotel not to miss any social activity...

Part X: Future Training and Services

	Yes	No	Not Sure
24. Would you like to attend IPDET 2016 in Ottawa?	10	10	15



Some respondents would like to attend EPDET 2016 in Ottawa and the organizers of EPDET truly recommend it.

25. General comments and recommendations:

Very good course ... Operational management & logistics was great, more fruits/less sweets (but it was great), the room was too small/warm – cramped seating in back ... Tell participants to do some reading beforehand, ask which topics they are interested in and focus presentations on these ... Thank you! ... Probably won’t be allowed to attend IPDET by employer ... I do believe that the group was a huge mix of international expertise, but I think the training should be really targeting a gp(?) at a time as it tends to get overwhelming sometimes ... Would like more hands-on learning in smaller groups ... Keep pace of slides with the speech, do not let first slide be active for quite 90 % of the module, build up working groups in respect with each member knowledge and experience level and characteristic, having 2-3 “shapers” in Belbin terminology decreases functioning of a team and decreases possible gains from the training ... A great training + superb organization – it put some energy into my veins again! Thanks ... Just keep going ☺ ... The training has very high quality, I suggest only recommendation already stated – more days (at least 5) for theoretical parts ... Thank you, it was amazing week, well done!!! ☺ ... Do not skip important chapters of Road to Results book, for example chapter 10, 12 ... Congratulations, a very good and pleasant training course! Keep it up! ... I suggest that lunch time break does not last for more

than 1:00/1:30 – 2:00 is too long, participants tend to lose focus and you lose the momentum ... The lack of engagement of the Turkish delegation is as much to do with an variability of people to understand how to include quieter people in a group context; be good to get some written feedback on our projects ... More practical real examples (if not confidential) & sharing of real case studies & best/worst practice – e.g. this was really bad evaluation/design & this is how it should look like ... Thank you! ... IPDET is too far & will be very costly (especially tickets), to make full benefit one would need to attend two weeks but it is difficult to be away from work for such a long period of time ... A better conference room is needed, it felt a bit cramped/out of air, sessions should end at noon on Friday so people don't have to travel on this weekend ... Great job! Lecturers, Daniel, Inka – you made a great team ...

We already responded to most of the suggestions above and we promise to work with all of them conscientiously. However, based on our previous experience, we probably cannot prolong the training by more days but we will shorten the lunch breaks to have a bit more time for the work and for the interactions. We will also consider another complementary module or a special discussion on Friday afternoon like this year.

We will improve the guidance and case studies for the group work but we probably cannot decide what evaluation we know is the worst or the best until some participants want to share their own experience in this regard ☺. There is no perfect solution that can be copied/pasted but both positive and negative lessons learned can be and must be used for further improvements. By the way, I have a contribution in the coming IDEAS Global Assembly in Bangkok on the role of the Czech Evaluation Society in influencing/improving the Czech evaluation system. This paper shows among others the importance of an open communication and cooperation between the evaluation clients, the evaluators and other development actors. I believe that EPDET well contributes to such cooperation, too.

On behalf of the organizers, I would like to thank you again for your participation in the training and for your valuable contributions and feedback. My special thanks belong to Ray and Linda who are excellent trainers and strong and warm persons facilitating learning and exchange of evaluation experience.

EPDET 2016 (the 10th anniversary) will take place again in the hotel Pyramida (in a bigger room and with a bit broader offer of food) in Prague, Czech Republic, on 4 – 9 September 2016.

All the best!

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