

GEI Working Group on Training and Professional Development

Second meeting February 9, 2022

Purpose of the Working Group

- Use the Working Group as a platform for knowledge sharing, discussing strategic topics of common interest, coordinating our work, and embarking on strategic joint initiatives related to M&E training and professional development
- Eventually, we aim to:
 - Collectively benefit from each other's experience, expertise and resources, so all GEI partners can deliver high-quality training and professional development activities that prepare our M&E colleagues for the challenges of our time
 - Establish the GEI network as a global leader in M&E training and professional development, to the benefit of M&E stakeholders in developing countries as well as the broader global M&E community
- Today we have reconvened as the Working Group to track our progress in the journey as well as to learn about the work of our partners towards this goal

Agenda

- Introduction
- Lightning talks: GEI partners presenting some of their work and learnings on training and professional development
- Task Team updates: four Task Teams recently initiated their work
- Q&A
- Any other business
- Closing and next steps

Lightning Talks



IPDET

CLEAR SA

ENAP

CLEAR FA

GEI Partners



PIFED

Apprendre, agir, transformer

تقييم

ENAP

Lessons from online teaching

Recent experiences with the TAQYEEM and PIFED programs

February 2022

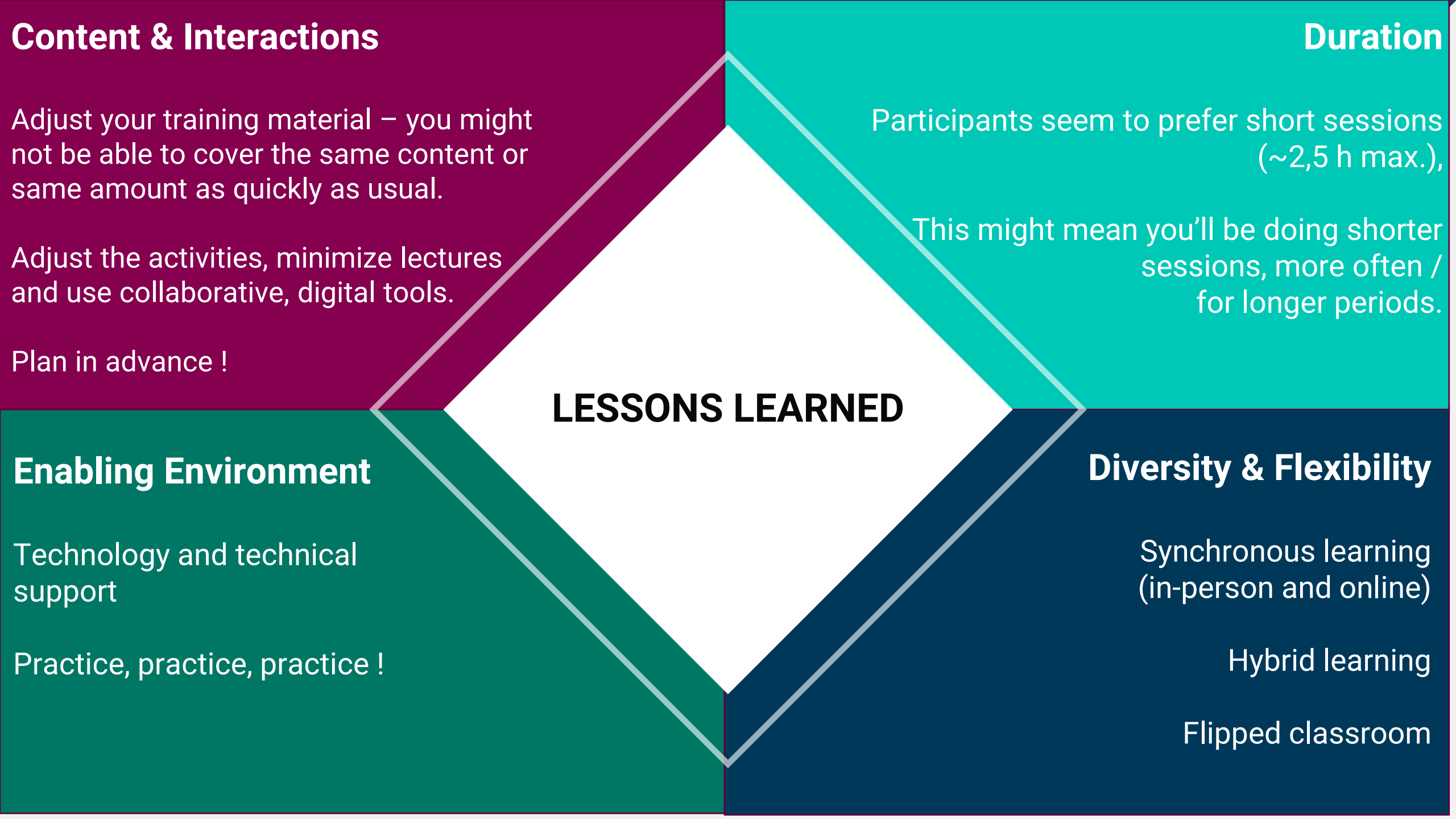
- Developed in 2021, with support of the World Bank (IEG) and in collaboration with ECD actors in the MENA region (IsDB, SIC Alathar).
- Delivered for the first time in June 2021.
- Delivered both online and in-person.



- ENAP runs the PIFED program annually in Quebec City, Canada since 2011.
- Delivered for the first time entirely online in the Fall of 2021.
- The core program, a 60-hour course, consists of 8 modules made up of 50% theory and 50% practice.
- Learn more about PIFED on GEI and ENAP's website:

<https://international.enap.ca/9626/S%E2%80%99insc-rire-au-PIFED-a-distance.enap>

<https://www.globalevaluationinitiative.org/events/core-program-programme-international-de-formation-en-evaluation-du-developpement-pifed>



Content & Interactions

Adjust your training material – you might not be able to cover the same content or same amount as quickly as usual.

Adjust the activities, minimize lectures and use collaborative, digital tools.

Plan in advance !

Duration

Participants seem to prefer short sessions (~2,5 h max.),

This might mean you'll be doing shorter sessions, more often / for longer periods.

Enabling Environment

Technology and technical support

Practice, practice, practice !

Diversity & Flexibility

Synchronous learning (in-person and online)

Hybrid learning

Flipped classroom



PIFED



THANK YOU

First IPDET-Outreach-Activity

“Better Policy Making through Evaluations”

IPDET-APEA-Global Parliamentarians
Forum for Evaluation

October 2021 – November 2021

Report from Reinhard Stockmann, Ceval, 9th Feb. 2022

Partners

Partners:



Objectives:

Parliamentarians and Parliament (Research) staff is convinced and equipped with knowledge and skills to use evaluative evidence in the policy making process

Implementation:

Series of six workshops

- Use of evaluations for political steering and participation of Society
- Introduction to fundamentals of M&E
 - M&E basics
 - Planning Evaluation
 - Standards, Ethics and Utility
- Challenges in evaluating the SDGs
- Systematization of lessons learned

IPDET

Participants

- around 300 participants in all virtual sections
- 63 selected people took part in the workshops which were
 - 15 Parliamentarians
 - 46 Parliament Research Staff
 - 2 Government Officials
- from 15 countries: Australia, Bhutan, Cambodia, Fiji, India, Kyrgyzstan, Lebanon, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand, Vanuatu

Results

More than 90%

- were ‘considerably’ or ‘strongly’ satisfied with the event series
- would ‘probably’ or ‘definitely’ recommend the event to others
- rated the content, quality, usefulness and expertise of instructors as either ‘good’ or ‘excellent’
- More than 80% ‘considerably’ or ‘strongly’ agree, that the training enhanced their abilities to “Use results for program improvement”.
- More than 70% to “Use results for policy making”.
- Almost 80% of respondents indicate, that the newly acquired knowledge is ‘considerably’ or ‘strongly’ “applicable to [their] own work“ which is crucial for being used in daily practice.

Lessons learned

- There is a considerably strong interest of Parliamentarians and Parliamentarian staff in evidence based policy – at least in the Asian/Pacific region.
- The willingness to deal with the topic of evaluative evidence in policy making and to apply it in the policy making process is enormous (there were hardly any dropouts, strong active participation in working groups, continuous participation in all workshops of the series).
- There is a great demand for further courses and in-depth workshops.
- The organisational implementation went very smoothly because of motivated and extremely competent partners (APEA/Parliamentarians Forum).

Recommendations / Future Plans

- Continuation of workshop series in Asia with APEA and Parliamentarians Forum in 2022
- Offers for Parliamentarians in other regions
- Broadening of the topics: from awareness raising to competent application and use
- Expand cooperation with other partners (CLEAR centers, CARICOM, United Nations Population Fund etc.)

Development and launch of the Master in Evaluation of Policies, Projects and Programs (ME3P): Lessons Learned

Justification of ME3P



- The strengthening of national M&E systems leads to a growing demand for quality evaluations in African French-speaking countries.
- Weak capacity of African institutions to carry out these evaluations
- Insufficient number of professional evaluators
- Deficit of graduate program in evaluation in French-speaking Africa

Implementation process of ME3P



- Mapping of existing graduate program in evaluation in French-speaking Africa: 6 programs identified in 5 countries but not specifically specialized in evaluation;
- Summaries of courses plans and identification of relevant courses in the African context
- Design of the Master program
- Validation of the Master program with a participatory workshop involving teachers, future students, professionals, organizations, etc.
- Amendment and approval by the scientific and educational council of CESAG
- Development of courses plans and launch of the ME3P.

Presentation du ME3P



- **Aim of the ME3P:** to provide students with additional high-level training, enabling them to acquire the skills necessary for research, analysis and evaluation of projects, programs and policy in the African context.
- This African master aims above all, the development of an evaluation practice "**Made in Africa**", that is to say made by Africans for Africans
- 4 semesters, 128 credits, selective admission
- **Two specialization options:** professional or research
- **First cohort 23:** 10 women, 13 Men; 5 students, 18 professionals

Challenges

- The difficulty of finding teachers-researchers specializing in certain evaluation themes;
- The lack of bibliographic resources in French

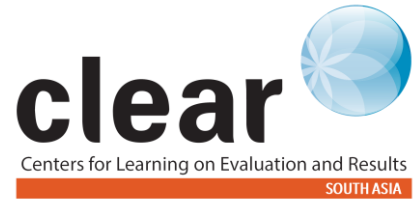


Lessons learned



- The need for capacity building in evaluation in Francophone Africa;
- The importance of adapting training to country context and needs;
- The importance of making a rigorous selection at the entrance to ensure that students are able to take and succeed in the program;
- The possibility of replicating the program in other French-speaking countries in partnership with other universities.





Strengthening the Researcher Network in India



Motivation

There is growing evidence that the **background** of the researcher matters for **what** topics are studied, and **how** they are studied, even beyond pertinent normative considerations (May, et al, 2014; Mester, 2019). **Researchers in the Global South continue to face systemic barriers to conducting high quality research.**



Lack of exposure and practical experience

Lack of access to professional networks & mentorship

Lack of access to funding

Lack of research infrastructure

Objective: To build appetite for and expertise on impact evaluations among India-based students, faculty and researchers

- Building **skills and capacity of** Indian researchers to generate rigorous, policy-relevant evidence
- Fostering **research collaborations** between global & local researchers

Research for Impact Fellowship

Research for Impact (RFI) Fellowship, launched in 2018, aims to equip **PhD students registered in Indian universities**, with the knowledge and skills to design and implement randomized evaluations

Year	Applications	Stage 1	Stage 2
2018-19	56	11	1
2019-20	59	10	2
2020-21	55	9	2
2021-22	140		



Stage 1

Scholarship for J-PAL/MITx
Micromasters
course on
Randomized
Evaluations



Stage 2

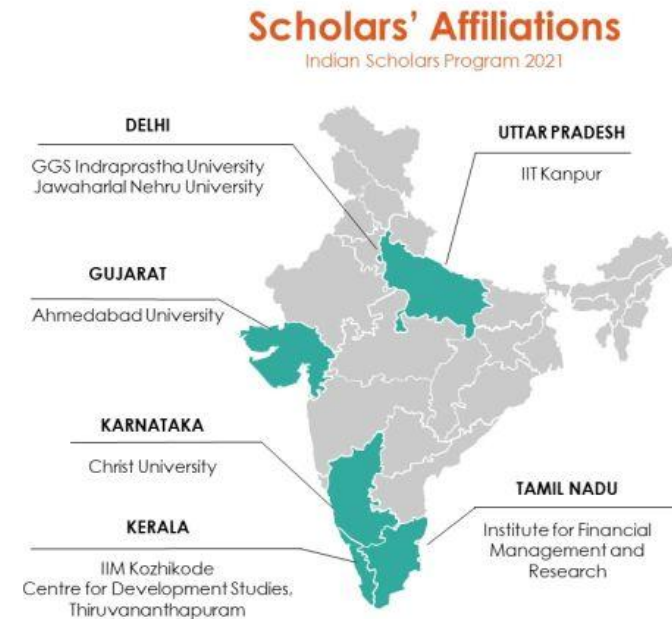
- Advanced research training
- Matched to research for 2-3 months
- Develop research proposal
- Mentoring



Indian Scholars Program

The Indian Scholars Program (ISP) creates opportunities for India-based researchers to drive and participate in the development research agenda in India

- **Funding**
- **Training & Scholarship**
 - Technical and practical aspects of running randomized evaluations
 - J-PAL/MITx MicroMasters course in [Data, Economics, and Development Policy](#).
- **Management infrastructure and operational support**
- **Sponsorship:** Researchers will be advised by an assigned “sponsor,” who will be a member of the J-PAL affiliate/IR network.



10 accomplished researchers
6 universities
\$221,000 in research funding

Reflections and Learnings

- Scoping and brainstorming with external stakeholders
- Openness to redesign and going back to the drawing board
- Leveraging existing platforms and structures
- Beyond technical knowledge and skills
- Diversity, equity and inclusion

Intermezzo

PollEv.com/iegnow

Task Team Updates



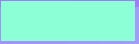
Academic Training in
Evaluation

ToT Program for
Lusophone Africa

GEI Internship Program

Institutionalization
of M&E

WGTPD Task Teams



Global Evaluation Initiative

Internship program

February 8, 2022

Internship Program's Objective

Internship Program aims to provide young and emerging evaluators with an opportunity to strengthen their monitoring and evaluation skills through hands on learning and mentorship and broaden their professional networks that will enable them to better position themselves when entering the job market.

In a long-term, Internship Program will help enhance the national M&E capacities in developing countries for conducting evaluations and of managing and using M&E systems for (evidence-based) decision-making, learning and accountability.

Task Team on GEI Internship program

Co-chairs, Anna Aghumian, GEI; Gabriela Rentería-Flores; EvalYouth, Helena Stadtmueller, DEval

Design an impactful GEI- network wide internship program for young and emerging evaluators

- ✓ Develop the vision, strategy and implementation plan of a GEI- network wide internship program for YEE.
- ✓ Help ensure an ownership of the internship program across the GEI network.
- ✓ Serve as an advisory/quality assurance body that can review and suggest improvements in the program during its implementation.

Task Team's Next steps and outputs

- ✓ Inventory of GEI Network's relevant hands-on learning programs to understand what is offered, the gaps and overlaps.
- ✓ Concept Note with timeline and expected outputs
- ✓ Full fledged proposal with:
 - selection process and criteria
 - roles and responsibilities
 - implementation plan
- ✓ Presenting the Proposal to WGTPD
- ✓ Pitching to GEI donors
- ✓ Lunching of a pilot phase



Global Evaluation Initiative

Working Group on Training and Professional Development

Task Team: Academic Training in Evaluation

Main tasks/outputs for 2022

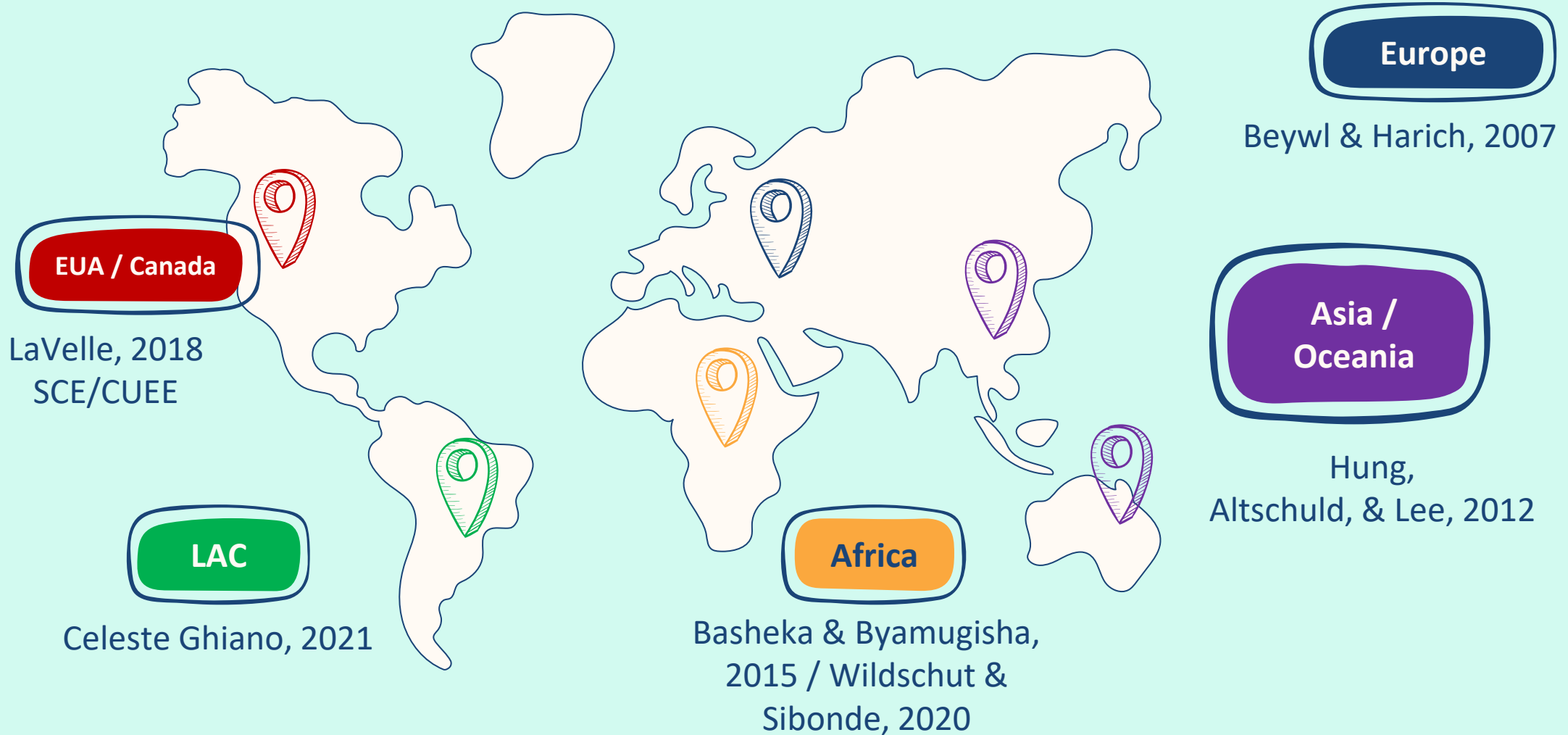
- ❑ Global mapping of academic programs in evaluation
- ❑ Mapping connected to a data visualization dashboard (GEI website)
- ❑ Dashboard disseminated
- ❑ Call for global meeting on academic training in evaluation

Mapping: main Goal

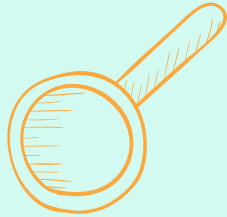
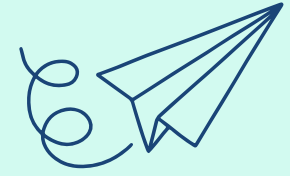
To update and complement recent **university-based** evaluation education programs' directories (King & Ayoo, 2020), providing a more comprehensive view of what is offered in the different regions and languages and contributing to building an international landscape on how evaluators are being trained around the globe.



1) Compilation of existing directories into a database



2) Update + Complements



Updates

Programs websites
visits

Interviews

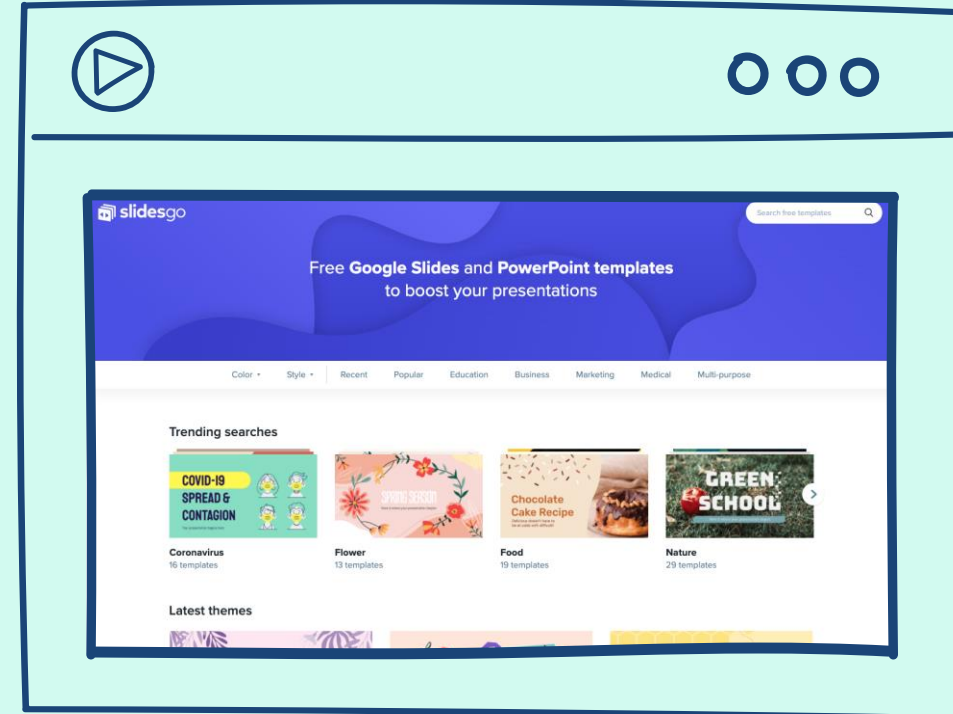
CLEAR Centers
VOPEs

Web scraping /
Crowdsourcing

3) Product

Mapping of the primary opportunities for formal evaluation education worldwide, encompassing different cultures and languages

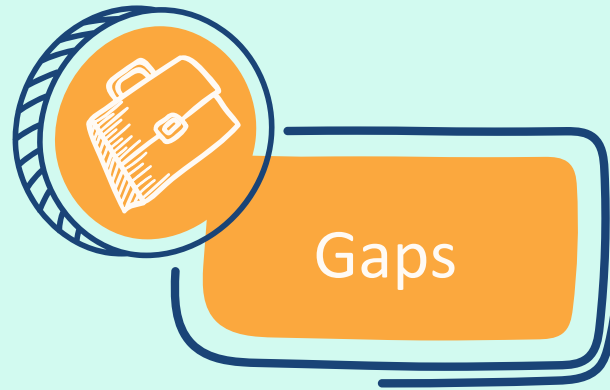
Open access / updateable



4) Benefits



What is being taught?
Where?
How?



What are the gaps?
(competencies,
market demand)



Options for education
vs feasibility

Institutionalization of M&E

1. Dynamic first meeting – 15 participants
2. Discussion: Where are we and where do we want to go?
 - What is needed and for whom?
 - What do we already have?
 - Do we have the necessary curricula?
 - If so, how do we coordinate, collaborate and share?
 - If not, is there scope to develop a joint GEI course (or suite of courses)?
3. First steps to be taken:
 - Stocktaking / identify gaps
 - Share existing curricula
 - Start expert trainer roster
 - Develop more detailed plan
4. Next meeting: 23 February at 2 p.m. CET

M&E Training-of-Trainers Programme for Lusophone Africa

WGTPD Task Team

| **Outline**

- Context and challenge
- Role of the Task Team
- Task Team goals
- Key next steps for the Task Team

| Context and challenge

Although there has been recent progress in the Monitoring and Evaluation (M&E) field in **Lusophone countries**, additional support is required, as:

- There is a **shortage of relevant professional organisations dedicated to evaluation** and a weak local capacity to advocate and influence public policies.
- The region has small and informal networks that offer short-term capacity building **without a long-term perspective**.
- There are limitations in benefiting from regional collaboration platforms due to the **language barrier**.

| Proposal and Rationale

- Design an M&E Training-of-Trainers Programme to contribute to the enhancement of **professionalization and training in evaluation in Portuguese**.
- It will complement the **M&E skills development** services offered by CLEAR LAB (e.g., open courses, customized courses, workshops and internships).
- This Programme is expected to **amplify M&E capacity** across the region and thus promote evidence-based policies through enhanced evaluative evidence.

| Role of the Task Team

- Engage a **WGTPD Task Team** to design a Training-of-Trainers programme for Lusophone countries in Africa that aims to develop the knowledge, skills and attitudes of evaluators and M&E specialists.
 - The Task Team will engage GEI partners to learn from their experiences in such endeavours.
- In the long term, we aim to see this programme
 - Replicated training in other countries; and
 - Building strong, connected local networks of evaluators and M&E trainers in the region.

| Task Team Goals

Immediate Goals:

- Learn from GEI partners' training experiences; and
- Design an M&E Training-of-Trainers Programme to be implemented in the Lusophone countries in Africa.

Long-term goals, post implementation:

- Summarize lessons learned to implement the program in other contexts; and
- Develop a vision and strategy for broader use of the ToT program in other Lusophone contexts.

Core Work:

Design an M&E ToT Programme

- Collaboratively define key aspects of the Programme:
 - Objectives;
 - Investment and implementation strategies;
 - Target audience, selection criteria, and recruitment process;
 - Mobilization process;
 - Modules;
 - *Basic and advanced M&E contents, and adult learning.*
 - Material elaboration;
 - *Translate/Develop teaching and learning materials into Portuguese.*
 - Follow-up strategy;
 - *Enhance local networks of evaluators and M&E trainers;*
 - *Provide technical support to evaluators in different countries.*

| Next steps for the ToT Task Team

1. New members to express interest by **Friday, February 18.**
 2. First meeting with all members
 3. Agreement on a workplan (including a timeline, role and responsibilities, etc.)
-
- If interested, please contact:
 - Jessica Meckler, GEI jmeckler@worldbank.org
 - Priscilla Bacalhau, CLEAR LAB priscilla.bacalhau@fgv.br

Q&A



Any other business



Next steps

- Announcements
- Next meeting in **May**
 - Please remember to share with us any information you would like to highlight in future WGTPD sessions!
- And: **please take the survey after this meeting**
<https://www.surveymonkey.com/r/39QNKQH>

▶ **THANK YOU!**

