

GEI Working Group on Training and Professional Development

3rd meeting

May 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
- GEI strategy on training and professional development – presentation of initial ideas and brainstorming
- Tour de table – announcements and updates
- Next steps

Lightning Talks



Lessons Learnt in delivering capacity building interventions in AA countries

Siyabonga Sibiya

About CLEAR-AA

CLEAR-AA works with strategic partners and clients to strengthen M&E capacities in developing countries.

Work to support systems of evaluation across the region by strengthening supply of and demand for evaluation simultaneously.

Programme Areas: Capacity Strengthening, Evaluation Systems, Research and Learning Strengthening Legislatures



CLEAR is a global network with
6 regional centers

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG



clear
Centers for Learning on Evaluation and Results
ANGLOPHONE AFRICA

What we do?

- Capacity Assessment – useful in identifying knowledge gaps
- Curriculum Review – review, alignment and updating
- Deliver Training – Standard + customised
- Evaluation of Training Programmes (Tracer Studies)

Lessons

- Blended Learning Approaches – online fatigue
- No more piecemeal – linkages to academic programmes
- More scaffolding and sequencing from introductory to more advanced offerings
- Systemic Approach to Training infused with programmatic thinking e.g country programme
- Programming approach of supplementing training with technical support etc.
- More demand for sectoral work – climate change, Impact Investing etc.



EVALUATION ACADEMY



Evaluation Capacity Development

Why, How, and What Do We Learn?

Using Evaluation Knowledge for Development Effectiveness

9 May 2022

Mandate: ADB Evaluation Policy 2008

- **Implement** evaluation capacity development (ECD) in ADB assisted Developing Member Countries and for ADB staff.
- **Evaluate** project and program performance for relevance, effectiveness, efficiency, sustainability, and impact
- **Contribute to improved understanding of** decision makers (ADB Board of Directors and Management) on whether resources have been well spent and outcomes achieved.
- **Emphasize** feedback for improving project performance to enhance the development effectiveness of ADB operations.

[2008 Policy Paper on the Review of the Independence and Effectiveness of the Operations Evaluation Department]

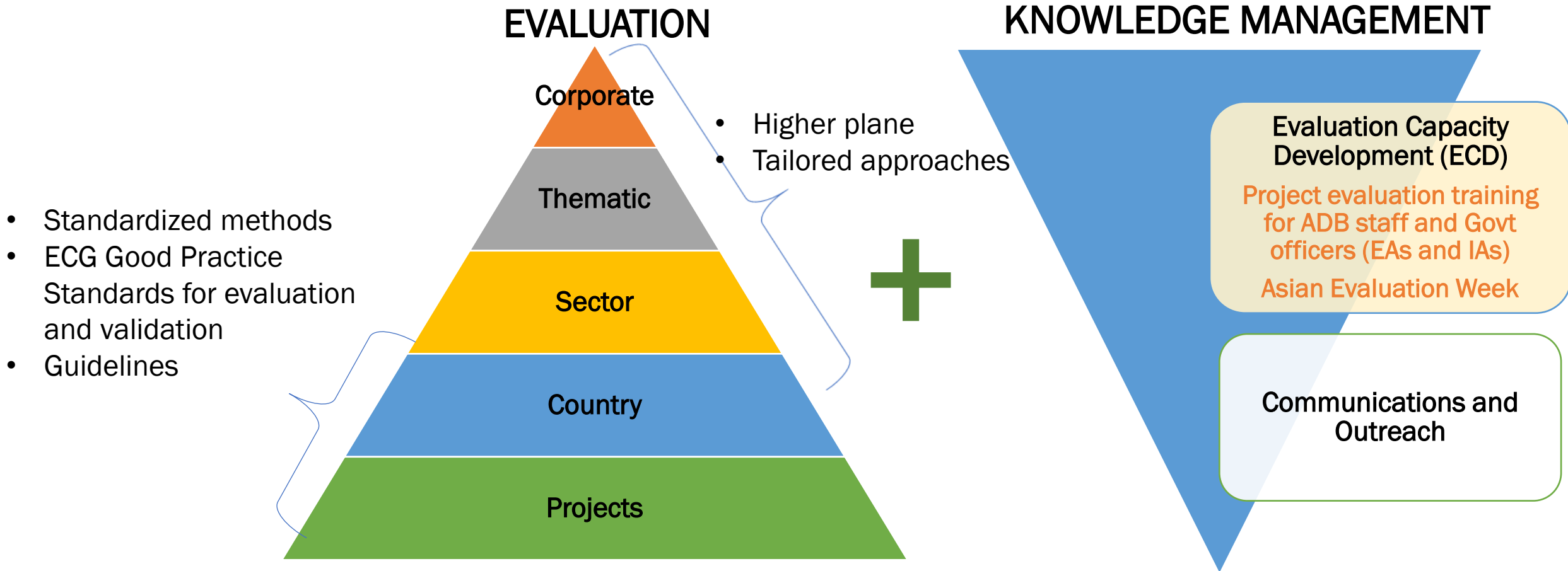
- **The ADB Operations Manual** identifies *supporting evaluation capacity development in DMCs* as a key output of the IED [Operations Manual Section K1/BP para. 6 item (v)]

Why evaluate?



Accountability & Learning





ECD Platforms and Partnerships

KNOWLEDGE MANAGEMENT

Evaluation Capacity Development (ECD)

Project evaluation training for ADB staff and DMCs
Asian Evaluation Week

Communications and Outreach
(multi media and fora)

KM: ECD

Project evaluation training for ADB staff & Govt officers
(Executing & Implementing Agencies)

AEW (AFDI)
Asian Evaluation Week

SHIPDET (AFDI)
Shanghai International Program for Development Evaluation and Training

Global Evaluation Initiative (GEI)
including Pacific MEL

ECD : ADB staff and Countries (Government officers)



Curriculum and Pedagogy: Evaluation Guidelines is the primary basis exemplifying core and non-core evaluation criteria and its application to ADB operations. Focus on lessons

Contextualization using relevant information from recent evaluations –sector and thematic, validations of projects and technical assistance, Annual Evaluation Reviews, Topical Papers.

Contextualization: ADB Operations Business Cycle

Self evaluation and
Independent
evaluation

Complimentary

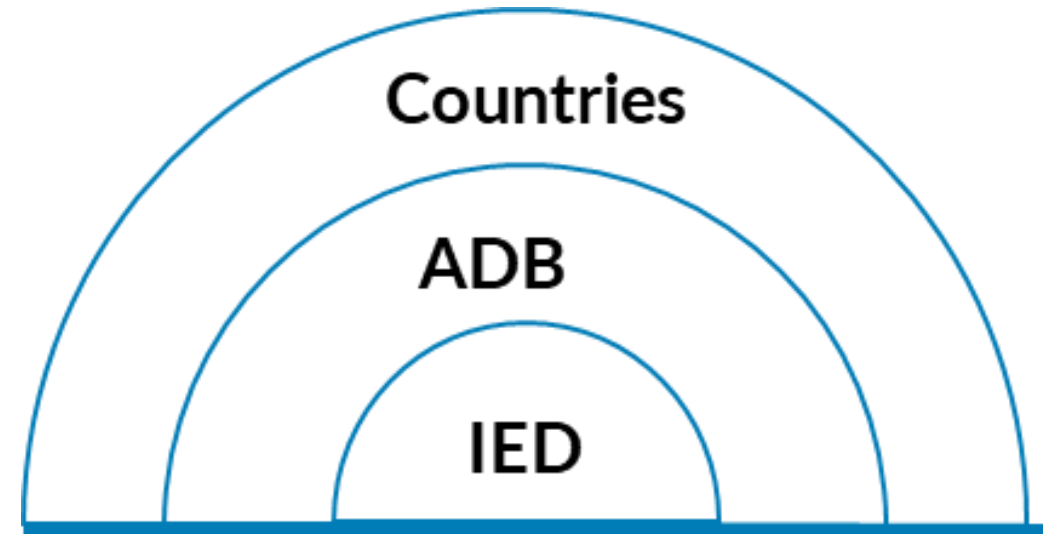
- ✓ Design and Monitoring Framework (DMF)
- ✓ Indicators
- ✓ Results chain: Output to Outcome



- ✓ Gathering evidence towards results
- ✓ Identifying persistent issues
- ✓ Recommending good practices.
- ✓ Identifying lessons

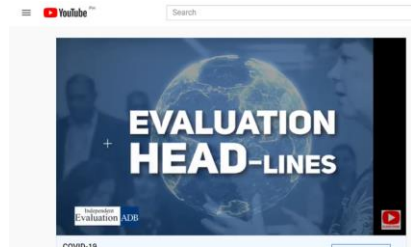
- ✓ Contextual
- ✓ Timely
- ✓ Credible

- **Ensure** stakeholders' access, use, and value evaluation know-how to enhance development effectiveness
- **Foster** an evaluation and learning culture following the principles of relevance, credibility, adaptability, and collaboration
- **Enhance** accountability & learning from evaluation knowledge to improve project performance



- Implemented since 2009
- Evaluation Academy started in 2018
- Aligned with ADB's learning programs
 - project evaluation workshops for ADB staff
 - country hubs for government officers
 - 6 AEWs (since 2016)
 - 4 SHIPDET (core course and special topics)

ECD and EKM Resources



- **IED Website:** <https://www.adb.org/site/evaluation/main>
- **Project Evaluation Guidelines for public sector operations:** <https://www.adb.org/documents/guidelines-preparing-performance-evaluation-reports-public-sector-operations>
- **TCR Validation Guidelines:** <https://www.adb.org/documents/technical-assistance-completion-report-validation-guidelines>
- **Guidelines for the Preparation of Project Performance Evaluation Reports on Non-sovereign Operations:** <https://www.adb.org/sites/default/files/institutional-document/32539/final-revised-pper-nso-guidelines.pdf>
- **PAIs:**
 - i. **Project completion report:**
<https://lnadbg1.adb.org/cos0003p.nsf/f47286b4d1eb6e9b482569e500308fb9/2867397288c097b948257b0100297468!OpenDocument>
 - ii. **TA completion report:**
<https://lnadbg1.adb.org/cos0003p.nsf/f47286b4d1eb6e9b482569e500308fb9/8180f91a4fb637d248257b010029746a!OpenDocument>
- **ADB Evaluation Academy:**
 - i. Evaluation training programs – IED-ECD-RDs ; ADB Learning_BPCT
 - ii. Shanghai International Program for Development Evaluation Training (SHIPDET)
- **Asian Evaluation Week**

Mentoring Sessions On Evaluation For Policy makers

Clear LAB

Presentation Structure:

1. Mentoring sessions;
2. Before the mentoring sessions;
3. During the mentoring sessions;
4. After the mentoring sessions.

Mentoring Session

1. Pilot supporting the 2021 cycle of evaluation, coordinated by the Council for Monitoring and Evaluation of Public Policies (CMAP), in partnership with the Brazilian National School of Business Administration.
2. 2021: Mentoring on for > 30 public policy makers on:
 1. Two evaluations of the design of public policies (Theory of Change Approach) : Scholarship Program for the Medical Residency and the National Student Assistance Program for Higher Education;
 2. One ex-ante evaluation: Funding for Public Higher Education.
3. 2022: 4 mentoring sessions with Brazilian and Lusophone Africa policy makers.

Before Mentoring Sessions

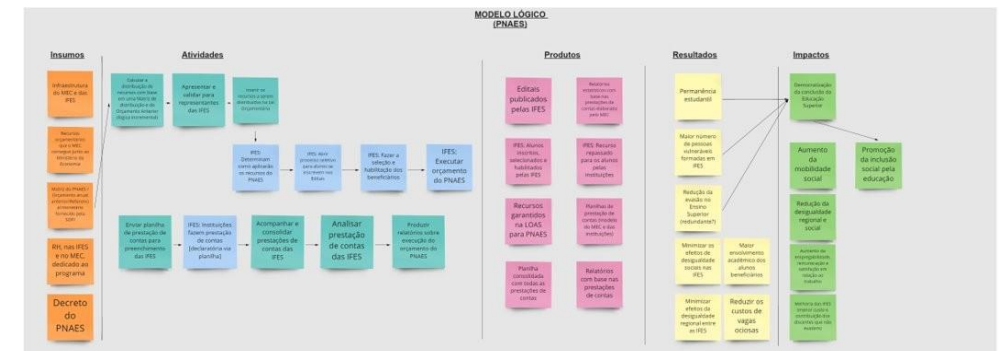
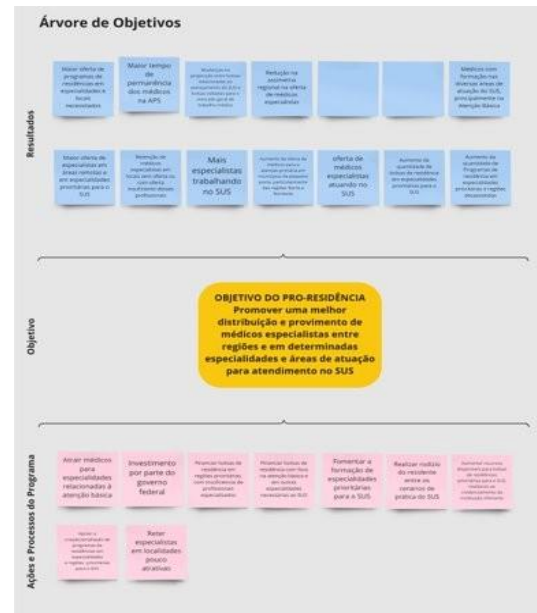
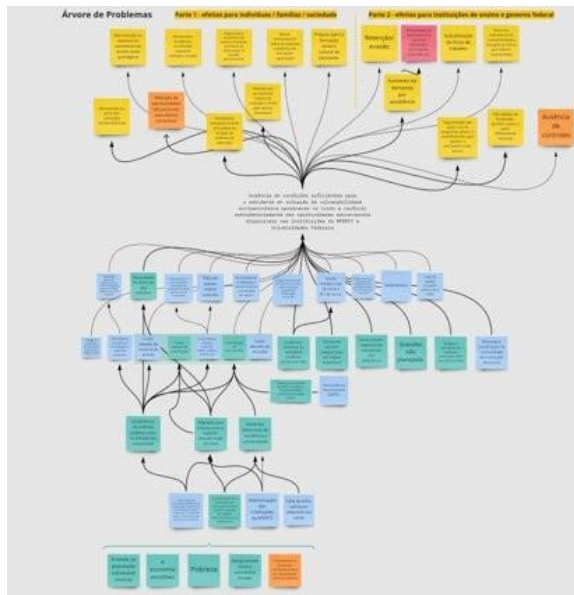
1. Alignment with pre-defined evaluation questions;
2. Detailed planning and preparation of materials (presentation and other tools).



Encontro	Perguntas norteadoras	Atividades	Insumos do Evidence Express	Ferramenta de facilitação a ser utilizada	Participantes	Duração	Data tentativa
1	Alinhamento Inicial Qual é o objeto dessa avaliação?	Definição do escopo; definição de indicadores a serem analisados	-	-	GT1	1h	Semana 14-18/6
2	Oficina 1: Construção da Árvore do Problema Qual problema o Pró-Residência visa solucionar? Como definir esse problema? Quais são indicadores podem ser utilizados para descrever esse problema no Brasil e no mundo? Quais as causas que acarretam esse problema? Quais são as consequências desse problema?	Desenvolvimento de árvore do problema; elaboração do problem statement;	-	Árvore do problema	GT1	2h	Semana 29/6-3/7
3	Oficina 2: Consolidação da Árvore de Problema Quais são indicadores podem ser utilizados para descrever esse problema no Brasil e no mundo? Quais as causas que acarretam esse problema? Quais são as consequências desse problema?	Análise de indicadores (preparados pelo evidence-express); consolidação da árvore do problema	Indicadores do problema	Árvore do problema	GT1	2h	Semana 5/7-10/7
4	Oficina 3: Construção da Árvore de Objetivos Qual objetivo que se pretende alcançar?	Discussão das causas críticas; desenvolvimento de árvore de objetivos	-	Árvore de objetivos	GT1	2h	Semana 12/7-15/7
5	Oficina 4: Desenvolvimento do Modelo Lógico Qual é o modelo lógico do Pró-Residência?	Elaboração do Modelo Lógico	-	Modelo Lógico	GT1	2h	Semana 19/7-23/7
6	Oficina 5: Desenvolvimento do Modelo Lógico II Quais evidências podem ser utilizadas para justificar as relações causais presentes no modelo lógico?	Análise de evidências de relação causal (preparados pelo evidence-express); consolidação do Modelo Lógico	Evidências de relação causal entre etapas do modelo lógico.	Modelo Lógico	GT1	2h	Semana 26/7-30/7
7	Oficina 6: Aprimoramentos e modificações Quais aprimoramentos podem ser propostos para o Pró-Residência?	Análise crítica do Modelo Lógico; retomando da árvore de objetivos e a árvore de problemas; discussão de experiências internacionais	Exemplos de políticas internacionais de Residência Médica	Modelo Lógico	GT1	2h	após oficina final
	Panel de Especialistas Qual problema o Pró-Residência visa solucionar?	-	-	-	GT2	1h30	Entre 29/6 e 16/7
	Oficina Final O modelo lógico do Pró-Residência é robusto? Quais aprimoramentos podem ser propostos para o Pró-Residência?	Validação do Modelo Lógico; discussão sobre possíveis aprimoramentos	-	-	GT2	2h	após 30/7

During Mentoring Sessions:

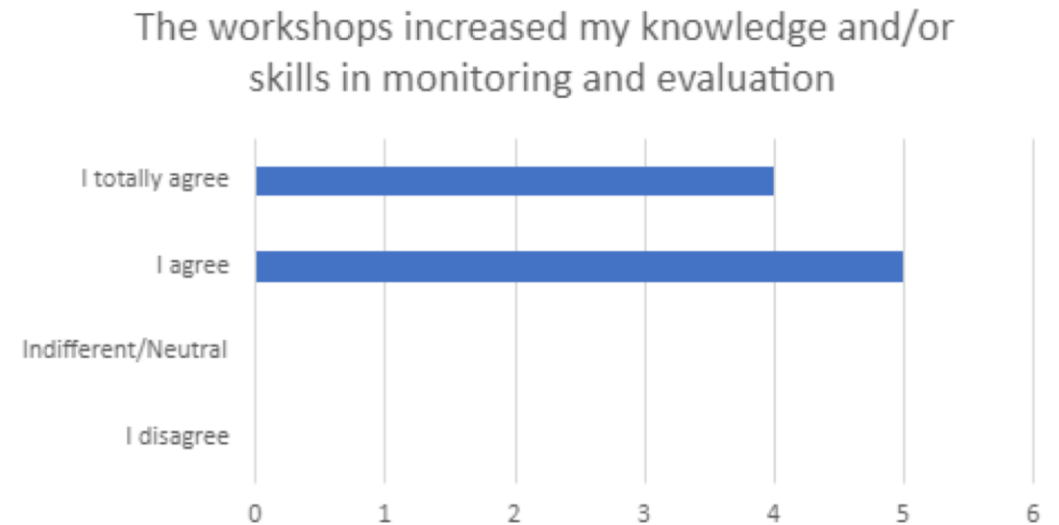
1. Between 8 to 10 meetings (2h to 3h each);
2. Theoretical content + team work + use of collaborative tools.



After Mentoring Sessions

- Testimonial from a Brazilian policy maker:

"The dialogue with the managers/technicians of the evaluated policy and the shared knowledge was fundamental for the understanding and deepening of the points of the policy. The facilitators' ease of intermediation and concatenation also contributed a lot so that no discussed point was lost during the discussions".



Source: Feedback questionnaire, distributed at the end of the sessions.



Thank you!

GEI Strategy on Training & Professional Development *some initial ideas*

What have we achieved?

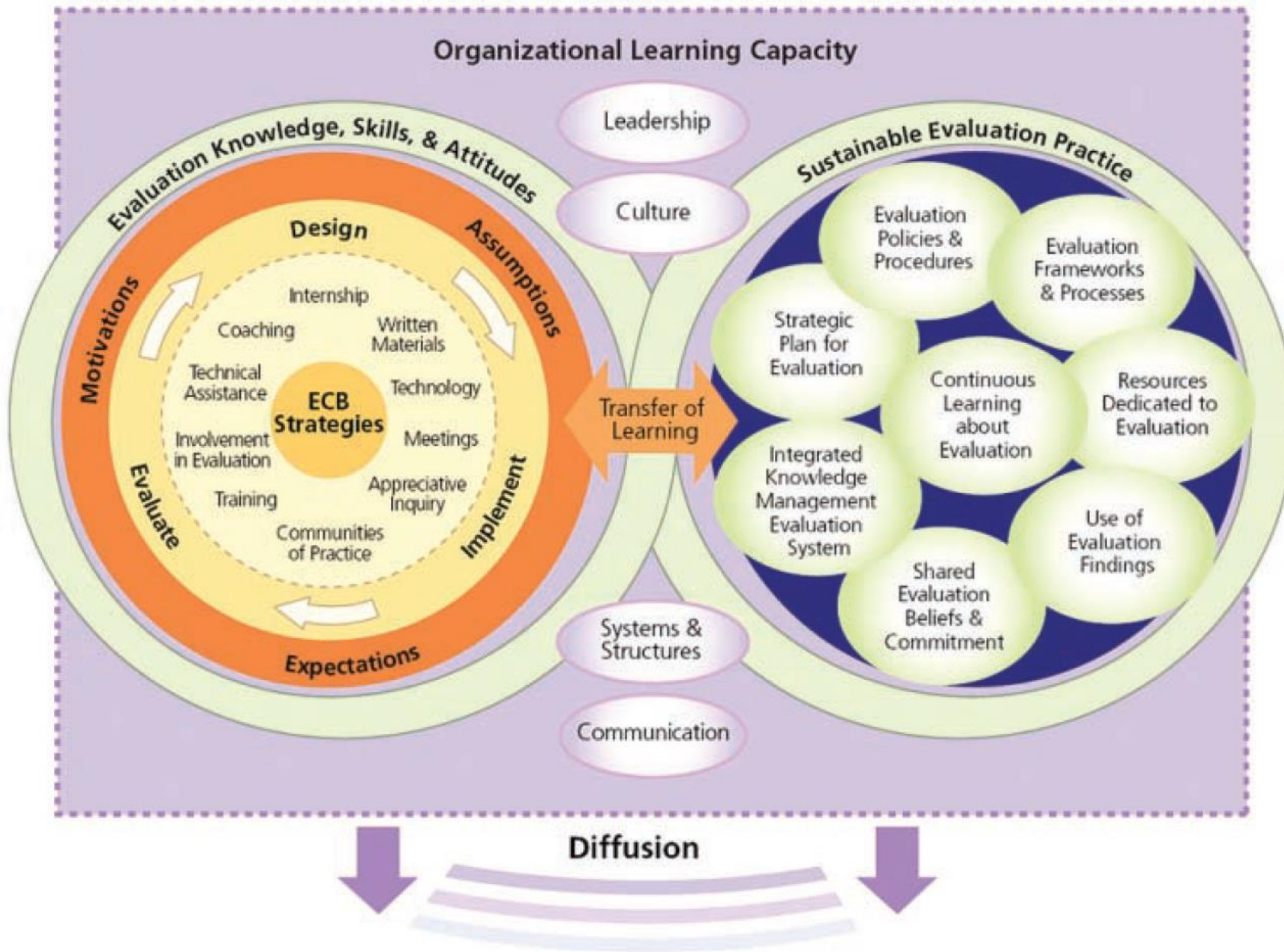
98

Trainings Delivered

33,826

Participants trained

GEI is well positioned to play a leading role globally 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



- Apart from trainings (covering different topics, target audiences, using different learning modalities, of different duration, etc.), what professional development activities are the most effective in instilling the necessary *knowledge, skills* and *attitudes* in M&E stakeholder audiences?

Objectives

Hierarchy of objectives	
GEI - final objective	To improve the supply of and demand for evidence in policies and programs in developing countries
GEI business line 2 - final objective	To enhance the individual skills and capacities of evaluators, M&E specialists and other evaluation stakeholders in developing countries
Intermediary objective 1	To enhance the outreach and access to M&E training and professional development activities in developing countries
Intermediary objective 2	To enhance the quality of M&E training and professional development activities in developing countries
Intermediary objective 3	To position the GEI as a global leader in the field of M&E training and professional development activities
Lines of action	Next slides
Working better together	Next slides

Lines of action

- ❖ To support, design, deliver:
 - ❖ Trainings at global, regional, national and institutional levels targeting different audiences
 - ❖ Professional development activities (e.g. internships, supporting evaluation design/implementation)
 - ❖ Institutional development activities (e.g. trainer of trainer courses, curriculum development support)
 - ❖ Learning materials (public goods)

Working better together

- ❖ Sharing knowledge and expertise on training and professional development
- ❖ Coordinating activities across regions, countries, institutions, and stakeholder audiences
- ❖ Collaborating on joint training and professional development activities
- ❖ Developing and adopting, where possible, common quality standards, approaches, and curricula
- ❖ Developing sustainable partnerships among GEI partners and with external academic (and other) institutions in the field, especially in developing countries

Breakout Group Discussions

- **Discuss** the three questions in your group (see next slides)
- **Designate** a spokesperson
- **Plenary** discussion of ideas that have come up from the groups

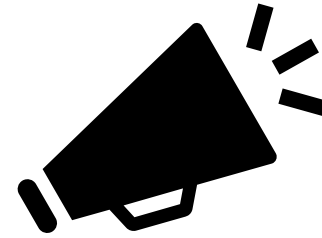
Questions for discussion in breakout rooms

- ❖ What are the main (big) issues we should address in the strategy?
- ❖ What would success look like for the GEI network in the field of training and professional development? (How would a stronger GEI network benefit the work of GEI partners?)
- ❖ How can we strengthen the overall positioning and role of the GEI in training and professional development?

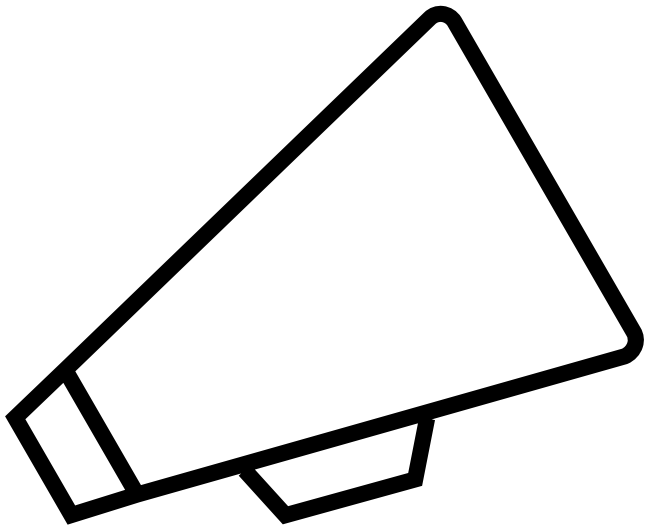


Plenary discussion





Announcements and tour de table



Next steps ▶▶



Fill out the [survey](#)



Next meeting in
September, 2022

▶ **THANK YOU!**

