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MSI CERTIFICATE PROGRAM IN EVALUATION – JUBA, SOUTH SUDAN COURSE COMPLETION REPORT



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COURSE COMPLETION REPORT



600 Water Street, SW, Washington, DC 20024, USA
Tel: +1.202.484.7170 | Fax: +1.202.488.0754
www.msiworldwide.com



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ACRONYMS AND ABBREVIATIONS

BRIDGE	Building Responsibility for Delivery of Government Services
CTO	Cognizant Technical Officer
GOSS	Government of South Sudan
M&E	Monitoring and Evaluation
MSI	Management Systems International
NGO	Non-Governmental Organization
PFA	Programming Foreign Assistance
SOW	Statements of Work
SPS	Strengthening Pharmaceutical Systems
SSIRI	Southern Sudan Interactive Radio Instruction
SUPPORT	Services Under Program and Project Offices for Results Tracking
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

In the summer of 2011, USAID/Sudan's SUPPORT project provided evaluation capacity building training in Juba, South Sudan for 24 individuals from government agencies, implementing partner organizations, USAID, and SUPPORT project staff. Twenty of these participants completed all three phases of the Management Systems International (MSI) Certificate Program in Evaluation and were awarded full certificates which are equivalent to a semester course at the graduate level and include completion of a practicum in which course participants, working in teams, conducted eight evaluations of small USAID-funded projects. Training in this course not only provided participants with practical experience, it also familiarized them with USAID's evaluation policy issued in January of that year.

The objectives of the Certificate Program in Evaluation are to ensure that USAID participants:

- Understand the role of evaluation in the program and activity management cycle
- Improve skills needed to prepare high quality, utilization-focused evaluation Statements of Work
- Understand the importance of ethics in evaluation
- Develop the capacity to carry out an evaluation that will produce the information needed to answer evaluation questions
- Learn how to review and critique evaluation plans and draft evaluation reports with an eye on improving them
- Utilize evaluation findings to inform management decisions

The core curriculum for the course covers all aspects of the evaluation process, with a strong focus on steps required to produce high quality performance evaluations (see Annex A). Illustrative agendas for Phase I (classroom) and Phase III (classroom) are found in Annex B. Phase III of the course includes an orientation for participants to conduct rigorous impact evaluations of the type USAID undertakes to determine the effects of innovative development interventions.

During Phase I, which took place in July 2011, participants attend one week of classroom training that covered the development of evaluation Statements of Work (SOWs) and the preparation of an evaluation plan in response to an evaluation SOW. The evaluation plans developed, including data collection and analysis plans for addressing each evaluation question included in an evaluation SOW, were prepared for the small USAID project teams that would conduct evaluations during Phase II of the course. As they developed their evaluation SOWs and detailed evaluation plans, course participants interacted with USAID staff responsible for the small projects that the teams were scheduled to evaluate. This evaluation "client" interaction helped ensure that teams understood what USAID hoped to learn from the evaluations they were to conduct during the course practicum. During Phase II, the teams spend a week collecting and analyzing data for their assigned evaluations and drafting their evaluation reports. During Phase III, which was carried out in August 2011, participants returned for the second week of classroom work. During this week they presented their evaluation results to their course instructors and evaluation "client," learned to systematically review and critique evaluation reports (see Annex D for the report checklist used in the course), and gained experience in structuring both oral presentations and written evaluation reports with utilization in mind.

The eight evaluations of USAID/South Sudan funded programs or activities conducted by course participants covered a variety of sectors that USAID is engaged in, including health, democracy and governance, and economic growth. A list of these evaluations is provided later in this report.

Participants completed two post-course evaluation forms at the end of Phase I and Phase III (scores from evaluations, including qualitative comments are found in Annex E). Both the classroom and fieldwork phases of the training program received high marks from participants. Based upon course evaluations:

- 88 percent of participants rated the experience they gained by conducting an evaluation in Phase II as worth the effort and cost

- 79 percent of participants felt that their teams developed an adequate plan for their fieldwork, though most also said that they could have used more time for this exercise
- 73 percent of the participants rated the course as being more useful than other USAID training they have undertaken

Also provided in post-course evaluations were recommendations for how the course could be improved in future iterations. Participants recommended that future courses should, among other things:

- Provide more time for each phase and particularly for the practicum portion of the course and the revision process
- Provide more of the information included in Phase III prior to the practicum
- Ensure that the clients we are working with are more prepared for the evaluations and the evaluation teams in regards to the materials they provide and their availability for meetings



I. BACKGROUND

The MSI Certificate Program in Evaluation was first provided in 1997 for NGO leaders in Russia under a USAID-funded project. The current form of the course emerged over the next several years when it was offered through the Elliott School of International Affairs at George Washington University and as field courses for NGO leaders in Malawi and Armenia. The Certificate Program in Evaluation was first provided for USAID staff in 2000 under a contract between MSI and USAID's Bureau for Europe and Eurasia. Between 2001 and 2010, this course was also presented for USAID staff in regional trainings in Tanzania, South Africa, Ghana, Hungary, and Jordan and at the country level for USAID and its implementing partners in Uganda and Tanzania. Over this period, the course was also provided to USAID staff globally through course offerings in Washington, D.C. where evaluations undertaken during the practicum examined projects funded by the Office of the Mayor of the District of Columbia, county level offices of Catholic charities, and other NGOs.

In 2011, USAID/South Sudan, through the MSI SUPPORT project, asked MSI to offer the course for individuals working with USAID-supported contractors, South Sudanese government officials, and USAID Foreign Service Nationals in Juba, South Sudan. The training was envisioned to fill a critical need in the newly formed country to evaluate donor-funded programs and make informed decisions based on evaluation findings. The course began on July 25, 2011. To maximize the usefulness of the training and make it as relevant to the South Sudanese context as possible, the evaluation client selected was USAID/South Sudan. As discussed below, participants evaluated a variety of USAID-funded activities through the practicum in Phase II of this training program.

2. CERTIFICATE PROGRAM CURRICULUM

The MSI Certificate Program in Evaluation is an experiential learning course comprised of three phases: two weeks of classroom work, separated by one week of field work to evaluate selected activities within USAID/South Sudan's current portfolio (see Annex A for the list of modules).

The objectives of the course are to ensure that USAID participants:

- Understand the role of evaluation in the program and activity management cycle
- Improve skills needed to prepare high quality, utilization-focused evaluation SOWs
- Understand the importance of ethics in evaluation
- Develop the capacity to carry out an evaluation that will produce the information needed to answer evaluation questions
- Learn how to review and critique evaluation plans and draft evaluation reports with an eye on improving them
- Utilize evaluation findings to inform management decisions

The core curriculum for the Certificate Program in Evaluation covers the full cycle of an activity or project evaluation as well as the role of an evaluator in that process. Topics normally included in the Phase I curriculum range from articulating evaluation questions to writing evaluation SOWs and developing detailed evaluation plans for conducting performance evaluations. Also covered are potential methods for collecting data, data analysis techniques, and evaluation report writing.

The Phase III curriculum includes a review and critique of participant teams' fieldwork and products and several supplementary modules that focus on issues highlighted by participants through evaluation, such as cost-effectiveness. Topics covered in Phase III build upon skills that the participants have acquired in previous phases. During Phase III, each team makes an oral presentation simulating the presentations evaluation teams are asked to make at USAID missions. While one team reports, the class scores the report and presentation against a

set of criteria for judging the quality of an evaluation (see Annex D for the list of criteria for reviewing an evaluation). During each presentation, representatives of the client organization are present to offer their comments and critique.

In Phase III, participants also learn how to incorporate questions about cost-effectiveness into performance evaluations and how to apply the evaluation skills they learned to program level evaluations, which are often more complex than individual project evaluations. They are also provided with an intensive orientation on impact evaluations of the type USAID undertakes to examine the effects of innovative development interventions.

“The unique thing is that while many trainings have been offered in this country, they have never been practical like this one.”

South Sudan Course Participant

While the list of topics this course covers is an important indication of the technical level of the course, the experiential nature of this training distinguishes it from many other courses. At every step, course participants apply the skills they are learning. Throughout the course, participants' experience in the evaluation process will be used when they return to their missions in, for example, preparing SOWs or reviewing draft evaluations. Participants finish the course with a much better sense of the requirements for evaluation SOWs carried out on behalf of USAID. Through the course, by virtue of the level of detail at which they examine the projects they are assigned, most participants also come away with an appreciation for good project design and a heightened awareness of the relationship between good design and achievement of results.

3. PARTICIPANTS, INSTRUCTORS, AND THE COURSE MANAGER

Twenty participants completed and received certificates of completion for the Certificate Program in Evaluation. They include 12 participants from implementing partners, five South Sudanese government officials, and three USAID/South Sudan staffs. A list of course participants and the segments they completed is provided in Annex C.

MSI's primary instructors for two classroom phases of the course were Molly Hageboeck, MSI's course designer and senior evaluator, and Khoti Gausi, an MSI associate, senior evaluator, and previous trainer for this course. In addition to these two instructors, Ingrid Orvedal, the Assessments, Monitoring and Evaluation Advisor with the SUPPORT project in Juba, attended the courses and assisted instructors working with participants to answer any relevant questions. Course logistics were handled jointly by Micah Frumkin of MSI and the SUPPORT team in Juba.

4. TRAINING WORKBOOKS AND SCHEDULE

For both Phases I and III, participants, instructors, and USAID/South Sudan course observers received course notebooks which included: hard-copy versions of the PowerPoint slides used in all presentations, supplementary reading materials, and references linked to each module.

Course agendas for Phases I and III are provided in Annex B of this report. The course agendas provided at the start of Phase I and Phase III served as a loose guide to the sequence and timing of presentations and class exercises. While the Phase I agenda is fairly consistent across offerings of this training program, the Phase III agenda always benefits from participant inputs gathered at the end of Phase I. In South Sudan, the Phase III agenda reflected participant interest in building their survey research skills. Accordingly, a block of time in Phase III was devoted to this topic.

5. PARTICIPANT EVALUATION TEAMS

At the beginning of the course, participants were organized into teams of three. A variety of criteria were used to guide the team formation process, including gender balance and representation from the three types of organizations (implementing partner, donor, and government) in which participants were employed. For the purposes of this training program, three is the ideal number of evaluation team members as this is the number of people able to carry out all assigned tasks in the time allotted, provided that the size of the evaluation task they are given is reasonable and every team member equally shares in the work.

In Phase I, teams left with a manageable Statement of Work in hand as well as good preliminary ideas about how they would carry out their fieldwork. Some teams took more time than others in Phase I to develop data collection instruments and identify the roles they would each play on the evaluation team. Teams that used their time in this manner often reported in Phase III that the detailed attention to planning in Phase I helped them. Teams that did little by way of detailed preparation before assembling in the field ended up wishing that they had focused more quickly on practical steps and methods for their team in Phase I.

The time frame for this training was more compressed than is normal due to constraints on participants' available time and celebration of the Eid holiday which fell during this period. Due to the limited number of weeks between the end of Phase I and the start of Phase III, most participant teams began their field work during the week following Phase I. Regardless of whether teams began their field work immediately after Phase I or a week later, each team was allotted only one full week to collect data they needed to answer questions included in their evaluation Statement of Work. Teams were encouraged to incorporate time for data analysis into this week and to spend time together at the end of the week to frame their findings, conclusions, and recommendations.

Following their Phase II field work, teams generally interacted by email to complete drafts of their evaluation reports and prepare their oral presentations for delivery at the start of Phase III.

When they returned for Phase III, participants made oral presentations of their evaluation results to their classmates, instructors, and representatives from the client organization. Each team received feedback during oral presentations and in reviews of their draft reports. Teams used the feedback they received at the start of Phase III to revise their evaluation reports prior to graduation at the end of that phase. In addition to revising their evaluation reports, participants in Phase III classroom sessions engaged in topics such as integrating cost-effectiveness analysis into evaluations, conducting large scale surveys that integrate quantitative and qualitative data in the analysis phase of mixed-method evaluations, and planned and implemented rigorous evaluations of the impact of project interventions using a counterfactual, i.e., a comparison or control group that represents what would have occurred if a project intervention had not been delivered.



Client relations are a “real world” aspect of evaluations in which participants of this course are exposed. For most teams, client interactions are positive and provide insight at the start about what clients hope to learn and how they plan to use evaluation results. They also provide a sounding board for teams' results as the data collection analysis phase ends and they face the challenge of preparing a highly usable final evaluation report. In this course, as in others, a few teams experienced difficulties in their interactions with their evaluation clients. Some clients were more prepared than others, some more forthcoming. In addition to their client experiences, some teams talked about difficulties in meeting key informants. Other teams had internal arguments and struggled to find common ground and move forward. Most teams wished they had more time for field work and report writing and talked about how time constraints affected the quality of the product they submitted. These situations demonstrate the difficulties faced by actual evaluators in the field. Some of the issues that led to these difficulties include: clients' workloads and client concerns that the results of the evaluation may be less than favorable, difficulties in managing time, and team dynamics. For all teams, these learning experiences provided a

deeper understanding of what it takes to plan, manage, and undertake a high quality evaluation that is actually utilized by clients and leads to improvements in project implementation and the design of future activities.

6. TOPICAL FOCUS OF PARTICIPANT EVALUATIONS

In order to make the training relevant to the context and as useful as possible for the participants and USAID/South Sudan, small projects and project components chosen as the focus for participant evaluations were selected from a wide variety of programs that USAID supports in South Sudan.

A list of the eight evaluations completed by participants in this course is provided in Box 1 below.

BOX 1: LIST OF EVALUATIONS COMPLETED BY COURSE PARTICIPANTS CERTIFICATE COURSE IN EVALUATION JULY – AUGUST 2011

USAID/South Sudan:

- Deng, Tong, Stephan Wani, and Anthony Laki. *Community Radio End Term Performance Mini-Evaluation Report*, August 2011.
- Walla, Biringwa Baya, Issac Amule, and Valeriano Lagu. *SHTP II HIV Prevention Approach Mini-Evaluation Report*, August 2011.
- Ojara, Richard, Joseph Milla, and Gordon Lagu. *The Torit-Katire Feeder Road Project – The Final Evaluation Report*, August 2011.
- Ryan, Warren, Joseph Juma, and Abraham Nhial. *Sudan Health Transformation Project II: Leadership Development Program – Midterm Evaluation Report*, August 2011.
- Musoke, Issac, Jane Namadi, and Issac Majak Ror. *Evaluation Report: Mini-Evaluation of the Civil Society Resource Centers – LINC Program*, August 2011.
- Lejukole, Margaret, Taban Francis Mark, and Patrick Ruriyo. *The Tanker Truck Filling Station Project – Evaluation Report*, August 2011.
- Giryang, Annet, Koang Puk, and Maika Arona. *Final Evaluation of Women and Constitution Building Workshop*, August 2011.
- Bashir, Pitia, Taban Emmanuel, and Mary Onesimo. *Evaluation of Maridi Market Town Electrification Project*, August 2011.

7. PARTICIPANT KNOWLEDGE GAINS FROM THE CERTIFICATE PROGRAM IN EVALUATION

The phased nature of the Certificate Program in Evaluation provides multiple opportunities for assessing knowledge gains. Prior to the start of Phase I, a pre-course survey is administered to determine participants' previous exposure to concepts that will be covered in the course. A second knowledge assessment takes place at the end of Phase I. The Phase I evaluation course looks at what was learned through the week by comparing the pre-course survey and post-Phase I course evaluation. For this particular South Sudan-based course, participants showed significant improvement in several areas and general knowledge gains overall between the start of the course and the end of Phase I. These improvements include:¹

¹ Please note that the number of respondents for the pre-course survey was 23 while the number of respondents for the post-Phase I survey was 24.

- By the end of Phase I, 83 percent of course participants understood the difference between a finding or fact, a conclusion, and a recommendation very well as opposed to only 22 percent before the course began.
- Over the course of Phase I, the percentage of participants that had a very good understanding of how to increase the likelihood that an evaluation would be utilized or considered useful increased from nine percent to 67 percent.
- In regards to data collection efforts, the percentage of participants that understood very well the difference between focus groups and group interviews increased from 26 percent to 74 percent and those who had a very good understanding of how to write open and closed-ended questions increased from 30 to 57 percent.
- On a more general level, for common questions on both pre and post-Phase I instruments, the average percentage of participants claiming to know a topic “not well” decreased from 26 percent before Phase I to six percent by the end of Phase I.



In addition to these two knowledge assessments, a third course evaluation was completed by participants on the final day of Phase III. The end-of-course evaluation forms, summaries of the quantitative responses for all three knowledge assessments, and participant satisfaction instruments are provided in Annex E along with a list of the qualitative answers and any additional comments provided by participants.

In addition to gathering information on participant knowledge at the individual level, course instructors collect and analyze data on the performance of participant teams. At the start of Phase III, instructors provide substantive feedback to each team during and after their oral presentations. The qualitative assessment of team performance is complemented by a two-step quantitative assessment of performance built around an evaluation report checklist that is shared with participants during Phase I. It is used by both participants and instructors to score participant draft reports on their compliance with a wide variety of evaluation completeness and quality elements or characteristics included in this checklist. A copy of this checklist is provided in Annex D. In addition to using this checklist to score draft evaluation

reports and provide feedback to participants, the final reports they produce are rescored after the course ends to determine whether, and to what degree, participant team final reports represent an improvement over their draft versions.

Using the evaluation report checklist, evaluation reports were scored using a 0-2 scale with 0 indicating that an element was not included, 1 indicating that an element was partially included, and 2 indicating the successful inclusion of an element. A breakdown of the average score by element is provided in the chart below. The table shows the percentage of teams that included each of the elements listed in their report. Scores in the middle represent a mix of teams that fully incorporated, partially incorporated, or did not incorporate elements. This scoring process took place for the draft and final reports, enabling trainers to determine areas in which reports improved more than others. Figure 1 displays the aggregate scores given on checklist elements across all participant teams at both the draft and final evaluation report stage. Comparing draft and final report scores on the check list reveals, for example, that in 56 percent of draft evaluations, evaluator conclusions were supported by specific findings. The percentage scoring positively on this checklist element rose to 75 percent when the final evaluations were scored. While scores improved on many elements of the checklist, they declined somewhat on other items, as participants sometimes deleted appropriate passages in their reports during the revision process while they were busy trying to improve others.

“The most valuable piece of the course was the report writing session because I have come to notice that putting field reports in the evaluation format actually gives a clearer picture and nothing is missed out – all important facts find their way into the report.”

South Sudan Course Participant

Scores were also calculated on a report-by-report basis and demonstrated significant improvements. On average, teams' scores on their reports improved by 14 percentage points. More notably, two teams had drastic improvements, increasing their scores by 44 and 33 percentage points each. It should also be pointed out that two teams received lower scores on their final reports by 2 and 4 percentage points respectively.

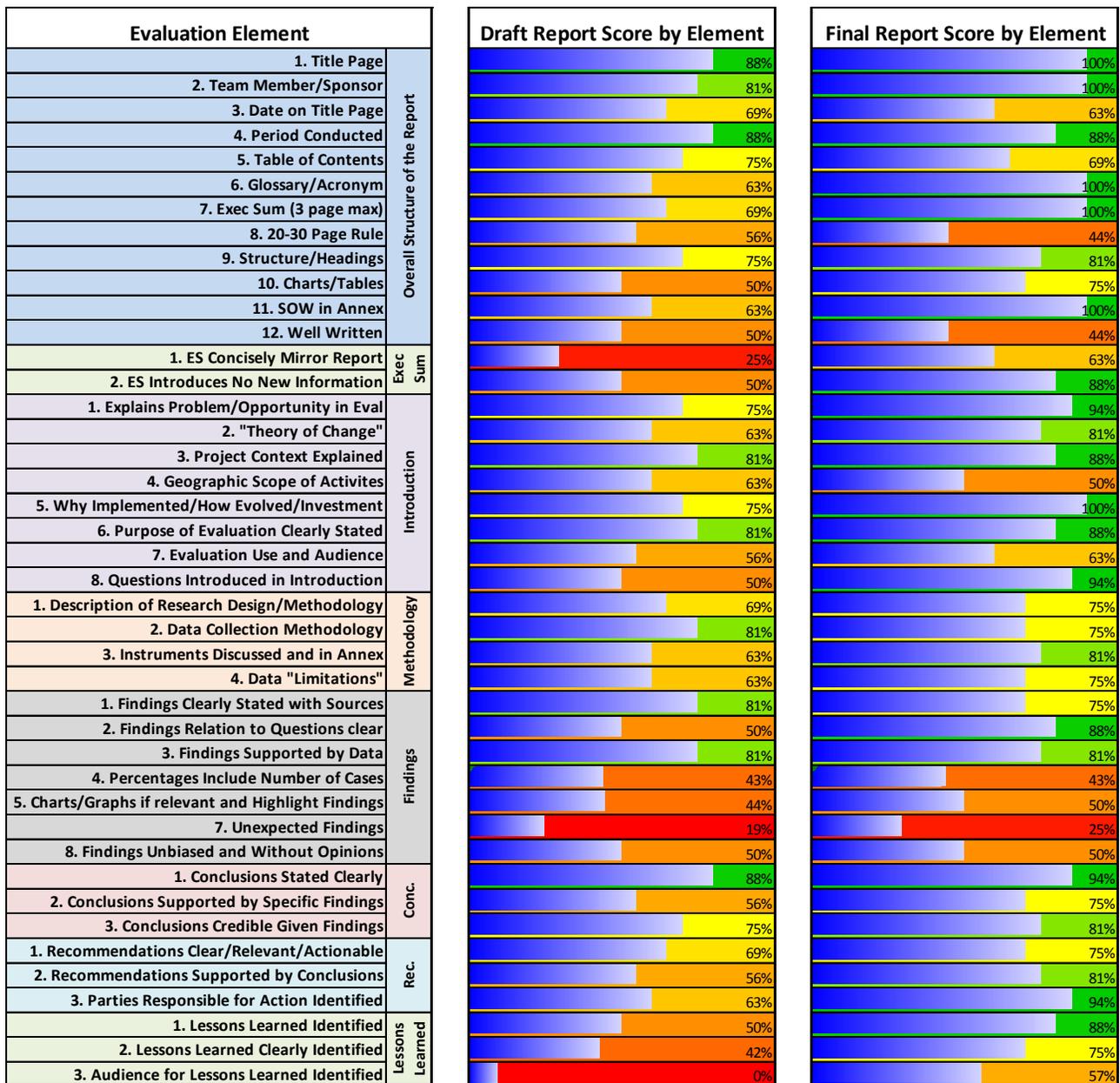
With respect to the two evaluation teams whose reports scored lower at the final report stage than at the draft report stage, MSI's review revealed that the two teams involved had each lost a team member by the start of Phase III. Consistent with MSI's experience in previous courses, the loss of a team member severely hampers the capacity of teams to make the kinds of report improvement gains that are possible for full teams who make significant investments in improving their draft reports. The association found between loss of a team member and less than optimal improvement between team draft and final reports is why MSI stresses the importance of participant commitment to all three phases when working with organizations that plan to host this course.

8. PRODUCTS AND DISCUSSION OUTCOMES FROM PHASE III EXERCISES

In addition to providing participants with feedback on their evaluation reports and oral presentations, Phase III provides several exercises that focus at the program or meta-evaluation level to identify patterns of findings across evaluations. Topics covered also include the utilization of evaluation findings, evaluation culture, ways USAID could help increase M&E, and individual and mission action plans outlining participants' hopes to improve the evaluation enterprise in their missions upon their return.



Figure 1: Evaluation Reports Scores by Element of a Quality Evaluation



A. Participant Action Plans

At the end of Phase III individuals were asked to develop draft action plans that they could share with their mission colleagues for improving mission monitoring and evaluation activities. Plans were not shared with course instructors in written form but, at the end of the Action Planning period, participants were asked to identify the top priorities they had put on their action plans. The major priorities noted are as follows:

- *Providing briefings and short trainings on evaluation for their colleagues.* This action was frequently mentioned by participants who worked with the implementing partner or the Government of South Sudan. Several said that such efforts would include briefing points on USAID’s distinction between performance and impact evaluations, and might include an explanation of the types of evaluations USAID now considers to be impact evaluations.
- *Improving project baselines and performance monitoring.* The problems participants encountered when they looked at baseline and performance information on the projects they evaluated were mentioned by a number of participants as an impetus for actions that will enhance attention in monitoring and sound baseline studies in their organizations.
- *More rigorous reviews of draft evaluation reports.* A number of participants indicated that they will institute or reinforce processes in their workplace for reviewing draft evaluations and several indicated that they would introduce in their work environments, the evaluation report checklist used in the course.
- *Improve evaluation Statements of Work.* Some participants made a link between the quality of evaluation reports and the quality of evaluation SOWs in their action plans, saying that they would work within their own organizations to improve evaluation planning as a way to enhance evaluation quality.

9. PARTICIPANT ASSESSMENT OF EXTENT TO WHICH THE COURSE ACHIEVED ITS OBJECTIVES

This section reviews participant views on the degree to which the course achieved its stated objectives, their sense of how well it prepared them for various practical exercises they were expected to complete, the applicability of the knowledge gained to their work in South Sudan, and their sense of the value and cost-effectiveness of this course compared to other USAID courses. The following information is based on the course evaluations completed at the end of Phase I and Phase III.

At the start of the Certificate Program in Evaluation, six objectives for the course were shared with participants. These course objectives are shown in the first column of Table 1 below. At the end of Phase III, participants were asked to judge how well the course had met objectives (i.e., fully, partially, marginally, or not at all). As Table 1 shows, more than 75 percent of the 19 participants stated that four of the six course objectives had been fully achieved and 68 percent indicated that the last two course objectives, dealing with evaluation ethics and evaluation utilization, had also been fully achieved.

“As an M&E practitioner, I am now better able to perform my evaluation responsibilities and produce better and usable evaluation reports.”

South Sudan Course Participant

A. Quantitative Rankings of Aspects of the Certificate Program in Evaluation

Three critical objectives for participants to learn were: “understanding the role of evaluation,” “writing evaluation SOWs,” and “reviewing draft evaluation reports.” These same three objectives received the highest scores from participants in terms of objectives being met during the course.

TABLE I. ACHIEVEMENT OF COURSE OBJECTIVES

Course Objective	Degree to which Objective Was Achieved (N = 19 participants)			
	Fully	Partially	Marginally	Not
Understand the role of evaluation in the program and activity management cycle	89.5%	10.5%	0%	
Improve skills needed to prepare high quality, utilization-focused evaluation SOWs	94.7%	5.3%	0%	
Understand the importance of ethics in evaluation	68.4%	26.3%	5.3%	
Develop the capacity to carry out an evaluation that will produce the information needed to answer evaluation questions	78.9%	21.1%	0%	
Learn how to review and critique evaluation plans and draft evaluation reports – with an eye to improving them (<i>only 18 respondents for this question</i>)	83.3%	16.7%	0%	
Improve understanding of how to utilize evaluation findings to inform management decisions	68.4%	31.6%	0%	

Source: Post-evaluation forms administered by course instructors

When rating other aspects of the course, 74 percent of participants said there was sufficient in class preparation for fieldwork in Phase II (a rating of four or five). In addition, 83 percent rated class exercises at a four or five on a five point scale and 95 percent also scored discussion opportunities at the four to five level. Most individual modules also scored high (over 70 percent of participants rated course modules at the four to five level) with the exception of quantitative data analysis; participants scored this module somewhat lower on the rating scale, noting that they felt too much time was spent on this topic.

Overall, participants indicated that they had been provided the right amount of information in most areas, as Table 2 illustrates. A higher percentage (ranging from 26 to 32 percent) said that “not quite enough” information had been provided on data analysis and project design and requested additional emphasis on those topics.

TABLE 2. ADEQUACY OF INFORMATION PROVIDED IN PHASE I

Adequacy of Information Provided in Phase I (N=19)	Too Much	Right Amount	Not Quite Enough	Not at All
Did the classroom experience in Phase I provide you with sufficient theory on the purposes, ethics, and evolution of evaluation? (<i>Only 18 respondents for this question.</i>)	11.1%	88.9%	0%	
Did the classroom experience give you enough information on evaluation design to develop a valid and efficient approach to your field evaluation assignment?	42.1%	52.6%	5.3%	
Did the classroom experience give you enough information on methods of collecting data for you to select and apply appropriate data collection methods to your field assignment?	26.3%	68.4%	5.3%	
Did the classroom experience give you enough information on data analysis techniques for you to organize, summarize, interpret, and display your data?	21.1%	52.6%	26.3%	

Adequacy of Information Provided in Phase I (N=19)	Too Much	Right Amount	Not Quite Enough	Not at All
Did the classroom experience give you enough insight into good project design for you to identify project design weaknesses in the projects you evaluated as part of your field assignment?	10.5%	57.9%	31.6%	
Did the classroom experience give you enough information to write a professional report on the evaluation you carried out during your field assignment?	21.1%	68.4%	10.5%	

Source: Post-evaluation forms administered by course instructors

The majority of participants indicated that they were fully able to collect an adequate amount of data during their fieldwork, but felt less confident in the adequacy of their analysis of the data they collected. Other issues for all teams include limited time for fieldwork and preparation of written evaluation reports. Only 16 percent of participants said they had sufficient time to complete the Phase II task to their satisfaction. Commenting on their field experience, a little over half of the participants rated their teams as functioning well.

TABLE 3. ADEQUACY OF TEAM ACTIVITY AND TIME IN PHASE II

Adequacy of Phase II Teamwork and Time (N=19)	Fully	Partially	Marginally	Not at All
Was your “team” able to function effectively as a “team” in the manner that the course had suggested is appropriate for evaluation work?	57.9%	26.3%	15.8%	
Looking back, do you feel that your team developed an adequate plan for its fieldwork?	78.9%	21.1%	0%	
Looking back, do you feel that you collected the data that you needed to prepare your evaluation report?	64.8%	31.6%	0%	
Looking back, do you feel that you adequately analyzed the data you collected? <i>(Only 18 respondents for this question.)</i>	55.6%	44.4%	0%	
Looking back, do you feel that you had enough time to complete your field assignment?	15.8%	11.1%	31.6%	

Source: Post-evaluation forms administered by course instructors

A third set of questions included in the course evaluation focused on participants’ views of Phase III. Table 4 provides information on the participatory aspects of Phase III.

All four major tasks in the second week of class—team presentations, discussion on field work, feedback sessions with course instructors, and the meta-evaluation discussion—were considered either very important or important by nearly 95 percent of participants.

TABLE 4. IMPORTANCE OF PARTICIPATORY SESSIONS IN PHASE III

Importance of Participatory Sessions During Phase III (N=19)	Very Important	Important	Marginally Important	Not at All
How important to your overall experience was the task of making a presentation on your evaluation?	94.7%	5.3%		
How important for you was the discussion among all teams of their field assignment experiences?	73.7%	26.3%		
How important was the feedback session with the course instructors for your team?	68.4%	26.3%	5.3%	
How important was your participation in an effort to look across the project evaluations and develop general findings about the whole group of projects, i.e., the cross-project analysis? (Only 18 respondents for this question.)	55.6%	38.9%	5.6%	

Source: Post-evaluation forms administered by course instructors

In the qualitative portion of the final course evaluation, participants were asked to identify the impact of the course on their work. Illustrative responses below were typical of most participants:

- “Because of what I learned in this course, I am now able to participate on an evaluation as an expert member of an evaluation team.” (84 percent of participants said something along these lines.)
- “The course gave me enough experience that, with some technical assistance, I am now confident that I am able to develop evaluation SOWs that will result in evaluations my mission finds informative and useful.” (95 percent agreed.)
- “I now feel sufficiently confident in my evaluation skills that I could be a team leader and principal author of a project evaluation for USAID or any other international donor organization.” (61 percent agreed.)
- “I may not be able to participate in many evaluations in the future, but I now have a good idea of how to use evaluations to learn more and improve my mission’s programs.” (68 percent agreed.)



In a final question, participants were asked to compare the Certificate Program in Evaluation to other USAID courses they have taken. Of the 15 participants who responded to the question, 73 percent indicated that the course was “much more useful” than other USAID training courses they have taken, 13 percent said “somewhat more useful,” and 2 percent said “about the same.” No respondents said “somewhat less useful” or “much less useful” than other USAID training courses.

B. Participant Comments on the Course

Written comments on the course as a whole were consistent with participant quantitative ratings. There were many comments stating that this was a welcomed experiential course. Participants came back to Phase III with stories of how they had already used the knowledge gained in Phase I. They told of complete revisions of SOWs, improved data collection methodologies, preparedness for proposal reviews, and the ability to recognize and comment on evaluation report structures. Beyond the numerous personal thanks given at the end of each course,

several participants showed their appreciation for the dedication and assistance offered by the course instructors, manager, and facilitator with direct thanks in post-course evaluations.

While the overall feeling from the comments was positive, there were also some comments for improving aspects of the course. Such comments for the trainers range from amount of preparation that needs to be done before a course to maintaining a level of respect for everyone in the room at all times.

In regards to improving aspects of the course, participants provided a number of suggestions. The most common suggestions reflected the following topics:

- More time needs to be provided for each phase and particularly for the practicum portion of the course and the revision process
- Some of the knowledge provided in Phase III would have been more useful prior to the practicum
- Ensure that the clients with who we are working are more prepared for the evaluations and the evaluation teams with regards to the materials they provide and their availability for meetings

“The evaluation task seems to have been neglected by some government institutions, but it is the main method of addressing issues affecting progress in project implementation and project sustainability. Please continue providing guidance for representatives from South Sudanese government institutions to enable them to make their own monitoring and evaluation of their projects.”

**South Sudan Government
Course Participant**

Participants’ narrative answers to all open-ended questions are provided in Annex E.

10. INSTRUCTOR OBSERVATIONS AND RECOMMENDATIONS

This section summarizes observations and conclusions of the course instructors and presents their recommendations for future courses.

A. Observations

Generally speaking, the results for participants from the MSI Certificate Program in Evaluation courses paralleled results elsewhere for this course:

- Participants in the MSI Certificate Program in Evaluation were actively engaged in all phases.
- All of the fundamental characteristics of the course—a team based approach for the participants and the application of concepts at every stage of the program—continue to work very well.
- Teams and fieldwork remain the heart of the course.

Course instructors also observed the following:

- Participants appreciated and gained the most from the combination of classroom training and practical experience offered by the course. In the opinion of the instructors, there was tangible growth of participants’ capacities in all three phases of the course.
- Participants’ positive responses to this course confirmed the merits of investing in practical capacity development in evaluation in South Sudan. Access to rigorous applied training has not been available in this part of South Sudan for many years



and participant demand for tools and information was strong.

- A number of participants in this course—where it has been offered—asked to learn about impact evaluations that designate treatment and control groups in order to compare intervention effects to what would have occurred in the absence of a particular program or project. In response to this interest, instructors incorporated a segment dedicated to this topic in Phase III, which is drawn from a short course MSI developed for USAID's Democracy and Governance Bureau.
- While it is challenging to find partner organizations with a range of programs to evaluate, participants found USAID's small projects in South Sudan interesting and challenging to examine.
- At times, teams had difficulty understanding who their clients were. Some small projects were more challenging to evaluate than others. Program complexity as well as the levels of involvement of USAID staff and implementing partners in the evaluation varied.

B. Recommendations

1. Continue to invest in capacity building in evaluation and related results-based management skill sets in South Sudan. Emphasize applied, experiential learning approaches which are both welcomed and effective.
2. Follow up with course participants, particularly those who work for the Government of South Sudan. Determine whether there is interest in and opportunities for the U.S. to assist in partner country efforts to further enhance evaluation and other results-based management skills in South Sudanese government agencies.
3. At some point in the future, e.g., 12 to 18 months after the course ends, follow up with course participants who work directly with USAID or for USAID implementing partners to learn whether and how participants have applied what they learned in the evaluation course to their work. Assess what additional steps may be needed to enhance the production of high quality evaluations and related baseline and performance monitoring products for USAID/South Sudan and organizations which USAID works with to implement U.S.-funded programs and projects.

ANNEX A: MSI CERTIFICATE PROGRAM IN EVALUATION CURRICULUM

During Phase I, participants are introduced to core modules that provide a foundation for undertaking evaluations:

- **Evaluation and Development Effectiveness.** This module introduces participants to the distinct roles of monitoring and evaluation in results-oriented systems for planning, managing, and determining outcomes of development assistance; the role of partners and other stakeholders in the evaluation process; and other concepts that help to define this discipline. Evaluation guidance from multiple donor organizations and developing country governments is used to illustrate a growing international consensus on core principles.
- **Evaluation SOWs.** This module introduces the elements of an evaluation Statement of Work and the role these elements play in procurement and in guiding the work of an evaluation team. The importance of clarity with respect to a program's development hypotheses, or theory of change, in framing an evaluation is discussed. Techniques for improving the quality of evaluation SOWs are introduced.
- **Evaluation Purpose and Evaluation Questions.** This module highlights the management reasons for undertaking evaluations, as well as the intended users and uses of evaluations. Differences in the types of questions that are appropriate for midterm and final performance evaluations as well as rigorous impact evaluations are examined.
- **Evaluation Schedule and Budget.** This module complements the SOW module by providing guidelines about the level of effort needed for each stage of an evaluation. Basic scheduling concepts are also reviewed. The module focuses on time and budget constraints that require evaluators to make practical choices in evaluation regarding the methods used for data collection and analysis.
- **Values and Ethics in Evaluation.** Basic concepts are discussed, including the need to guard against bias and avoid leading questions and other common problems in evaluation.
- **Building an Evaluation Team.** This module briefly introduces basic team selection and management concepts appropriate to evaluation.
- **Evaluation Design.** This module focuses on the development of a framework for carrying out an evaluation. Evaluation plans are presented as composites of the best methodologies for addressing questions in evaluation SOWs.
- **Data Collection Toolbox.** This module introduces participants to a wide range of data collection approaches including observation, the use of instruments to collect information, and interrogation or the art of asking questions. Reactive and non-reactive methods of data collection are discussed.
- **Sampling.** This topic assists participant evaluation teams in selecting sites they will visit as well as individuals they will interview. Probability and non-probability sampling are explained and the appropriate uses of both are defined.
- **Data Analysis.** This module teaches participants to focus on how data will be analyzed when an evaluation plan is prepared. Basic analysis techniques are presented for quantitative and qualitative data.
- **Constructing Evaluation Reports.** This module focuses on the differences between findings, conclusions, and recommendations. A sample report outline is provided, highlighting these three elements and indicating what kinds of materials are best relegated to an evaluation report annex.
- **Utilization of Evaluations.** This module focuses on steps that can be taken both at the start of an evaluation and once it is completed to help ensure that utilization occurs, including the preparation of evaluation dissemination plans and post-evaluation reviews that focus on actions to be taken in response to evaluation results and recommendations.

During Phase III participants are introduced to additional evaluation topics and techniques. Participant input at the end of Phase I is used by course instructors to customize an appropriate set of additional evaluation modules for presentation in Phase III. Modules that make up the Phase III curriculum may include:

- **Incorporating Cost-Effectiveness Analysis into Performance Evaluations.** This module provides an overview of techniques for incorporating cost-effectiveness analysis in an evaluation. Given time constraints and the fact that participants are not expected to incorporate this type of analysis in their field work in Phase II, this module is often presented during Phase III.
- **Analysis When Findings from Mixed-Method Evaluation Conflict.** As evaluations increasingly utilize a multi-method strategy for gathering data, the need has arisen for techniques that help evaluators integrate information from different sources in their analysis. The module introduces an innovative approach for weighting data from different sources.
- **Program Level and Multi-Site Evaluation.** This module introduces participants to program level evaluations, which for USAID includes evaluations undertaken at the level of a donor program or national Development Objective. Evaluation techniques for conducting joint evaluations and examining complex programs are introduced. The module also covers multi-site evaluations which may involve evaluations of similar activities in several countries.
- **Meta-Analysis and Meta-Evaluation.** This module introduces techniques to synthesize findings and lessons from multiple evaluations as well as approaches for assessing evaluation quality across a set of evaluations. Practical application of meta-analysis techniques for synthesizing substantive findings across evaluations and meta-evaluation techniques for examining evaluation quality across multiple evaluations are included in this module.
- **Gender in Evaluation.** The module focuses on a variety of issues that may trigger data disaggregation, e.g., concerns about differential impacts on people living in different locations, different age groups, ethnic backgrounds, or with different levels of education or income, etc. Participants learn to address gender in evaluations and how this variable may impact data collection and analysis.
- **Participatory Evaluation.** This topic, touched on in Phase I, is revisited in light of participant field experiences. Having carried out an evaluation, course participants have a better understanding of the complexity and potential value of involving a range of stakeholders, including beneficiaries, in evaluations at the design stage, during data collection and analysis, in the framing of recommendations, and as recipients of evaluation results.
- **Evaluation Standards.** This module introduces participants to a set of standards for practitioners of evaluation that have been established and promulgated by the American Evaluation Association. The module also examines the cross-cultural validity of these standards, drawing upon participant knowledge of their own cultures, and published research.
- **Survey Methods.** This module expands upon the use of surveys to gather information for evaluations. The uses and techniques for conducting mini-surveys and larger surveys involving probability samples that make it possible to generalize responses from the population in which the sample was drawn are discussed. Free survey software such as EPI Info created by the U.S. Centers for Disease Control and Prevention and widely used in developing countries is introduced in some courses.
- **Impact Evaluation.** This module expands on a brief introduction in Phase I of the rigorous evaluation designs that involve a counterfactual for examining the effects of development interventions in comparison to what would have occurred in the absence of that intervention. The focus of this module is primarily on experimental designs that use randomized assignment to minimize differences between groups that do and do not receive a project intervention. Quasi-experimental designs are also discussed and when participants request in depth coverage of quasi-experimental designs during Phase I, the module is extended for this purpose.
- **Evaluation Capacity in the Region.** This module introduces course participants to efforts underway around the world to build evaluation capacity at the national level in developing and transition countries. Participants receive information on grass-roots evaluation networks and associations that are emerging in these countries.

ANNEX B: ILLUSTRATIVE CLASS AGENDAS FOR PHASE I AND PHASE III

Indicative Phase I Certificate Program in Evaluation Schedule, July 18-22, 2011

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Welcome and Introductions Course Structure and Objectives Evaluation and Development Effectiveness	Quick Review Evaluation Purpose & Questions <u>Team Time – Evaluation Purpose and Questions</u>	Quick Review Values, Ethics, and Standards in Evaluation Evaluation Design	Quick Review Data Analysis – Qualitative <u>Team Time – Application to Team Evaluation Case</u>	Quick Review <u>Teams Present Evaluation Plans and Receive Feedback</u>
10:45	Break	Break	Break	Break	Break
11:00	SOW Overview <u>Class Exercise – Review and Rate a Sample SOW</u> <u>Teams Established for Phase II Evaluations</u>	Evaluation Team Composition <u>Team Time – Team Section of SOW</u> Deliverables, Schedule, Budget, and Deliverables in a SOW	The Data Collection Toolkit – Observation and Interviews <u>Team Time – Application to Team Evaluation Case</u>	Data Analysis – Quantitative <u>Team Time – Application to Team Evaluation Case</u>	<u>Teams Present Evaluation Plans and Receive Feedback (Continued)</u>
12:45	Lunch	Lunch	Lunch	Lunch	Lunch
2:00	Project Description and Theory of Change <u>Team Time – Project Descriptions and Theory of Change</u>	<u>Team Time – Evaluation Schedule and Budget</u> <u>Teams Make SOW Presentations</u>	Practical Interviewing Skills The Data Collection Toolkit - Surveys <u>Team Time – Application to Team Evaluation Case</u>	Data Analysis – Mixed Methods <u>Team Time – Prepare to Present Evaluation Plans</u>	Discussion of Rating of Sample Evaluation Report <u>Team Time – Finalize Preparations for Field Work, e.g., Data Collection Instruments</u>
3:15	Break	Break	Break	Break	Break
3:30	Team Briefings with Clients for Participant Evaluations <u>Teams Responsible Discover Why Clients Want Evaluations and What They Hope to Learn</u>	<u>Team SOW Presentations (continued)</u> Working as an Evaluation Team	The Data Collection Toolkit –Sampling <u>Team Time – Application to Team Evaluation Case</u>	Essence of a Great Evaluation Report <u>Team Time – Prepare to Present Evaluation Plans (continued)</u>	Class Input for Phase III Solicited: Topics of Interest Phase I Course Evaluation
5:30	Session Ends	Session Ends	Session Ends	Session Ends	Phase I Ends

Time	Monday	Tuesday	Wednesday	Thursday	Friday
On Your Own	Reading: Michael Quinn Patton Article on Evaluation Questions (Tab 5D)	Reading: Objectivity in Social Science Research (Tab 9.A.2)	Reading: Guide to Construction of an Evaluation Report (Tab 13.A.1)	Reading: Review and Rate a Sample Evaluation	

Indicative Phase III Certificate Program in Evaluation Schedule, August 22-26, 2011

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Welcome Back Review of Team Experiences/Key Problems Faced Process for Presenting and Reviewing Evaluation Reports	7st Team Presentation 8nd Team Presentation	<i>Incorporating Cost- Effectiveness into Evaluations</i> <i>Survey Sampling Revisited</i>	<i>Experimental and Quasi-experimental Designs for Impact Evaluation</i>	<i>Program Level and Meta-Evaluation</i>
10:45	Break	Break	Break	Break	Break
11:00	1st Team Presentation 2nd Team Presentation	Instructor Overview of Priorities for Team Evaluation Revisions Team Time: Teams Establish Priorities and Team Assignments for Rewriting Report to Meet Friday Deadline and Get Started	<i>Using EPI Info for Small Surveys</i>	<i>Key Steps in the Impact Evaluation Process</i>	<i>Managing the Evaluation Process</i> Evaluation Reports in Final Due Before Lunch
12:45	Lunch	Lunch	Lunch	Lunch	Lunch
2:00	3rd Team Presentation 4th Team Presentation	<i>Synthesizing Findings from Mixed-Method Evaluations</i> <i>Graphs, Charts and Data Analysis with Excel</i>	<i>Integrating the Results of Content Analyses of Open- Ended Questions into EPI Info Data Analysis</i>	<i>Evaluation Dissemination and Utilization</i>	<i>Expanding Evaluation Capacity</i> <i>Capacity Building Group Meetings</i>
3:15	Break	Break	Break	Break	Break
3:30	5th Team Presentation 6th Team Presentation	Team Time – Teams Have this Session Free to Work on the Final Version of Their Reports	Team Time – Teams Have This Session Free to Work on the Final Version of Their Reports	Team Time – Teams Have This Session Free to Work on the Final Version of Their Reports	<i>Individual Action Plans</i> <i>Phase III Course Evaluation</i>
5:30	Session Ends	Session Ends	Session Ends	Session Ends	Phase I Ends

Time	Monday	Tuesday	Wednesday	Thursday	Friday
On Your Own			<u>Influential Evaluations</u>		

Participants – please note that items in red and underlined are activities in which you will play an active role.

ANNEX C: PARTICIPANT LIST

Name, Surname	Office/Mission	Phase I	Phase II	Phase III
Emmanuel Taban	MSI - ICS staff to USAID health team	●	●	
Dr. Betty Eyobo Lejukole	Management Sciences for Health (SPS project)	●	●	●
Maika Lisok Arona	Southern Sudan AIDS Commission, Deputy Director for Monitoring and Evaluation	●	●	●
Taban Francis Mark	Southern Sudan AIDS Commission M&E Officer	●	●	●
Joseph Milla	Management Sciences for Health (SHTP II project)	●	●	
Anthony Laki	International Medical Corps M&E Officer (SHTP II project)	●	●	●
Pitia Bashir	Save the Children (SHTP II project)	●	●	●
Joseph Juma Elizala	Mundri Relief and Development Association M&E Officer (SHTP II project)	●	●	●
Valeriano Lagu	Ministry of Health, Government of South Sudan/M&E	●	●	
Patrick Ruriyo	USAID/South Sudan/DG	●	●	●
Richard Ojara	MSI - ICS staff to USAID DG team	●	●	●
Amule Isaac Alemi	Winrock International (BRIDGE project)	●	●	●
Mary Karanye Onesimo	South Sudan Center for Census Statistics and Evaluation	●	●	●
Gordon Ladu Paul	South Sudan Center for Census Statistics and Evaluation	●	●	●
Annet Giryang	USAID/South Sudan/PROG	●	●	●
Warren Ryan	USAID/Sudan/PPDO	●	●	
B.B. Walla	MSI, M&E Specialist	●	●	●
Jane Namadi	MSI - ICS staff to USAID Education team	●	●	●
Majak Isaac Ror	Ministry of Education, Deputy Director for Teacher Education Training	●	●	●
Issac Musoke	Educational Development Center (SSIRI project)	●	●	●
Stephen Wani	Winrock International (Gender Equity in Education project)	●	●	●

Name, Surname	Office/Mission	Phase I	Phase II	Phase III
Nhial Wei	AECOM (Support Which Implements Fast Transitions [SWIFT] II Project)	●	●	●
KoangPuk	AECOM (Support Which Implements Fast Transitions [SWIFT] II Project)	●	●	●
Tong Deng	USAID/OFDA	●	●	●
Total		24	24	20

COURSE INSTRUCTORS AND SUPPORT TEAM

Name, Surname	Office/Mission	Email Address
Molly Hageboeck	MSI	mhageboeck@msi-inc.com
Khoti Gausi	MSI	Kgausi@gmail.com
Ingrid Orvedal	MSI	iorvedal@msi-sudan.com
Micah Frumkin	MSI	mfrumkin@msi-inc.com

ANNEX D: EVALUATION REPORT REVIEW – SCORE SHEET

Assessment/Evaluation/Special Study Report Review Score Sheet

REVIEWER: _____ TITLE OF STUDY BEING REVIEWED: _____

REVIEW FACTOR	Yes	Partially	No
OVERALL STRUCTURE OF THE REPORT			
1. Does the report have a Title page?			
2. Does the report identify the evaluation/special study team members and any sponsors of the evaluation?			
3. Is the date of the report stated on the Title page?			
4. Does the report state the period in which the evaluation/special study was conducted?			
5. Does the report have a Table of Contents?			
6. Does the report have a Glossary of Terms?			
7. Does the report have an Executive Summary—no longer than three pages?			
8. Does the body of the report adhere to the 20–30 page rule?			
9. Is the structure of the report clearly delineated? Are subheadings by topic provided for easy reading?			
10. Does the report contain appropriate charts and tables in ways that capture the reader’s attention?			
11. Does the report include the complete Scope of Work or Terms of Reference in an annex?			
12. Is the report well written (clear sentences, paragraphs of a reasonable length, no typos)?			
EXECUTIVE SUMMARY			
1. Does the Executive Summary concisely state the problem analyzed and the methodology/approach used and systematically presents the report’s key findings, conclusions, and recommendations?			
2. Does the Executive Summary follow the rule of only saying what the evaluation itself says and not introducing new material or concepts?			
INTRODUCTION			

REVIEW FACTOR	Yes	Partially	No
1. Does the introduction explain the problem/opportunity addressed in the A/E/SS?			
2. Is the “theory of change” or development hypotheses that undergird the A/E/SS explained? (For example, in the case of project evaluation, does the report specify the inputs, direct project outputs, and higher-level results and impact so that the reader understands the logical structure of the project and what it was expected to accomplish?)			
3. Is the context and why the project was funded and implemented explained?			
4. Does the introduction explain/show the geographic scope and physical locations of project activities or delineate geographic areas the assessments/special study covers?			
5. In the case of project evaluation, does the introduction explain when the project was first implemented and how it evolved/changed over time? Is USAID’s level of investment well-documented?			
6. Is the purpose of the evaluation/special study clearly stated?			
7. Is there a clear statement of how the assessment/evaluation/special study will be used and who its intended users are?			
8. Are the A/E/SS questions presented in the introduction?			
METHODOLOGY			
1. Does the report provide a clear description of the A/E/SS research design and methodology (i.e., the way in which the team went about answering specific questions, such as by making comparisons)?			
2. Is there a clear description of the A/E/SS data collection methodology (summarized in text with the full description presented in an annex)?			
3. Are any questionnaires or other data collection instruments used in the A/E/SS described in the methodology section and attached annexes?			
4. Does the methodology section state any data limitations and does it describe them and how they affect the A/E/SS findings and conclusions?			
FINDINGS			
1. Are FINDINGS stated clearly and their sources clearly identified? (Can the reader easily understand what the team found?)			
2. Are FINDINGS presented in a way that makes their relationship to specific research questions clear?			

REVIEW FACTOR	Yes	Partially	No
3. Are FINDINGS adequately supported by relevant quantitative or qualitative data?			
4. When percentages are given, do the authors always indicate the number of cases used to calculate the percentage? Do they state the numerator and denominator?			
5. Are charts and graphs used to present or summarize data, where relevant? Do these graphs and charts show the team's findings in an illuminating manner?			
6. Are adequate data provided for performance indicators to assist in the determination of whether or not the project has met the stated target and achieved the expected results/outcomes? Are cause and effect relationships adequately explained?			
7. Are any unexpected findings discovered by the A/E/SS adequately described?			
8. Are FINDINGS objective, unbiased, plausibly valid, accurate, and reliable or are they shrouded with the authors' opinions?			
CONCLUSIONS			
1. Are CONCLUSIONS stated clearly?			
2. Is every CONCLUSION in the report supported by a specific or clearly defined set of FINDINGS?			
3. Are the CONCLUSIONS credible given the FINDINGS the report presents?			
RECOMMENDATIONS			
1. Are RECOMMENDATIONS clearly stated and are they relevant and actionable?			
2. Are all RECOMMENDATIONS supported by a specific or clearly defined set of CONCLUSIONS?			
3. Are the parties responsible for implementing or taking action on each RECOMMENDATION identified in the report?			
LESSONS LEARNED, IF APPROPRIATE			
1. Did the A/E/SS find any lessons that could be useful for future projects or programs in the same country or elsewhere?			
2. Are the "lessons learned" clearly discussed?			
3. Did the report indicate who the lessons are for (e.g., project implementation team, future project, host government, USAID)?			

ANNEX E: COURSE EVALUATION RESULTS

USAID- MSI Certificate Course in Evaluation – Phase I

Participant Assessment

A. Understanding of Concepts

(Place an X in the box that describes your level of understanding)

Concept or Idea Presented in the Training Program	How Well I Understand the Concept or Idea			
	Not Well	Somewhat	Very Well	N
The meaning of the term “evaluation”	0 (0%)	1 (4.2%)	23 (95.8%)	24
The difference between a finding or fact, a conclusion, and a recommendation	0 (0%)	4 (16.7%)	20 (83.3%)	24
The differences between a group interview and a focus group interview	0 (0%)	6 (26.1%)	17 (74%)	23
That an evaluation purpose statement needs to explain why it is being undertaken and what decisions it will support	2 (8.3%)	2 (8.3%)	20 (83.3%)	24
That an evaluation is different from auditing	0 (0%)	3 (13%)	21 (88%)	24
That random sampling gives all units an equal chance of being visited or interviewed and is considered unbiased	1 (4.2%)	5 (20.8%)	18 (75%)	24
Why beneficiary interviews might produce different answers than a key informant interview about beneficiaries	0 (0%)	4 (16.7%)	20 (83.3%)	24
That the questions asked by clients and other stakeholders should be the main focus for an evaluation team	1 (4.2%)	5 (20.8%)	18 (75%)	24
What to do to increase the likelihood that an evaluation will be considered useful rather than simply tell managers what they already know	1 (4.2%)	7 (29.2%)	16 (67%)	24
That comparisons (before and after, or Project A to Project B) is almost always an element of a good evaluation	0 (0%)	8 (36.4%)	14 (63.6%)	22
How to use a cross-tabulation to display and analyze answers to two	4	12	6	22

Concept or Idea Presented in the Training Program	How Well I Understand the Concept or Idea			
	Not Well	Somewhat	Very Well	N
questions at the same time	(18.2%)	(54.5%)	(27.3%)	
That evaluation teams have a right/obligation to ask sponsors and clients to clarify the evaluation purpose and questions if they are not clear in an evaluation Scope of Work	1 (4.5%)	0 (0%)	21 (95.5%)	22
When an evaluation is needed	2 (9.1%)	7 (31.8%)	13 (59.1%)	22
How to write a closed-ended question	1 (4.8%)	8 (38.1%)	12 (57.1%)	21
How to analyze responses to an open-ended question	1 (4.8%)	5 (23.8%)	15 (71.4%)	21
How to decide what skills and experience might be needed on an evaluation team	0 (0%)	4 (19%)	17 (81%)	21
What it means when the mean, median, and mode for a sample are not all the same	4 (18.2%)	8 (36.4%)	11 (81%)	22
The difference between a probability and non-probability sample	3 (13.6%)	10 (45.5%)	9 (41%)	22
How to make observation a systematic data collection tool	2 (10%)	5 (25%)	13 (65%)	20
What approaches an evaluation team might use to identify unplanned results of projects and programs	5 (23.8%)	10 (47.6%)	6 (28.6%)	21
That when an innovative project is evaluated, the evaluation comparisons are sometimes built into the project design in the form of a “comparison” group that does not receive project services	5 (22.7%)	11 (50%)	6 (27.3%)	22
That existing data and information may be used by an evaluator; they do not have to rely only on the new data they collect themselves	1 (4.2%)	5 (20.8%)	18 (75%)	24
That the process of data collection can cause a reaction, i.e., that people often try to give evaluators the answers they think the evaluators want	1 (4.2%)	7 (29.2%)	16 (66.7%)	24
How to prepare tables and other formats for recording data from different interviews and site visits in a common way	2 (8.3%)	11 (45.8%)	11 (45.8%)	24
How to use information in a table to create a pie chart, bar chart, or line graph to improve understanding of what evaluation data are telling us	4 (16.7%)	9 (38%)	11 (45.8%)	24

Concept or Idea Presented in the Training Program	How Well I Understand the Concept or Idea			
	Not Well	Somewhat	Very Well	N
That evaluation teams actually design a structure or framework for an evaluation before they go out to gather data	1 (4.2%)	2 (8.3%)	21 (88%)	24
Why is it important to identify specific data collection methods and data analysis methods that are appropriate for each evaluation question	1 (4.2%)	5 (20.8%)	18 (75%)	24

B. Evaluation of the Workshop

Please rate the usefulness of workshop elements listed below using a ✓ in the appropriate column

Workshop Element		Participant Ratings of Usefulness of Training Elements (One = low and Five = high)					
		N	One	Two	Three	Four	Five
Trainers	Khoti Gausi	16	0 (0%)	0 (0%)	1 (6.3%)	5 (31.3%)	11 (68.8%)
	Molly Hageboeck	17	0 (0%)	0 (0%)	1 (5.9%)	3 (17.6%)	13 (76.5%)
Course Content: Presentations and Slides	Evaluation and Development Effectiveness	20	0 (0%)	0 (0%)	2 (14.3%)	9 (64.3%)	9 (64.3%)
	Elements of an Evaluation SOW	20	0 (0%)	0 (0%)	2 (10%)	4 (20%)	14 (70%)
	Project Design and Theory of Change	19	0 (0%)	0 (0%)	3 (15.8%)	5 (26.3%)	11 (57.9%)
	Purpose and Evaluation Questions	19	0 (0%)	1 (5.3%)	0 (0%)	6 (31.6%)	12 (63.2%)
	Team Composition	20	0 (0%)	0 (0%)	3 (15%)	4 (20%)	13 (65%)
	Evaluation Schedule and Budget	21	0 (0%)	1 (4.8%)	3 (14.3%)	9 (42.9%)	8 (38.1%)
	Working as a Team	20	1 (5%)	1 (5%)	0 (0%)	6 (30%)	12 (60%)
	Values, Ethics, and Standards	19	0 (0%)	1 (5.3%)	2 (10.5%)	5 (26.3%)	11 (57.9%)

Workshop Element		Participant Ratings of Usefulness of Training Elements					
		(One = low and Five = high)					
		N	One	Two	Three	Four	Five
	Data Collection Toolkit: Observation	20	0 (0%)	1 (5%)	1 (5%)	6 (30%)	12 (60%)
	Data Collection Toolkit: Interviews	18	0 (0%)	1 (5.6%)	1 (5.6%)	4 (22.2%)	12 (66.7%)
	Data Collection Toolkit: Surveys	22	1 (4.5%)	0 (0%)	6 (27.3%)	9 (41%)	7 (31.8%)
	Data Collection Toolkit: Sampling	18	1 (5.6%)	0 (0%)	4 (22.2%)	5 (27.8%)	8 (44.4%)
	Data Analysis: Qualitative	20	1 (5%)	1 (5%)	3 (15%)	3 (15%)	12 (60%)
	Data Analysis: Quantitative	20	2 (10%)	2 (10%)	4 (20%)	5 (25%)	7 (35%)
	Essence of a Great Evaluation Report	19	0 (0%)	0 (0%)	3 (15.8%)	5 (26.3%)	11 (57.9%)
Participant Notebooks – Readings and Handouts		17	0 (0%)	0 (0%)	2 (11.8%)	5 (29.4%)	10 (58.8%)
Class Exercises	In Class Exercises	14	1 (7.1%)	0 (0%)	0 (0%)	5 (35.7%)	8 (57.1%)
	Team Preparation for Phase II Evaluations	19	1 (5.3%)	1 (5.3%)	3 (15.8%)	6 (31.6%)	8 (42.1%)
Opportunities for Participation and Discussion		20	1 (5%)	0 (0%)	0 (0%)	6 (30%)	13 (65%)

C. What was most useful in Phase I of the course?

- Hands on experience in the evaluation process in drafting and finalizing a SOW, team composition, preparation of a methodology, data collection tools, and actual data collection in the field
- How to structure a SOW, evaluation, and evaluation report
- Purpose of evaluation
- The entire evaluation course content
- Most of the course covered was very good
- All was useful
- Statement of work and theory of change
- Developing a Scope of Work
- Data analysis
- Creating evaluation questions
- Participation – class exercises
- Understanding Scope of Work because I believe that guides you through the exercise
- Practical and clear definition of evaluation purpose and questions
- Development of a SOW
- Sharing of information and working together on issues related to one another
- Working through the elements of a SOW
- Presentation of how to present findings, conclusions, and recommendations and the relationship between the three in writing an evaluation report
- Framing evaluation questions to serve the evaluation purpose intended for the activity
- SOW
- Theory of change
- Theory of change
- Logical flow of F-C-R
- Logical flow of getting to answers
- Evaluation design
- The basics of how to do a good evaluation
- Most useful in Phase I of the course is the team work, data analysis, and sampling

D. What was least useful during Phase I?

- Too much time spent on most aspects
- Finding mean, median, and mode, etc.
- Data analysis
- Everything was useful to me
- Different types of analyzing data
- None
- Data collection because of the level of effort (low) assigned to presentations
- Working as a team
- The least useful was in logical comments that are not relevant to the course and were not supposed to be considered

- Tabulation of questions and charts
- All topics are of equal importance because they build into each other

E. Suggestions for topics I would like to learn about in Phase III of the course (the second classroom phase after teams have completed their field work)

- USAID evaluation policy
- Managing evaluations
- Report preparation
- Evaluation report writing
- Database design and presenting information/data through graphs, pie charts, etc.
- Data coding
- Computing sample size
- How to use information in a table to create graphs
- Sampling again – it was not clear to me
- What I would like to learn from Phase III is to see how each group reached their conclusions
- Use of evaluation report to inform program designs
- Dissemination of evaluation reports
- The topics which are necessary include:
 - Random sampling methods
 - Use of cross-tabulation
 - Differences between mean, median, and mode
 - How to treat unplanned results of projects and programs
- Cost-benefit analysis in evaluation
- Sampling for experimental and quasi-experimental design
- More on writing evaluation reports
- Writing detailed report
- Refining collected data in a way that suits regular standards of reporting
- Evaluation and development effectiveness
- Surveys
- Sampling
- Quantitative methods
- Methods of sampling, data analysis, interpretation, and report writing should be reviewed again
- The suggestions I would like to learn about in Phase III of the course is analyzing the evaluation reports

USAID- MSI Certificate Course in Evaluation – Phase III

Participant Assessment

A. Purposes of the Certificate Program

The Certificate Program in Evaluation has six objectives:

1. Understand the role of evaluation in the program and activity management cycle
2. Improve skills needed to prepare high quality, utilization-focused evaluation SOWs
3. Understand the importance of ethics in evaluation
4. Develop the capacity to carry out an evaluation that will produce the information needed to answer evaluation questions
5. Learn how to review and critique evaluation plans and draft evaluation reports – with an eye to improving them
6. Improve understanding of how to utilize evaluation findings to inform management decisions

Overall Achievement of Course Objectives

Keeping in mind these objectives, please give us your honest assessment of this course:

		Fully	Partially	Marginally	No	N
1.	Did the course achieve Objective 1?	17 (89.5%)	2 (10.5%)	0 (0.0%)	0 (0.0%)	19
2.	Did the course achieve Objective 2?	18 (94.7%)	1 (5.3%)	0 (0.0%)	0 (0.0%)	19
3.	Did the course achieve Objective 3?	13 (68.4%)	5 (26.3%)	1 (5.3%)	0 (0.0%)	19
4.	Did the course achieve Objective 4?	15 (78.9%)	4 (21.1%)	0 (0.0%)	0 (0.0%)	19
5.	Did the course achieve Objective 5?	15 (83.3%)	3 (16.7%)	0 (0.0%)	0 (0.0%)	18
6.	Did the course achieve Objective 6?	13 (68.4%)	6 (31.6%)	0 (0.0%)	0 (0.0%)	19

B. Phase I Classroom Training

Thinking back to Phase I of this course, please answer the following questions:

	Phase I Classroom Training	Too Much	Right Amount	Not Quite Enough	Not At All	N
7.	Did the classroom experience provide you with sufficient theory on the purposes, ethics, and evolution of evaluation?	2 (11.1%)	16 (88.9%)	0 (0.0%)	0 (0.0%)	18
8.	Did the classroom experience give you enough information on evaluation design to develop a valid and efficient approach to your field evaluation assignment?	8 (42.1%)	10 (52.6%)	1 (5.3%)	0 (0.0%)	19
9.	Did the classroom experience give you enough information on methods of collecting data for you to select and apply appropriate data collection methods to your field assignment?	5 (26.3%)	13 (68.4%)	1 (5.3%)	0 (0.0%)	19
10.	Did the classroom experience give you enough information on data analysis techniques for you to organize, summarize, interpret, and display the data you collected?	4 (21.1%)	10 (52.6%)	5 (26.3%)	0 (0.0%)	19
11.	Did the classroom experience give you enough insight into good project design for you to identify project design weaknesses in the projects you evaluated as part of your field assignment?	2 (10.5%)	11 (57.9%)	6 (31.6%)	0 (0.0%)	19
12.	Did the classroom experience give you enough information to write a professional report on the evaluation you carried out during your field assignment?	4 (21.1%)	13 (68.4%)	2 (10.5%)	0 (0.0%)	19

13. What suggestions do you have to improve Phase I?

- Provide more time
- Emphasize points 10 and 11 in Phase I
- The participants should have made more use of the materials provided
- More training days would have been useful
- More consideration should be given to the amount of time needed for field and class work
- Concepts should be well defined
- Bring up front some of the topics covered after the practical evaluation exercise like managing evaluations and data analysis

C. Phase II: On-Site Evaluation (Fieldwork)

Looking back to the evaluation you carried out as part of a team, please answer the following questions. If you did not participate in the fieldwork portion of this course, please skip to Section D of this questionnaire.

		Fully	Partially	Marginally	Not At All	N
	Phase II – On-site Evaluation (Fieldwork)					
14.	Looking back, was your “team” able to function effectively as a “team” in the manner that the course had suggested is appropriate for evaluation work?	11 (57.9%)	5 (26.3%)	3 (15.8%)	0 (0.0%)	19
15.	Looking back, do you feel that your team developed an adequate plan for its fieldwork?	15 (78.9%)	4 (21.1%)	0 (0.0%)	0 (0.0%)	19
16.	Looking back, do you feel that you collected the data that you needed to prepare your evaluation report?	13 (68.4%)	6 (31.6%)	0 (0.0%)	0 (0.0%)	19
17.	Looking back, do you feel that you adequately analyzed the data you collected?	10 (55.6%)	8 (44.4%)	0 (0.0%)	0 (0.0%)	18

18.	Looking back, do you feel that you had enough time to complete your field assignment?	3 (15.8%)	10 (52.6%)	6 (31.6%)	0 (0.0%)	19
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19. If you did not have enough time, what aspect of your evaluation suffered from insufficient time?

- Data analysis and report writing
- Table of contents
- Distances that affect my time to reach other key people to collect data wanted
- After cleaning up reports and comments were raised, the team spent most of the time in arguments
- Key informant interviews; it proved difficult to meet government officials even after an appointment
- Organizing the findings, especially the batch of key informant interviews
- Summary and table of contents
- Report was not complete
- The writing of the final evaluation report
- We did not have enough time and this affected the sample size of our respondents
- Report finding analysis
- The distance of the project site could not give the team good time for qualitative data collection – this is reported as a limitation in our report
- Feedback from reviewer – we received it three hours before submission of the final draft

20. Was the choice of evaluating community development projects a good idea?

- Yes
- Yes
- Sure
- Yes
- Yes
- Yes
- Yes
- Yes, good idea because we were able to evaluate the project
- Yes
- Very good idea because we were looking at real issues
- Yes
- Yes, because it provides real life experiences and lessons learned can be put to immediate use to benefit the community
- Very good idea because it will develop the idea of accountability
- A very good idea because the team was getting hands on experience
- Yes, it was a good idea to evaluate our own successes and failures

- Definitely, it was a good idea!
- It was a good idea
- Great idea—great choice of the organization
- Absolutely

21. **Did the Phase II on-site evaluation research and report writing phase of this course justify the expense and effort involved?**

__16__ Fully __1__ Partially __1__ Marginally _____ Not at all

22. **What suggestions do you have to improve Phase II of this course?**

- There needs to be more than one editing so as to produce an excellent work that one can refer to in the future.
- Trainees should be given ample time to review in depth and appropriately incorporating comments into the report.
- Good reasonable time is needed and a clear plan of action to complete data analysis, reach conclusions, and write up report is important.
- Get enough project data and information and plan well before going to the field.
- There is need to have enough time for field work at least two weeks and report writing time should be longer.
- An evaluation team should be composed of a member from the evaluation site because he/she ends up doing different activities within this community than the evaluator.
- Data analysis – to come up with better report.
- Give two weeks' time for writing and submitting of reports and give one week for final report edits and corrections.
- Phase II should be mingled with other presentations. The facilitators should devote their time to monitoring the team through their works.
- Obtain documented commitment from all participants that they would support team activities and work through all the phases of field work and report writing.
- Appointments with possible data sources should be made early so that it does not impact on the time allocated for field work.
- Early communication with the clients.
- Need more training and another exercise in field work.
- More time to write reports from the field.
- More time should be allotted.
- Time factor is one of the factors which could contribute to the success of this exercise.
- Teams should always dedicate more time to the field finding. Teams should understand each other when coming to deciding on what to write.
- Better selection criteria for team members as team members are at different levels; have participants keep off completely their official work to make time for field exercises and being part of a team.

D. Phase III - Classroom Work

		Very Important	Important	Marginally Important	Not At All	N
	Phase III - Classroom Work					
23.	How important to your overall experience was the task of making a presentation on your evaluation?	18 (94.7%)	1 (5.3%)	0 (0.0%)	0 (0.0%)	19
24.	How important was the discussion among all teams of their field assignment experiences?	14 (73.7%)	5 (26.3%)	0 (0.0%)	0 (0.0%)	19
25.	How important was the feedback session for your team with the course instructors?	13 (68.4%)	5 (26.3%)	1 (5.3%)	0 (0.0%)	19
26.	How important was your participation in an effort to look across the project evaluations and develop general findings about the whole group of projects, i.e., the cross-project analysis?	10 (55.6%)	7 (38.9%)	1 (5.6%)	0 (0.0%)	18
27.	How useful were the additional training sessions presented during this classroom phase?	9 (47.4%)	10 (52.6%)	0 (0.0%)	0 (0.0%)	19
28.	How important was the Data Quality session?	13 (72.2%)	5 (27.8%)	0 (0.0%)	0 (0.0%)	18
29.	How important was the session on Cross-Site and Meta-Evaluation Approaches?	7 (36.8%)	10 (52.6%)	2 (10.5%)	0 (0.0%)	19
30.	How important was the session on Evaluation Standards?	10 (52.6%)	8 (42.1%)	1 (5.3%)	0 (0.0%)	19

31. What suggestions do you have to improve Phase III of this course?

- More reading material, especially the past or previous evaluation reports, should be given to the trainees.
- Reduce the volumes of assignments to complete the work base on the amount of time given.
- Allocate more time.
- More time was needed to go through the contents of the course.
- If you could add two or three months to the training time.
- These are important sessions and should be given more time during training sessions.
- Valuable sessions, a mixture of reporting and presentation is not helpful. Ample time should be set aside for phase III.
- Time allocation for a session was not adequate.
- It should not be in the same time of evaluation report writing.
- The time allocated for Phase II was small coupled with final report writing. In the future this could be extended for better participation of the class.
- This phase did not have a chance to be utilized because participants were competing with time to submit their reports.
- Time is required when people were cleaning up their final reports and many people did not follow in the presentation.
- Presentations should have been done before the write up of reports because few people were paying attention as people were busy finalizing their reports.

E. Final Thoughts

32. Please mark the statements which best describe the overall assessment of the impact of this course on your knowledge and skills. Put a mark in the far right column for as many statements that apply.

A	The course was interesting, but it is not likely that I will be able to use much in my future work.	3
B	I did not find much in this course that was relevant or useful for my work at my organization.	0
C	I may not be able to participate in many evaluations in the future, but I now have a good understanding of how to use evaluations to learn more and improve my organization's programs.	6
D	The course gave me enough experience that with some technical assistance, I am now confident to develop evaluation SOWs that will result in evaluations my organization finds informative and useful.	18

E	Because of what I learned in this course, I am now able to participate as a member of an evaluation team.	17
F	I now feel sufficiently confident of my evaluation skills and think that I could be a team leader and principle author of a project evaluation for my organization or any other organization.	13
G	By funding my participation in this three week off-site course, my mission is unlikely to fund my participation in other key USAID courses such as CTO training or the Programming Foreign Assistance (PFA, formerly PAL) Course on ADS 200-203.	2
H	Because I am a part time Evaluation Officer in addition to other duties, this course was too long.	3

33. Is there any information you learned in this course – or skills you developed – that you have already applied in your organization? If you have already found ways to apply what you have learned to your work in your organization, please briefly describe those applications.

- D & As is something I have worked on for the last 24 months.
- EPS info has broadened my knowledge on data entry, analysis, and presentation.
- I have already suggested to our senior management that we outreach/add onto our program evaluation contracts that we shall embark or evaluate.
- Using EPI for data analysis.
- Data collection, report writing, and analysis.
- I have been involved in evaluations as an observer. I have also written drafts of SOWs with my new skills and I have added a critical perspective to writing SOWs that will yield usable actions.
- The use of database and designing a presentation.
- Yes, I have learned a lot of procedures and sequence arrangements of the evaluation report.
- My organization does not have evaluation reports.
- I had started learning EPI Info but was not so conversant with it but with the training materials I got, I am sure I will better my skills.
- Data collection method is something I have been doing before the training.
- I had developed a SOW, managed an evaluation process, and been part of an evaluation team before.
- N/A
- Apply evaluation systems base on this training.
- Most of the skills taught are new to me, but I hope to apply them in my organization.
- N/A
- Conduct evaluations; produce SOW, and evaluation final report.

34. Reflecting on what you have learned in this course, how would you compare it to other training courses you have taken – considering both the length of the course and its cost to your organization?

Much less useful than other USAID training courses I have taken	Somewhat less useful than other USAID training courses I have taken	About the same as other USAID training courses	Somewhat more useful than other USAID training courses I have taken	Much more useful than other USAID training courses I have taken	N
0 (0.0%)	0 (0.0%)	2 (13.3%)	2 (13.3%)	11 (73.3%)	15

35. Reflecting on what you have learned through this course, can you suggest any other type of training course or experience that would have provided you with the same level of knowledge and skills but at a lower cost, in terms of your organization’s investments in time, travel, and other costs your mission bore directly to provide you with this training?

- Further need for a refresher course.
- None that I know of.
- I have no idea about any such training courses.
- I strongly suggest more training.
- N/A
- Not sure.
- I cannot think of any other.
- Management training for GOSS managing staff provided by KCA University for three weeks in Juba, 2008 February.
- Program monitoring since the training was more on evaluation.
- This course is a good mix of instructor led learning and hands on practice of what one has learned.
- Same course conducted at a well spaced phases.
- I suggest training on record keeping, proposal writing, and report writing.
- Advance proposal development.

36. Is there anything else you would like to tell us about your experience in this course?

- Have experienced working as a team despite experimenting complex one by one.
- As an M & E practitioner, I am now better able to perform my evaluation responsibilities and produce better and usable evaluation reports. I am more balanced in the M & E. Previously I was only balanced in the M.
- It is an important course that should be applied in work places. However, there should be a way of linking up with the facilitators in case the need for consultation arises.

- Only the field work process up to report writing.
- N/A
- I am now confident that I can do an evaluation for my organization.
- Team Management is important factor in completing the whole course. Teams need to understand that.
- Just want to thank all of you who participated to facilitate this course.
- Yes, I really picked up a lot of skills and knowledge which I was planning to go back to school to study such as EPI Info.
- This course should be upgraded to degree programs for the participants.
- The course was good, practical, and participatory in nature and it employs the best lecture method.
- It is advisable to mix up time of presentations with the time that participants are busy writing up their evaluations. Most presentations were not properly followed by the participants.
- Doing the evaluation exercise, I experienced good community participation and I was badly attacked by malaria in which I did fully participate in the exercise for two half days.
- More time should be allocated to the fieldwork.
- Great course.
- As M & E officer, evaluation skills were the only skills I lacked but now I am fully equipped.
- The unique thing is that much training has been offered in this country but it has never been practical like this one.
- There has been no time to cook and read and the training materials were too many.