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# **efela:** evaluation feedback for effective learning & accountability

## **synthesis report**

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**Annexes**

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## Annex 1: Conclusions from Previous Evaluation Feedback Studies

### 1990 DAC Review of Donors' Systems for Feedback on Aid Evaluation

#### *Key observations and lessons learned were that:*

- Feedback is a dynamic and continual part of the evaluation process
- A multidimensional approach to feedback is required, including refining and targeting
- A systemic approach to feedback is required
- Effective dissemination mechanisms are needed e.g. seminars, synthesis reports
- Effective integration of evaluation into the planning process is needed
- Internal processes need to be strengthened by formal and informal means
- Support from senior management is required
- With donor agency decentralisation effective feedback is even more important
- How to measure success? – the growing importance of impact assessment
- Involving recipient countries in the feedback loop is important, joint evaluations
- Evaluation information exchange between donors can be valuable

### 1991 Review of the Effectiveness of Feedback Mechanisms in Member States and the EEC Commission

#### *Recommendations were grouped under two headings, and stressed:*

#### **Feedback Materials**

- More focus on sustainability
- Getting the right topics at the right time to the right people
- The need for clues for success as well as for failure
- The need for single sheet summaries with a compatible classification and ring-binder system
- Improved beneficiary participation
- Human-interest media-friendly take on evaluation findings
- Deriving broader lessons
- Annual Reports could include a response to recommendations in evaluations

### **Feedback Mechanisms**

- Developing informal feedback mechanisms
- Developing an effective feedback chain involving senior management
- Action oriented feedback – digested so that senior management can use it
- Using the Integrated Approach and the Logical Framework
- Building a Corporate Memory, using the DAC Inventory
- Using evaluation reports for staff training
- A policy of openness, selectively where necessary

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## Annex 2

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# efela: background questionnaire

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# results

Replies to the EFELA background questionnaire were received from the evaluation departments of the following agencies:

Australia (AusAid)	Sweden (SIDA)
Austria (Federal Ministry for Foreign Affairs)	Switzerland (SDC)
Canada (CIDA)	UK (DFID)
Denmark (DANIDA)	USAID
Finland (Department for International Development Co-operation)	France (Agence Française de Développement - AFD, Ministère des Affaires Etrangères - MAE)
Ireland (Department of Foreign Affairs)	Germany (GTZ, BMZ, KfW)
Luxembourg (Ministry of Foreign Affairs)	Japan (JICA, Ministry of Foreign Affairs, JBIC)
Netherlands (Ministry of Foreign Affairs)	EC
New Zealand (Ministry of Foreign Affairs and Trade)	UNDP
Norway (Ministry of Foreign Affairs)	African Development Bank (AfDB)
Portugal (Institute of Portuguese Cooperation)	Asian Development Bank (ADB)
	EBRD
	World Bank - OED

### Notes on the data:

The following aggregate results reflect the responses of all 29 agencies. However, while most of the questions were answered, at least in part, by all agencies, variations occurred within some of individual questions. Multi-codes answers were given by some agencies and some sections were left blank. The bases given for each question refers to all those who replies to at least part of the whole question. Where relevant, an explanation of these variations has been included.

**B1 - Does your agency have a formal strategy for dissemination and feedback of evaluation results?**

14	Yes – we have a formal strategy*	Australia, Denmark, Norway, France –AFD & MAE, Germany-BMZ, Japan-JBIC, JICA & MoFA, UNDP, AfDB, AsDB, EBRD, World Bank-OED.
15	Some elements exist, but not a formal strategy	Canada, Finland, Ireland, Luxembourg, Netherlands*, New Zealand, Norway, Portugal, Sweden, Switzerland, UK*, US, Germany-GTZ & KfW, EC.
3	We are currently working on a strategy	Austria, Netherlands*, UK*.
0	No formal strategy or guidelines exist at present	

(n=29)

**\*Multi-code responses**

The Netherlands and UK – UK responded that they have 'some elements exist' and 'we are currently working on a strategy'.

**Selection of key comments and issues raised:**

- As there are a number of different types of evaluation (sectoral, geographic, partnership) there is no one system which will work in any situation (**France MAE**).
- Policy reactions, written by the Ministry will be fed back to the relevant stakeholders, but this is not the responsibility of the evaluation department (**Netherlands**)
- The plans for dissemination and the response to evaluations should be formally documented and are part of the ordinary planning process (**Sweden**)
- Strategy to date has focused more on improving the presentation of reports (**UK**)
- An evaluation committee is formed, including heads of operational departments, policy studies department and management control department – and implementing the resolutions is the responsibility of the evaluation department (**France ADF**).
- Strategy covers feedback of lessons in the project cycle, but not external dissemination (**Japan-JICA**)
- Guidelines include the requirement to make findings available centrally through the development information centre (**US**)
- Informal guidelines in practice and the need to develop a formal strategy is recognised (**New Zealand, Canada**)
- There exists no single document, but (the ex-post evaluation methods) is a well-known procedure with long institutional experience (**Germany-KfW**).



**B2 - Which target audiences are seen as the main priority for evaluation feedback?**

Not important	Fairly important	Important	Very important		Average
0	Canada, Switzerland, Germany-GTZ, Japan-JICA, EBRD	Australia, Austria, Ireland, New Zealand, Germany-KfW, Japan-JICA, EBRD	Denmark, Finland, Luxembourg, Netherlands, Norway, Portugal, UK, US, France-AFD, MAE, Germany-BMZ, Japan-JBIC & MoFA, EC, UNDP, AfDB, AsDB, World Bank, OED	Policy makers and senior management	3.4
0	Ireland, Norway, Portugal, UK, Germany-GTZ, Japan-JICA, UNDP	Ireland, Norway, Portugal, UK, Germany-GTZ, Japan-JICA, UNDP	Australia, Austria, Canada, Denmark, Finland, Luxembourg, Netherlands, Switzerland, US, France-AFD, MAE, Germany-KfW & BMZ, Japan-JBIC & MoFA, AfDB, AsDB, EBRD, World Bank, OED	Technical staff involved in project planning & management	3.1
1	EBRD, Canada, Denmark, Finland, New Zealand, Norway, Portugal, France, Germany-BMZ, Japan-JICA, World Bank-OED	Canada, Denmark, Finland, New Zealand, Norway, Portugal, France-AFD, Germany-BMZ, Japan-JICA, World Bank-OED	Australia, Austria, Ireland, Luxembourg, Netherlands, US, Germany-GTZ, Japan-JBIC, AfDB, AsDB	Partner countries, and stakeholders within partner countries	2.6
6	Austria, Canada, France-MAE, UNDP, AsDB, EBRD	Australia, Finland, New Zealand, Switzerland, UK, France-AFD, Germany-GTZ & BMZ, AfDB	Denmark, Ireland, Netherlands, Norway, Portugal, US, Germany-KfW, EC, World Bank-OED	The media and the general public	2.0

(n = 28)

Sweden's response could not be included as they did not rank them, they did however indicate that all the audiences mentioned were important.

**Selection of key comments and issues raised**

- Dependent on the objective of the evaluation (Sweden, Switzerland, US)
- Media and public are beginning to become more important (Canada)
- In reality the dissemination mechanisms in Germany are stronger than in our partner countries (Germany-KfW)
- With a limited budget and staff, feedback to partner countries has not happened to a satisfactory level (Japan – MoFA)
- Due to recession in the Japanese economy the general public are more critical of ODA spending (Japan-JICA)
- 'Action orientated evaluation' means that policy and technical staff are the first target, public later (African Development Bank)
- We see communication to the public as important, but at present we don't do this as well as we would like (New Zealand)

**B3 - Does the evaluation department have primary responsibility for coordinating the dissemination and feedback of evaluation results for learning purposes within the organisation?**

18	Yes – the evaluation department has prime responsibility	Australia*, Canada, Denmark, Ireland, New Zealand, Norway, UK, US, France-AFD & MAE, Germany-BMZ, Japan-JBIC & MoFA, EC*, UNDP, AsDB, EBRD, World Bank-OED*
12	Responsibility is shared with (please specify*):	Australia*, Austria, Finland, Netherlands, Sweden, Switzerland, Germany-GTZ & KfW, Japan-JICA, EC*, AsDB, World Bank-OED*
1	No – it is the responsibility of (please specify*):	Portugal

(n = 28)

\*Multi-code responses

Australia, the EC and World Bank-OED responded that they have the evaluation department has responsibility, but it is also shared.

Luxembourg did not respond to this question, on the grounds that, 'The responsibility lies with the Directorate for Development Cooperation, Luxembourg has no evaluation department'.

**Selection of key comments and issues raised:**

- The evaluation department writes an information bulletin for each evaluation, the information department writes a press release. In both cases, the text is discussed and adopted in mutual co-operation (Netherlands)
- Evaluation is seen as a participatory process of learning, taking place at various levels of management. In this context, responsibilities are shared, with the Evaluation Department co-ordinating activities and, at times, taking the lead role (Austria)
- (The evaluation department only has responsibility in the short term). The long term responsibility lies with the international development information centre, which includes the Corporate Memory Unit, and the initiatives of individuals (Canada).
- (Responsibility is) Shared with technical department – external internal split – Germany-BMZ auditor, EVD is the internal.(Germany-GTZ)
- The Bank's Knowledge Management system incorporates evaluation results through thematic groups as well (World Bank-OED)

**B4 - Does the evaluation department have primary responsibility for coordinating the dissemination and feedback of evaluation results for external accountability purposes (e.g. to parliament, the general public, stakeholders in recipient country, etc.)?**

9	Yes – the evaluation department has prime responsibility	Austria, Luxembourg, Sweden, UK, Germany-BMZ, Japan-MoFA, EC, UNDP, AsDB.
16	Responsibility is shared with (please specify):	Australia; Denmark; Ireland; Netherlands; Norway, Portugal, Switzerland, US, France-AFD & MAE, Germany-GTZ & KfW, Japan-JBIC & JICA, EBRD, World Bank-OED.
4	No – it is the responsibility of (please specify):	Canada, Finland, New Zealand, AfDB.

(n = 29)

**Selection of key comments and issues raised:**

- In many instances (not a standard procedure!) the publication of an evaluation report is combined with a press conference in which the evaluation department provides any background information to the press (Netherlands).
- It is shared with political departments and with programming unit but not in a systematic way (Portugal)
- The report of the ex-post evaluation is sent to the Ministry (Germany-BMZ) and in very condensed form to the partner organisations with prime responsibility of the country department, whereas the biannual report "Results of Financial Cooperation" for the public is produced mainly by the sector policy department (Germany-KfW).
- Responsibility for the dissemination of evaluation reports to third parties is shared between operational departments, the policy and studies department and the evaluation unit, depending on the status or characteristics of the targeted public. (France – AFD)
- We get assistance from the Public Relations Division in disseminating evaluation results through Japan-JICA Homepage (Japan-JICA).
- (Main, domestic responsibility rests with CDIE). US country field offices have responsibility for coordinating dissemination and feedback of performance and evaluation results to recipient country partners (e.g., governments, NGOs, etc. involved in the activity as well as other donors) (US)
- Timing and modus is coordinated with the senior management & press office, the contents/message is formulated by Evaluation Secretariat (Denmark)

**B5 Does the evaluation department have staff with specific responsibility for dissemination and feedback work**

7	Yes – we have nominated staff working in the department	Denmark, UK, US, France-AFD, Japan-MoFA, UNDP, World Bank-OED.
1	Yes – we use consultant(s) to coordinate dissemination and feedback work	US.
3	No – but we enlist the help of specialist staff working elsewhere in the organisation	Denmark, UK, AsDB.
23	No – dissemination and feedback work is incorporated into general staff responsibilities	Australia, Austria, Canada, Denmark, Finland, Ireland, Luxembourg, Netherlands, New Zealand, Norway, Portugal, Sweden, Switzerland, UK, France-MAE, Germany-GTZ & BMZ, Japan-JBIC & JICA, EC, AfDB, AsDB, EBRD.
1	Other arrangements (please outline):	Germany-KfW.

Multi-code (n = 29)

**Selection of key comments and issues raised:**

- Head of the mission and consultants involved (France MAE)
- Working to establish 'knowledge centres' to provide support to operational departments, to become an instrument of dissemination of materials from other donors, analyse the quality of decentralised evaluation work (Netherlands).
- Professional editor and information department (UK).
- Sector economists, informal sector networks engineering department, internal auditor, management committees (Germany-KfW).
- Performance Information and Assessment Section and the Office of Program Review and Evaluations – managing the lessons learnt database (Australia).
- An assistant working in the evaluation department (France AfD).
- Hired consultant made a system for evaluation database (Japan-JICA).
- CDIE has staff who manage contractors (a "clearing house") that are directly responsible for electronic and hardcopy dissemination of Agency-wide performance and evaluation reports to internal and external audiences. On request, these contractors also identify and analyse development experience from both internal and external sources and disseminate these to US staff and on a more limited basis to partners (US).
- We enlist help of the Training and Education Department (Denmark).

**B6. Does the evaluation department have a specific budget allocated for dissemination and feedback work?**

7	Yes	UK, US, Germany-GTZ, Japan-JBIC & MoFA, UNDP, World Bank-OED.
20	No	Australia, Austria, Canada, Denmark, Finland, Ireland, Netherlands, New Zealand, Norway, Portugal, Sweden, Switzerland, France-MAE & AFD, Germany-KfW & BMZ, Japan-JICA, EC, AfDB, AsDB, EBRD.

(n = 28)

*Luxembourg did not reply as – 'financial resources are made available from the evaluation/audit budget if the need arises.'*

*France MAE said that there was no specific budget, but 'we can consider that the budget allocated for dissemination and feedback work is about 10%.'*

*Of the agencies that responded yes – the following (approximate) amounts were quoted:*

- UK – 4%*
- US – 10%*
- Germany – 10%*
- Japan-JBIC – 10%*
- Japan-MoFA – 12%*
- World Bank-OED – 10%*

**Selection of key comments and issues raised:**

- All cost of feedback (such as disseminating evaluation reports, seminars, lectures etc.) are borne by the activity budget (part of the evaluation budget) (**Netherlands**).
- The budget for feedback work is usually calculated separately and is a share of the budget for evaluation of a programme (**Sweden**).
- As the evaluation Department is free to decide on how to utilise its budget, funds could be allocated for this purpose. However, so far no funds have been specifically earmarked (**Austria**).
- 10% includes the cost of publishing/translating the evaluation reports and feedback seminars in partner countries (**Japan-JBIC**).
- The budget is used for publishing annual report, videos, leaflets etc. (**Japan-MoFA**).
- We don't distinguish the budget for disseminating and feedback from others in our budget planning (**Japan-JICA**).
- There is no specific budget allocated but is part of the department's activities which absorbs approximately 10% of annual staff time (**African Development Bank**).

C1. How important are evaluation reports as a dissemination vehicle?

15	They are the <u>main vehicle</u> for disseminating evaluation results	Austria, Denmark, Ireland, Netherlands, New Zealand, Norway, Portugal, UK, US, France-AFD, Germany-BMZ, Japan-JBIC & MoFA, EC, EBRD.
12	They are an important vehicle, but <u>not the main one</u>	Australia, Canada, Finland, Sweden, France-MAE, Germany-GTZ & KfW, Japan-JICA, UNDP, AfDB, AsDB, World Bank-OED.
2	They are not a key dissemination vehicle, <u>other mechanisms are more important</u>	Luxembourg, Switzerland.

(n = 29)

Selection of key comments and issues raised:

- The final report is certainly an important tool as it gives credit to the quality of the work but the dissemination process has to start from the beginning, i.e. during the preparation of terms of reference : how the evaluation is going to be used is a question often put forward in the first meeting of the steering committee when participants are given the first draft of terms of reference (France-MAE).
- The reports are the basis and prime information source and the reports are widely distributed within the Bank. However, this is not good enough. The evaluation function employs various mechanisms to bring the messages across, including: (a) PED's contribution to the Bank's Annual Report; (b) PED's Annual Evaluation Overview Report (AEOR); (c) on-line availability (for Banking staff) of PED's Lessons-Learned data base; (d) regular work shops with Bank-approval authorities, individual banking teams (on cross-sector or cross-country issues), new bank staff joining EBRD and other mechanisms (EBRD)
- Although the reports are considered as the main vehicle for feedback, it is the experience of the evaluation department that feedback during the evaluation process is equally important. The evaluation department normally establishes so-called reference groups providing advice during the evaluation process (these groups have included officials from the partner country) (Netherlands).
- (Reports are the main vehicle for dissemination outside Commission); but internally, participation in evaluation processes ensures dissemination and feedback even before final reports are completed (EC)
- The involvement of primary stakeholders in the evaluation process is an important (maybe the most important) learning and dissemination mechanism. The dissemination of reports are mainly important for more audiences further away, e.g. researchers, consultants, media and the general public. To reach these audiences it is often necessary to summarise the reports in Newsletters etc (Sweden).
- Apart of our ex-post evaluation reports (which are also disseminated in a summarised report to the public: "Results of Financial Cooperation") we are also doing cross-section analysis of ongoing and evaluated projects and programmes, in specific themes or sectors. Best practice cases are disseminated monthly via our Intranet (Germany-KfW).
- While considered extremely important for internal distribution, Australia also disseminates its evaluation findings through seminars, briefings, publications, the intranet, the LLDB, the Activity Management System and the Australia website. In the longer term, the reports are arguably the most important dissemination vehicles particularly in view of their publication on the internet (Australia).

**C2. What efforts are made to provide short summaries of evaluation reports?**

0	<b>Some</b> evaluation reports contain summaries, but this is not a required feature	
25	<b>Most / all</b> evaluation reports now contain a short summary	<i>Australia, Austria, Canada, Denmark, Finland, Ireland, Luxembourg, Netherlands, New Zealand, Norway, Portugal, Sweden, Switzerland, UK, US, France-AFD &amp; MAE, Germany-GTZ &amp; BMZ, Japan-MoFA &amp; JICA, UNDP, AfDB, AsDB, EBRD, World Bank-OED.</i>
6	Separate summaries* are produced for <b>selected</b> evaluation reports	<i>Australia, Denmark, Netherlands, Germany-KfW, AfDB, EBRD.</i>
10	Separate summaries are produced for <b>most / all</b> evaluation reports	<i>Canada, Denmark, Finland, New Zealand, Sweden, UK, France-AFD &amp; MAE, Japan-JBIC, EC.</i>

(n = 29)

*multi-code response (italics denotes agencies that have replies with more than one response)*

**Selection of key comments and issues raised:**

- All evaluation reports have summaries which are distributed to all banking staff. For Board members "cleaned" (from commercially confidential material) versions are produced (EBRD).
- Evaluations of wider interest are summarised and presented in a regular Newsletter, SIDA Evaluations Newsletter (Sweden)
- We believe that a multi-layered approach is required to ensure awareness at all levels (Canada).
- (Separate summaries -- of all evaluation reports) - Only in Japanese (3-5 pages with photos and a map) (Japan-JBIC)
- We do not produce short summaries for our regular ex-post evaluations. In fact, our project evaluation reports are confidential and sent only to the government. Following the regulations of FC we are not allowed to publish them. In the case of evaluations for Germany-BMZ commissioned by Germany-KfW we provide for several versions of short summaries (for Germany-BMZ homepage, DAC, partner country in respective languages). We also produce main reports and summaries of special evaluation missions with the objective of publication (Germany-KfW).
- Separate summaries together with proposals for measures to be taken on the basis of the findings and recommendations presented in the Report are submitted to the Management Board (Finland).
- A part from summary sheets (4-6 pages) broader Danish summaries (approx. 30 pages) are prepared for selected evaluations (Denmark).

**C3. Is dissemination & feedback of interim results during the evaluation process seen as a priority?**

15	Yes – the main mechanisms used are (please specify):	Australia, Canada, Denmark, Netherlands, New Zealand, Norway, Switzerland, UK, France-AFD, Germany-KfW & -BMZ, Japan-MoFA, UNDP, AsDB, World Bank-OED.
7	No – not at present	Ireland, Luxembourg, Portugal, Germany-GTZ, Japan-JBIC & JICA, EBRD.
7	It is in some cases (please specify):	Austria, Finland, Ireland, Sweden, US, EC, AfDB.

(n = 28)

France-MAE did not respond to this question.

Ireland responded to the question as 'no' and 'in some cases' (see comments below).

**Selection of key comments and issues raised:**

- Even if it not stated as a priority it often become one under the pressure of decision makers (approval of a new phase), and expectations of different stakeholders. The steering committee which is put up for each evaluation gives the main and more efficient impulse for dissemination (France-MAE)
- At least, this is not a formal requirement. However, de facto, consultations with responsible banking staff take place during an evaluation process, particularly if it concerns more complex, longer so-called Special Studies (EBRD)
- It is our feeling that the feedback during the evaluation process is a very important vehicle for internalising the evaluation results in the organisation (both the ministry as well as at the field level (Netherlands)
- Where major evaluation involve a desk- top and field phase, the result of the desk – top may be presented in the form of an aide-memoire (Ireland)
- It is in some cases (please specify): e.g. when these interim results give reason to act immediately to strengthen certain aspects during the ongoing implementation, or to prevent problems indicated in the interim report (Austria).
- The review of the draft reports probably offer the greatest opportunity for institutional learning (Canada).
- Rather than a "priority", I would say that dissemination of interim results is a normal (and compulsory) step in the production of evaluation reports. Within a week after the completion of their mission in the field, evaluators must produce a short briefing memo that summarises the main findings of the evaluation. Then, they have to produce a "draft evaluation report" which is submitted to the Evaluation Committee. Finally they produce the "final evaluation report" (France-AFD).
- Results from CDIE US-wide evaluations are disseminated in draft to selected technical and management staff and in some cases to external technical experts for comment and discussion prior to preparation of final versions. At the country level, interim results may be reported orally to US staff and country partners (US).



**C4. Are active steps taken to ensure evaluation reports are fed back to in-country partners and stakeholders?**

20	Yes – this happens routinely	AudAid, Finland, Ireland, Luxembourg, Netherlands, New Zealand, Switzerland, UK, US, France-AFD, Germany-GTZ, KfW & BMZ, Japan-JBIC & JICA, EC, UNDP, AfDB, AsDB, World Bank-OED.
6	It happens in some cases, but not systematically	Austria, Canada, Denmark, Norway, Sweden, Japan-MoFA.
2	It happens rarely/never	Portugal, EBRD.

(n = 28)

*France-MAE did not respond to this question.*

**Selection of key comments and issues raised:**

- So far, evaluation work is primarily seen as an accountability function towards fund providers (Bank's shareholders, TC donors) and as a quality management function towards bank staff and management. Note should be taken that related experiences in other organisations generated rather mixed results in addition of external consultation being a rather time consuming process requiring additional administrative resources and which would ultimately require a joint evaluation process (EBRD).
- It depends on the purpose of the evaluation (Sweden).
- This is going to be an integral part of the evaluation strategy being discussed at the moment (Austria).
- This is an absolute priority (Luxembourg).
- We need to do better but, we need to remember the additional time requirements (Canada).
- We send draft evaluation reports to in-country partners for comment - but seldom receive much by way of written reply or commentary (UK).
- It depends on the scheme. Every country evaluation is followed by a seminar in recipient countries. Besides that a limited number of reports are translated and fed back to in-country partners (Japan-MoFA).
- In certain exceptional cases, e.g. of political sensitivity reports may not be fed back(in full) (Finland).
- This is standard operating procedure for evaluations of country field level activities (US).
- The feedback to in-country partners and stakeholders most often takes place as workshops/dialogue during or at final stages of the evaluation process. Later feedback is supported by embassy/desk officers/specialists (Technical Advisory Service, TSA) (Denmark).

**C5. Is your agency Intranet used for disseminating evaluation results?**

2	<b>Some</b> evaluation reports/summaries are now available on our internal intranet	Australia, Japan-JICA.
11	<b>Most / all</b> evaluation reports/summaries are now available on our intranet	Canada, Denmark, Netherlands, UK, US, France-MAE, Germany-GTZ, EC, UNDP, AsDB, World Bank-OED.
12	<b>We have plans to make</b> evaluation reports/summaries available on our intranet in future	AidAid, Finland, Ireland, Norway, Sweden, France-AFD & MAE, Germany-KfW & BMZ, Japan-MoFA, AfDB, EBRD.
6	<b>We have no plans at present to use our intranet in this way / we do not have an intranet</b>	Austria, Luxembourg, New Zealand, Portugal, Switzerland, Japan-JBIC.

(n = 29)

Australia and France-MAE responded with two of the options.

**Selection of key comments and issues raised:**

- Just a note of caution, whatever means one employs "to bring the horses to the water", ultimately you have little leverage (although more could be done definitely) "to make the horses drinking". There is still a long way to go before evaluation work is "demand-pulled" rather than "supply-driven" (EBRD).
- (no intranet) As we do not want to duplicate the DAC inventory (Switzerland).
- Following a recent review, UK's Intranet is likely to be redesigned with a specific section on 'performance assessment' which should help to give increased profile to evaluation and related activities/information (UK).
- We have a plan to build a database which will be available (through the) Intranet in the near future. We already have a web-site in which evaluation summaries are available. But still reports are the main vehicle for dissemination (Japan-MoFA).
- So far our intranet is not used for disseminating evaluations results from regular project evaluation (since we evaluate every single project, the number of evaluations p.a. amounts to about 100 to 120 !). However, results of cross-sectional analysis is available. It will be one of the tasks of the new evaluation department to build up a new intranet page for disseminating evaluation results (Germany-KfW).
- Until now, only the resolutions of the Evaluation Committee and the list of project evaluation reports are regularly stored on our intranet and updated (France - AFD).

**C6. Is your agency website used for disseminating evaluation results?**

6	<b>Some</b> evaluation reports/summaries are now available on our public web site*	Australia, Canada, <i>New Zealand</i> , Japan-JICA, UNDP, World Bank-OED.
11	<b>Most / all</b> evaluation reports/summaries are now available on our public web site*	Denmark, Ireland, Netherlands, Sweden, UK, US, Germany-BMZ, Japan-JBIC & MoFA, EC, AsDB.
8	We have plans to make evaluation reports/summaries available on our public web site	Finland, <i>New Zealand</i> , Norway, France-AFD & MAE, Germany-GTZ, AfDB, EBRD,
5	We have no plans at present to use our web site in this way	Austria, Luxembourg, Portugal, Switzerland, Germany-KfW,

(n = 29)

**Agency evaluation web sites**

Where the agency has a specific evaluation area of the site, the web address has been shown in bold type. Note that live links to these pages are provided from the efela website ([www.ids.ac.uk/efela](http://www.ids.ac.uk/efela))

Australia	<a href="http://www.Australia.gov.au/publications/evaluations//">http://www.Australia.gov.au/publications/evaluations//</a>
Austria (Federal Ministry for Foreign Affairs)	
Canada	<a href="http://w3.acdi-cida.gc.ca/">http://w3.acdi-cida.gc.ca/</a>
Denmark	<a href="http://www.evaluation.dk">http://www.evaluation.dk</a>
Finland (Dept for International Development Co-operation)	
Ireland (Department of Foreign Affairs)	<a href="http://www.irfgov.ie/iveagh/irishaid/evaluations/evaluation.htm">http://www.irfgov.ie/iveagh/irishaid/evaluations/evaluation.htm</a>
Luxembourg (Ministry of Foreign Affairs)	<a href="http://www.etat.lu/intemet.html">http://www.etat.lu/intemet.html</a>
Netherlands (Ministry of Foreign Affairs)	<a href="http://www.dutchembassy.bg/netscape/f_netscape.htm">http://www.dutchembassy.bg/netscape/f_netscape.htm</a>
New Zealand (Ministry of Foreign Affairs and Trade)	<a href="http://www.mft.govt.nz/nzoda/adaf">http://www.mft.govt.nz/nzoda/adaf</a>
Norway (Ministry of Foreign Affairs)	<a href="http://www.norad.no/">http://www.norad.no/</a>
Portugal (Institute of Portuguese Cooperation)	Under construction
Sweden	<a href="http://www.sida.se">http://www.sida.se</a>
Switzerland	<a href="http://www.sdc.admin.ch">http://www.sdc.admin.ch</a>
UK	<a href="http://www.dfid.gov.uk/public/what/what_frame.html">http://www.dfid.gov.uk/public/what/what_frame.html</a>
US	<a href="http://www.info.usaid.gov/">http://www.info.usaid.gov/</a>
France Ministère des Affaires Etrangères Agence française de Développement	<a href="http://www.diplomatie.fr/cooperation/index.html">http://www.diplomatie.fr/cooperation/index.html</a> <a href="http://www.afd.fr/">http://www.afd.fr/</a>
Germany Germany-KfW Germany-BMZ Germany-GTZ	<a href="http://www.kfw.de/">http://www.kfw.de/</a> <a href="http://www.bmz.de/epolitik/evaluierung/index.html">http://www.bmz.de/epolitik/evaluierung/index.html</a> <a href="http://www.gtz.de">http://www.gtz.de</a>
Japan Japan-JBIC Ministry of Foreign Affairs, Japan-JICA,	<a href="http://www.jbic.go.jp/">http://www.jbic.go.jp/</a> <a href="http://www.mofa.go.jp/">http://www.mofa.go.jp/</a> <a href="http://WWW.jica.go.jp/">http://WWW.jica.go.jp/</a>
EC	<a href="http://europa.eu.int/comm/scr/evaluation/index.htm">http://europa.eu.int/comm/scr/evaluation/index.htm</a>
UNDP	<a href="http://stone.undp.org/undpweb/dima/er/filesearch.cfm">http://stone.undp.org/undpweb/dima/er/filesearch.cfm</a>
African Development Bank	<a href="http://www.afdb.org">http://www.afdb.org</a>
Asian Development Bank	<a href="http://oec.asiandevbank.org/">http://oec.asiandevbank.org/</a>
EBRD	<a href="http://www.ebrd.com">http://www.ebrd.com</a>
World Bank -OED	<a href="http://www.worldbank.org/html/OED/evaluation">http://www.worldbank.org/html/OED/evaluation</a>

\*These sites were accessed on the 29/06/00.

**C7. What other channels are used by your agency for dissemination & feedback of evaluation results, and how important are they?**

Not important	Fairly important	Important	Very important	(n = 28)	Average*
Portugal. 1	Finland, Ireland, New Zealand, Germany-BMZ. 4	Austria, Norway, Switzerland, France, MAE. 4	Australia, Denmark, Sweden, US, France, AFD, Germany, GTZ, KfW, Japan, JBIC, MoFA & JICA, EC, AfDB, AsDB, EBRD, World Bank, OED. 15	Annual reports summarising evaluation experience*	3.0
Portugal, Sweden. 2	Canada, Netherlands, France-MAE, EC, AsDB. 5	Australia, Austria, Finland, Luxembourg, New Zealand, France, AFD, Germany-KfW, Japan-MoFA & JICA, AfDB, EBRD. 11	Switzerland, UK, US, World Bank, OED. 3	Other summary reports covering particular sectors/regions*	2.3
Portugal, France-MAE, Japan-JICA. 3	Finland, Switzerland, US, Japan-MoFA, France-AFD, Germany-BMZ, AfDB. 7	Australia, Norway, Sweden, Germany-GTZ & KfW, World Bank, OED. 5	Denmark, Netherlands, Japan, JBIC. 3	Media briefings/press releases*	1.7
Australia, Netherlands, New Zealand, Portugal, Sweden, Germany-KfW, Japan-JICA. 7	Denmark, Switzerland, World Bank-OED. 3	AfDB, Japan-MoFA. 1		Videos and other audio-visual outputs (please specify)	0.7
Australia, Portugal, Sweden, Switzerland, Germany-KfW, World Bank-OED. 6		Japan-MoFA, EC. 2	New Zealand, UK, France-AFD & MAE, Japan-JICA, AfDB, AsDB. 7	Permanent evaluation review committees	1.5
Portugal, Germany-KfW, Japan-MoFA. 3	New Zealand, Switzerland, UK, France-MAE, Germany-BMZ, EC. 6	Austria, Canada, Finland, US, Japan-JICA, AsDB. 6	Australia, Denmark, Ireland, Luxembourg, Netherlands, Norway, Sweden, France, AFD, Japan-JBIC, AfDB, EBRD, World Bank, OED. 12	One-off staff meetings/workshops to consider particular evaluation reports or topics	3.0
Portugal. 1	Canada, UK, Germany-GTZ & KfW. 4	Finland, Netherlands, New Zealand, Norway, Switzerland, US, Japan-MoFA & JICA, AsDB, World Bank, OED. 10	Australia, Denmark, Sweden, Japan, JBIC, AfDB, EBRD. 6	General staff workshops/seminars & training events	2.3
Portugal, UK. 2	Australia, Ireland, France-MAE, Germany-KfW & BMZ. 5	Denmark, Finland, Switzerland, US, France-AFD, Japan, JBIC, AsDB. 7	Netherlands, New Zealand, Sweden, Japan-MoFA, Japan, JICA, AfDB, World Bank, OED. 7	Recipient country stakeholder workshops/seminars	2.3
UK. 1	US, Germany-BMZ, France-AFD, Japan, JBIC. 4	Australia, Denmark, Ireland, Finland, Portugal, Switzerland, Japan-JICA, EC, AfDB, AsDB. 10	Austria, Canada, Netherlands, New Zealand, Norway, Sweden, Germany, GTZ & KfW, Japan, MoFA, World Bank, OED. 10	Dialogue between evaluation unit and other agency staff in response to specific enquiries	2.9

\*averages are calculated by taking 'very important = 4' to 'not important = 1'. The base of 28 is used, and it is assumed that a lack of response means a 'not important' ranking. UNDP's results could not be used, as they were not ranked, only ticked.

C7. cont.

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Selection of key comments and issues raised:

*Other mechanisms mentioned:*

- Newsletters, management response. The channels depend on objectives and thus audiences of the evaluations. All this should be discussed in the plan for the dissemination of evaluation reports (Sweden).
- Synthesis studies have become a key vehicle for collating and disseminating evaluation results. We would like to arrange more in-country stakeholder workshops and seminars, which have good potential for dissemination in-country - the low score reflects current (limited) practice (UK).
- Program Quality Committee reviews the broad profiles of all evaluations conducted by the Agency (Australia).
- Feedback to the recipient administrations and companies is also important. However, this feedback rarely takes the form of workshops, seminars and such, but rather of working meetings between our staff in the field and the staff of the recipient country.... Dialogue with other evaluation units of development agencies is not formalised nor systematic but may occur on the occasion of joint evaluations (France ~ AFD)

**C8. Are any formal mechanisms in place to make sure that lessons from evaluations are taken properly into account?**

14	Specific evidence of lesson learning is required in new spending proposals	<i>Australia, Ireland, Switzerland, UK, US, France-MAE, Japan-JBIC &amp; MoFA, EC, UNDP, AfDB, AsDB, EBRD, World Bank-OED.</i>
20	Senior management are expected to respond to evaluation findings & recommendations	<i>Australia, Austria, Denmark, Finland, Ireland, Luxembourg, Netherlands, New Zealand, Norway, Sweden, UK, US, France-MAE, Germany-GTZ, Japan-MoFA &amp; JICA, UNDP, AfDB, EBRD, World Bank-OED.</i>
10	Evaluation unit staff are involved in the review & approval of new spending proposals	<i>Finland, Ireland, New Zealand, Sweden, UK, France-MAE, EC, UNDP, AsDB, EBRD.</i>
13	Recipient countries are expected to respond to evaluation findings & recommendations	<i>Australia, Finland, Luxembourg, New Zealand, Switzerland, UK, US, Germany-KfW, Japan-JBIC &amp; MoFA, AfDB, AsDB, World Bank-OED.</i>
4	No formal mechanisms exist	<i>Austria, Canada, Portugal, Germany-GTZ.</i>
4	Other (please specify):	<i>UK, France-AFD, Germany-KfW &amp; BMZ.</i>

(n = 29)

Agencies that responded with more than one answer are denoted by italics.

**Selection of key comments and issues raised:**

**Other mechanisms mentioned:**

- Meetings of the Portfolio Review Committee (PRC) which commissions evaluation work through approval of the evaluation department's work programme, and then reviews key studies produced. Some of these studies are referred to the Development Policy Committee, which has a stronger focus on policy formulation (UK).
- The evaluation unit is responsible for the monitoring of the enforcement of the resolutions of the Evaluation Committee. Departments and country offices concerned by the recommendations of the Committee are periodically requested by the unit to indicate the progresses made in implementing these recommendations. However, the evaluation does not participate to the management committees, which examine the new projects. The policy and studies department, which is represented in these committees, should normally verify that the lessons learned from evaluation are taking into account in the design of the project (France-AFD).
- We have a formal mechanism to check whether the evaluation recommendations have been put in place approximately one year after each evaluation. The findings of this inquiry are submitted to the State Secretary (Germany-BMZ).

**C9. What mechanisms/channels are used for inter-agency lesson learning, and how frequently are they used? (apart from DAC Working Group channels)**

Rarely/Never	Occasionally	Frequently		Average
Canada, Switzerland, Germany-GTZ & BMZ, AfDB, AsDB. 6	Australia, Austria, Ireland, New Zealand, Sweden, UK, US, France-AFD & MAE, Germany-KfW, Japan JBIC, MoFA & JICA, EC, UNDP, World Bank-OED. 16	Denmark. 1	We take part in joint evaluation missions	1.5
UK, France-AFD, Germany-KfW, Japan-MoFA & JICA. 5	Finland, Ireland, New Zealand, UNDP. 4	Australia, Austria, Canada, Denmark, Netherlands, Sweden, Switzerland, US, France-MAE, Germany-GTZ & BMZ, EC, AfDB, AsDB, World Bank OED. 15	We contribute material to the DAC Evaluation Reports Inventory hosted by Canada	2.1
Canada, New Zealand, Sweden, France-AFD, Germany-GTZ, BMZ & KfW, EC. 8	Australia, Austria, Denmark, Finland, Switzerland, UK, US, Japan-JBIC, MoFA & JICA, UNDP, AfDB. 12	Ireland, Luxembourg, Netherlands, AsDB, World Bank-OED. 5	We use material from the DAC Evaluation Reports Inventory	1.7
Austria, Canada, Ireland, New Zealand, Sweden, Switzerland, UK, France-AFD, Germany-KfW & BMZ, Japan-MoFA & JICA. 12	Australia. 1	US, Japan JBIC, AfDB, AsDB, World Bank-OED. 5	We have formal arrangements for sharing documents and experience with other agencies (apart from via DAC channels)	1.0
Canada, Japan-MoFA & JICA. 3	Australia, Austria, Luxembourg, New Zealand, Switzerland, UK, France-MAE, Germany-GTZ, KfW & BMZ, EC. 11	Denmark, Finland, Ireland, Netherlands, Sweden, US, France-AFD, UNDP, AfDB, EBRD, World Bank OED. 11	We share documents and experience informally with other agencies	2.1
0	New Zealand, Switzerland. 2	Netherlands, Germany-KfW, AfDB, World Bank-OED. 4	Other (please specify):	0.6

(n = 25)

\*averages are calculated by taking 'frequently' = 3, 'occasionally' = 2, and 'rarely or never' = 1. It is assumed that a lack of response means this channel is 'rarely or never'

**Selection of key comments and issues raised:**

**Other mechanisms mentioned:**

- Annual meetings of EU heads of evaluation is a useful forum for sharing information. The UK Evaluation Society annual conference is also useful (UK)
- We take part in working groups of the German evaluation society (DeGEval) with NGOs, governmental agencies and scientists, the DAC Working Party on Aid Evaluation meetings and workshops, publications of World Bank and other donor agencies (Germany-KfW)

*Question C9 (continued)*

- Our problem is that we have rarely made English version of evaluation reports. But from this year we are going to make English version of the annual evaluation report and summary reports of country-wise and thematic evaluation studies. With this new arrangement, we can promote exchanging information on evaluation with other donors (Japan-JICA).
- The Bank is member of the Multilateral Development Banks' Evaluation Cooperation Group (ECG), established in 1996. ECG meets twice a year (AfDB).



**D1. The 1998 Review of DAC Principles found that the adequacy of dissemination practices was a major concern. For your agency, what do you see as the areas most in need of improvement?**

Not important	Fairly important	Important	Very important		Average*
Ireland, Germany-BMZ, EC. 3	Finland, Switzerland, US, France-AFD, Germany-KW, Japan-JBIC, AsDB, World Bank-OED. 8	Austria, Denmark, Portugal, UK, Japan-MoFA & JICA, UNDP, EBRD. 8	Australia, Canada, Luxembourg, Netherlands, New Zealand, Sweden, France-MAE, AIDB. 8	The type/format of information produced needs rethinking, with more emphasis on clarity & readability	2.8
Ireland, Switzerland, EC, AsDB. 4	Finland, New Zealand, Portugal, US, France-AFD, Germany-KW & BMZ, Japan-JBIC. 8	Austria, Denmark, UK, France-MAE, Japan-MoFA, Japan-JICA, UNDP, AIDB, EBRD. 9	Australia, Canada, Luxembourg, Netherlands, Sweden, World Bank-OED. 6	More care is needed in tailoring evaluation outputs to specific target groups	2.6
Canada, Denmark, Netherlands, Germany-BMZ, Japan-JBIC, EC, AsDB. 7	Finland, Sweden, Switzerland, UK, France-MAE, Germany-KW, UNDP, EBRD. 8	Australia, Austria, New Zealand, France-AFD, Japan-MoFA & JICA. 6	Ireland, Portugal, AIDB, World Bank-OED. 6	Evaluation results need to be distributed much more widely	2.3
Japan-JBIC. 1	Denmark, France-AFD & MAE, Germany-BMZ, EC. 5	Australia, Finland, Switzerland, UK, Germany-KW, Japan-JICA, UNDP, AsDB, EBRD, World Bank-OED. 10	Austria, Canada, Ireland, Netherlands, New Zealand, Portugal, Sweden, Japan-MoFA, AIDB. 9	Steps are needed to make evaluation feedback more timely	3.1
France-AFD, Germany-BMZ, EC. 3	Canada, Denmark, Finland, Ireland, New Zealand, Switzerland, France-MAE, Japan-MoFA, EBRD. 9	Austria, Netherlands, Portugal, UK, Germany-KW, Japan-JBIC, UNDP, AIDB, AsDB, World Bank-OED. 10	Australia, Sweden, Japan-JICA. 3	Steps are needed to encourage lesson-sharing and feedback during the evaluation process	2.5
	Denmark, UK. 0	Canada, Portugal, France-AFD, Germany-BMZ, Japan-JBIC, EC. 2	Australia, Austria, Finland, Ireland, Netherlands, New Zealand, Sweden, Switzerland, France-MAE, Germany-KW, Japan-MoFA & JICA, UNDP, AIDB, AsDB, EBRD, World Bank-OED. 17	Steps are needed to institutionalise the process of learning lessons within the agency, so evaluation feedback is taken more seriously	3.6
Ireland. 1	Switzerland, France-AFD, Germany-BMZ, AsDB, EBRD. 5	Canada, New Zealand, Portugal, France-MAE, EC, UNDP, World Bank-OED. 7	Australia, Austria, Denmark, Finland, Netherlands, Sweden, UK, Germany-KW, Japan-JBIC, MoFA & JICA, AIDB. 12	Steps are needed to encourage better sharing of evaluation results with stakeholders in recipient countries	3.2
	Canada, Denmark, New Zealand, Switzerland, Germany-KW, Japan-JBIC, AsDB. 0	Austria, Finland, Ireland, Portugal, Sweden, France-AFD & MAE, Germany-BMZ, Japan-MoFA & JICA, EC, UNDP, EBRD, World Bank-OED. 14	Australia, Netherlands, UK, AIDB. 4	Steps are needed to encourage more inter-agency lesson learning	2.9

(n = 29)

\*averages are calculated by taking 4 = very important 3 = important 2 = fairly important 1 = not important. A lack of response is interpreted as implying a ranking of 'not important'.

*DI. cont.*

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**Selection of key comments and issues raised:**

- An evaluation which is not bringing any learning could be worse than no evaluation at all, but many evaluations have some impact even before they give any conclusions, just being participative (France-MAE).
- The most important issues here are to encourage harmonisation and collaboration among donors and greater capacity and ownership in partner countries. The high scores here reflect aspirations not practice. (UK)
- Evaluation on 'impacts' of the project should be weighted more, since the public are interested most in this aspect (Japan-JBIC)
- We are considering the need of a flexible strategy for broader and "ongoing" dissemination of specific issues from evaluations, such as gender questions, role of private business for various stakeholders and target groups through tailor-made seminars/workshops, handouts etc.(Denmark)
- In the specific context of the Agency's projects, Australia is working to tighten the various levels of the relationship between evaluations and lessons so that they can be made more relevant to the different aspects of the activity cycle and impact positively on the quality of projects. It is also examining the structure and function of its administrative units to break down the 'silo effect' and achieve better outcomes through knowledge-based synergies.(Australia)

**D2. With the changing context of development assistance, what do you see as the most important emerging trends relating to evaluation feedback?**

Not important	Fairly important	Important	Very important	(n = 28)	Average*
Denmark.	Austria, New Zealand, France-MAE; Germany-BMZ & KfW, AsDB.	Canada, Finland, Luxembourg, Switzerland, UK, UNDP, AfDB, World Bank-OED.	Australia, Ireland, Netherlands, Portugal, Sweden, US, France-AFD, Germany-GTZ, Japan-JICA & MoFA, EC, EBRD.	Domestic pressure for greater accountability	3.0
Canada, Finland, New Zealand, France-AFD & MAE, EC, AsDB, EBRD.	Ireland, Netherlands, Sweden, Switzerland, UK, Germany-BMZ, GTZ & KfW, Japan-JBIC & JICA.	Australia, Austria, US, Japan-MoFA, UNDP, World Bank-OED.	Denmark, Portugal, AfDB.	Pressure within recipient countries for greater aid accountability	2.0
Ireland, AsDB.	Canada, France-AFD, Japan-JBIC & MoFA, EC.	Australia, Sweden, Switzerland, UK, US, France-MAE, Germany-BMZ, GTZ & KfW, AfDB, World Bank-OED.	Austria, Finland, Netherlands, New Zealand, Portugal, Japan-JICA, UNDP.	The move towards participatory monitoring and evaluation (which raises questions of accountability and feedback to whom?)	2.8
World Bank-OED.	France-AFD & MAE, EC.	Austria, Canada, Finland, New Zealand, Portugal, Sweden, US, Germany-BMZ, AsDB.	Australia, Denmark, Ireland, Luxembourg, Netherlands, Switzerland, UK, Germany-GTZ & KfW, Japan-JBIC, JICA & MoFA, UNDP, AfDB.	The changing way development aid is delivered (the move towards sector and country-wide approaches – a trend which makes the evaluation process, and feedback from it, more complex)	3.2
Japan-JBIC, AsDB.	Austria, Ireland, New Zealand, Sweden, Switzerland, France-AFD & MAE, Germany-GTZ, EBRD.	Canada, Denmark, Finland, Portugal, UK, Germany-BMZ & KfW.	AidAid, Netherlands, US, Japan-JICA & MoFA, EC, UNDP, AfDB, World Bank-OED.	The new opportunities for sharing evaluation feedback opening up thanks to the spread of the internet and other electronic communication channels	2.7
Japan-JBIC.	Australia, Austria, Finland, Portugal, UK, France-AFD, Germany-BMZ & KfW, Japan-JICA & MoFA, AsDB.	Denmark, New Zealand, France-MAE, EC, UNDP, AfDB, World Bank-OED.	Canada, Ireland, Netherlands, Sweden, Switzerland, US, Germany-GTZ, EBRD.	The increasing problem of 'information overload' among agency staff	2.7

(n = 28)

\*averages are calculated by taking 4 = very important 3 = important 2 = fairly important 1 = not important. A lack of response is interpreted as implying a ranking of 'not important'.

Norway's answers could not be included as they did not give a ranking, only a tick.

D2. cont.

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**Selection of key comments and issues raised:**

- Particularly this section seems "biased" towards 'aid delivery' which conflicts with a bank's requirement (at least EBRD's) to remain, on a sustainable basis and seen overall its portfolio, a financially viable institution committed to observe sound banking principles. Again, ultimately the question needs to be addressed to the fund (capital, aid budget) providers of how much they (the governments, parliamentarians) are willing to consider as appropriate for executing evaluation functions (**EBRD**).
  - Concerning participatory monitoring and evaluation and the changing way development aid is delivered one could say that there is much talking but not so much acting (**Sweden**).
  - Pressure from recipient countries at the moment is not a major factor, but more needs to be done to create pressure - perhaps by building an evaluation culture in governments and among officials - and for civil society to press for more accountability. Participatory M&E may have an important role to play in this (**UK**).
  - The (German) public seems to be less interested in scientific analysis and evaluation, but in more practical and stakeholder-based information (**Germany-KfW**).
  - Accepting that in a climate of shrinking resources and greater accountability, the pressure to demonstrate the effectiveness of activities will increase, the Agency is pursuing the issues of performance information and monitoring, quality assurance, evaluation and feedback with extreme seriousness (**Australia**).
  - The increasing importance attached to the policy priorities related to poverty reduction, environment, democracy and human rights has given rise to the need for evaluations in these areas both as overriding issues and as themes for separate evaluations 2. Low scoring for "pressure within recipient country" does not mean that it would not be important, but to our knowledge it has hardly ever happened (**Finland**).
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## Annex 3: Evaluation Products

Evaluation products have improved substantially over the last ten years. Agencies are paying more attention to the need to produce short and manageable summaries for a wider audience, in addition to the more detailed technical reports. Documents intended for public circulation have also improved in terms of 'product branding', with better quality design and improved presentation. In addition, a review of some of the agencies that participated\* in this study shows that a wide range of products are being produced – targeted at different audiences, internally and externally.

### ■ summaries

Most agencies have adopted the approach of producing short (4-6 page) summaries of specific evaluations (*DFID - EvSums, World Bank – Précis, DANIDA*). For some agencies, the summary is up to 50 pages long (*Netherlands*). In some case the summary is not issued separately, put as a part of the main report, (*EC Inventory, BMZ Programme Report*)

### ■ periodicals and newsletters

Some agencies now produce short newsletters that draw on more than one evaluation report, offer updates on on-going evaluations and/or draw out specific lessons learnt (*OED Reach, Evaluation Study Updates, SIDA – Evaluation Newsletter, CIDA Performance Newsletter*). The *EC Feedback* newsletter is an internal document that summarises current or recent evaluations, and gives contact details of the evaluator and a web-site address for the full report, where appropriate.

### ■ full reports

Evaluation reports range from the inclusive and technical to the subject specific and eclectic. Some agencies have published annexes and sub-reports separately (*Netherlands and SIDA*). *KfW* produces a number of versions of the same report - an internal version for the Ministry, an external report for specialists and professions and a report for project partners. Many agencies also produce an annual report detailing all evaluation studies to date and evaluation planned (*SIDA*)

### ■ Other products

The Netherlands produces two page **press releases** for completed evaluation. DANIDA has produced a **video** on one of its programme activities in Bhutan. The World Bank and DFID both produce **development magazines** aimed at a wider audience. The World Bank's OED department also provides a **help desk**, which can respond to internal and external information needs. The OED's information **pamphlet** details all of the services on offer and information on the web based resources.

### ■ dealing with language

English is the dominant language of all the evaluation material, however the need to communicate more widely has been approached in a variety of ways. CIDA's performance newsletter is bilingual, SIDA's is published separately in two languages. OED has some translations available on the web. SIDA has published its full report on Vietnamese. DANIDA publish a separate, booklet-sized Danish version of the full report for the domestic public.

\* Note that the information given here is based on the samples that were sent to the EFELA team, and is not intended to be comprehensive.

## Annex 4: Review of evaluation web resources

A survey of development agencies web resources, and the comments received in response to the efela Questionnaire, make it clear that:

- Agencies are at widely different stages with the development of their websites, both internal and external
- Agencies place differing emphasis on Internet based dissemination in relation to other evaluation dissemination products.

However, all agencies see the Internet as playing at least some role in their dissemination strategy. What follows is a **preliminary review** of some of the issues, techniques and concerns that have emerged across all DAC agencies.

### ■ How to get there

**Most agencies have an area of their site that specifically hosts information on evaluation. How easy it is to get to this varies, however.**

The simplest way is to have links from the home page, clearly marked, that take the user directly to the evaluation section of the site. *e.g. Asian Development Bank, World Bank*

Frequently evaluation resources have to be accessed by first clicking on another link on the home page. This can be confusing if it is not obvious where to go, as the path is not standard. Some examples of the buttons that have to be clicked to get to evaluation feedback are Publications (AusAid), Information Resource Centre (AFDB), 'areas of work' (SIDA), 'what we do' (DFID). USAID is particularly complicated, with no link from the main page and the evaluation department under a different root directory.

### ■ Format and accessibility

**Agencies have taken different approaches on the format in which they present summaries and full documentation. This has implications in terms of ease of access.**

Many agencies have used pdf formats to put full reports on the web. Only a few use Word format (IADB). Agencies that have decided to post summaries on the web with links to the full document, make it a lot simpler to see which documents are relevant. Ireland, for example, has summaries in html format, which makes it easier to browse through and select which reports to download. This is much more useful than including summaries as a part of the main pdf file (GTZ). USAID is one example where summaries are provided separately as small pdf files which have to be downloaded.

### ■ Finding relevant information

**The usefulness of the site depends not only on the extent and type of information to be found there, but also on the ease of finding relevant information.**

Some evaluation sites seem to be suffering from ever lengthening unclassified lists, so accessing information can be difficult (AusAid). Methods such as chronological listing (DANIDA) are fairly limiting when searching for a specific type of information. Finding a way out of this either means classifying reports under headings, or using a search engine function that is dedicated to the evaluation section. This is a lot more effective than relying on a search engine for the whole site. Good examples of this have been developed by Asian Development Bank and the DAC.



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# **efela:** evaluation feedback for effective learning & accountability

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85

## **synthesis report**

**Geoff Barnard**  
**Catherine Cameron**



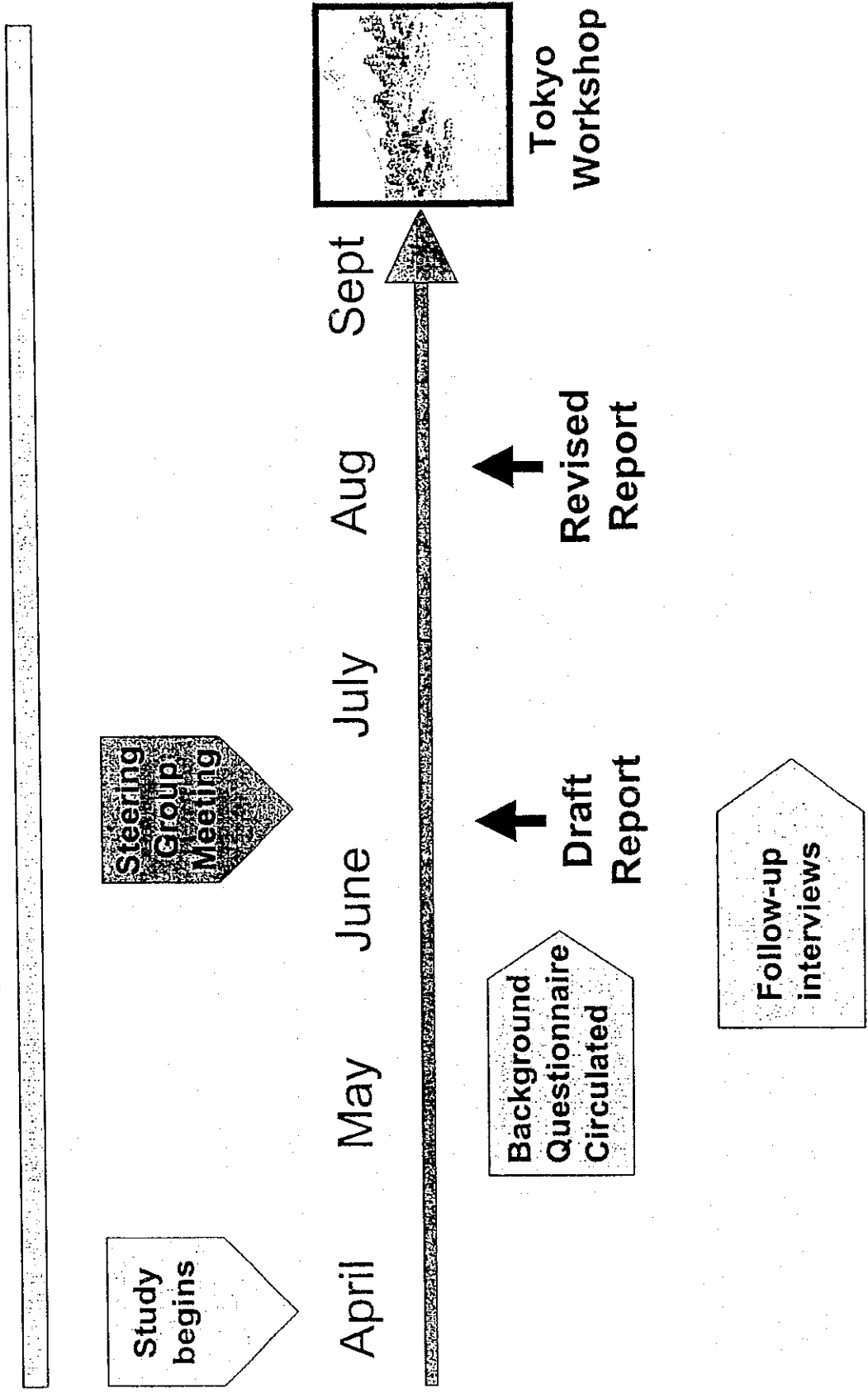


# Background

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- **evaluation feedback is not a new issue**  
(e.g. DAC reports in 1985, 1990, 1998)
- **fundamental to the whole rationale of aid evaluation**
- **feedback is high up on many evaluation units' agendas**
- **progress has been made, but more needs to be done**

# The study



# Initial observations

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- **DEFINITIONS:** evaluation feedback is not just about 'disseminating' lessons

*.... it is also about learning from them*

- **PERSPECTIVES:** Agencies are not all starting from the same place:

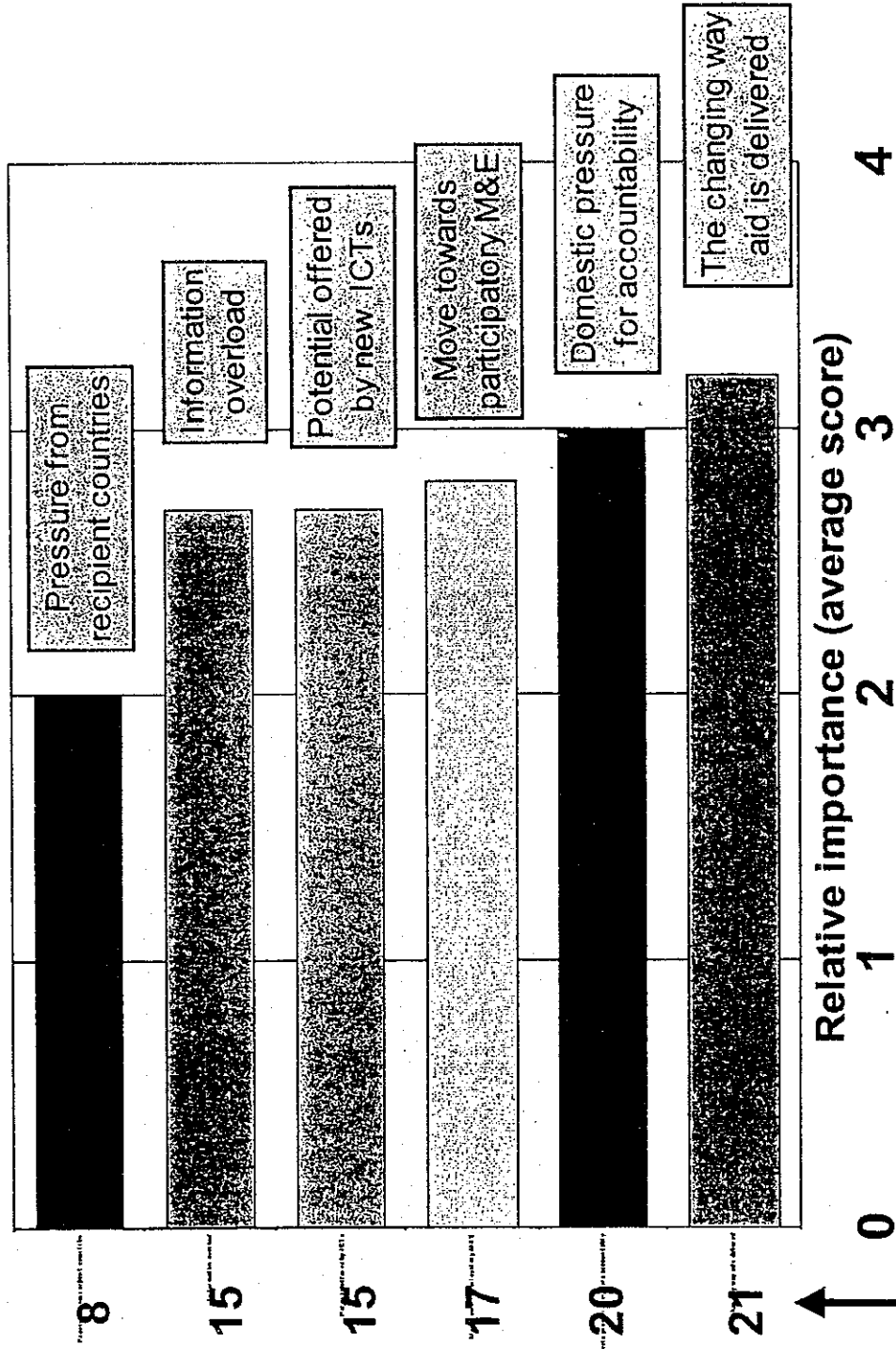
*.... background, mandate, and priorities vary considerably*

# So what is new?

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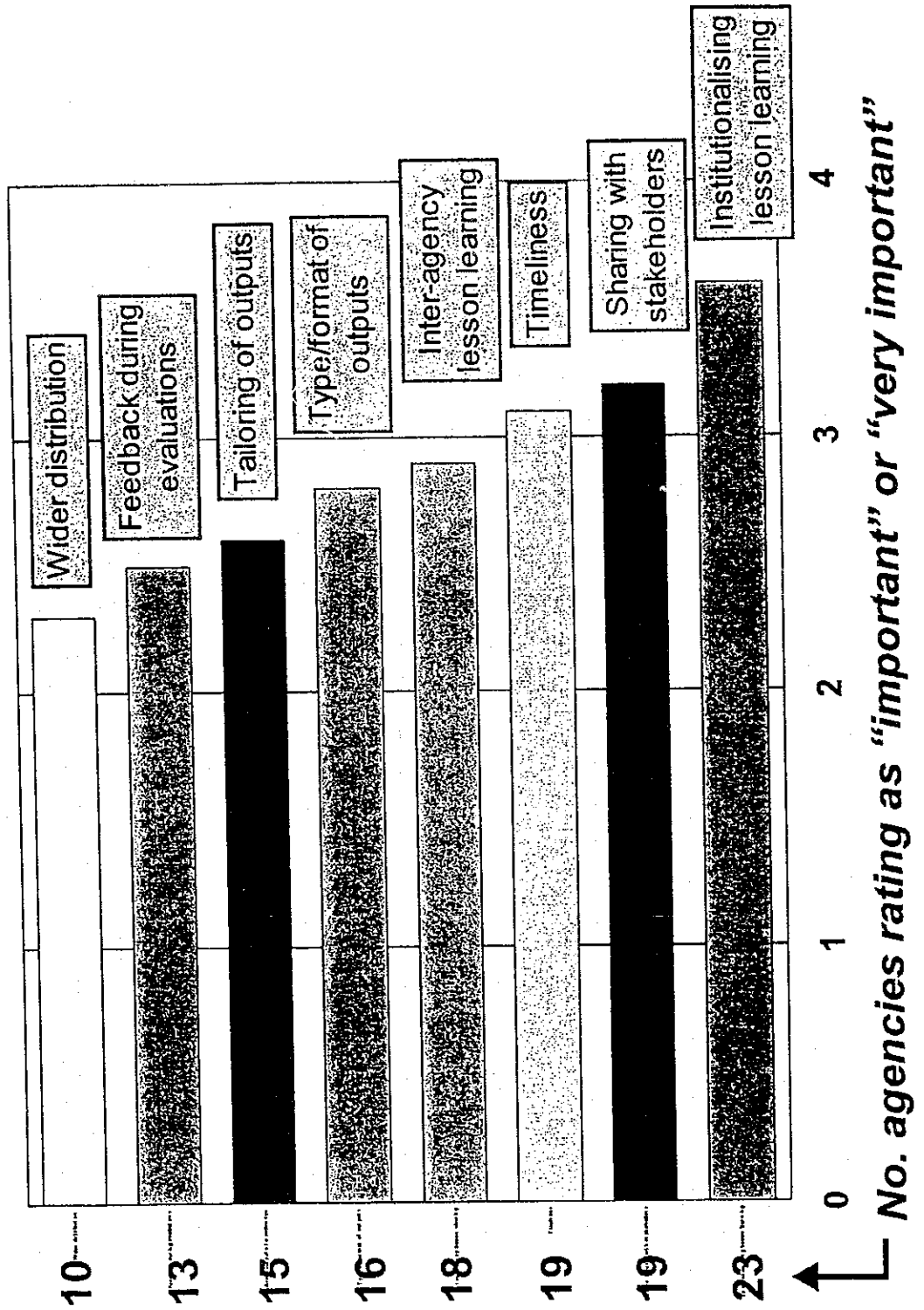
- What are the most important EMERGING TRENDS?
- What are the AREAS MOST IN NEED OF IMPROVEMENT?

# Emerging trends



No. agencies rating as "important" or "very important"

# Areas for improvement



# **Report structure**

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- **Challenges**

- **Opportunities**

..... **also questions**

# Dual Objectives

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- Learning

- Accountability

..... different priorities, different audiences



# Different Priorities

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*Learning*

- achieving 'buy in'
- wide consultation
- timeliness
- focus on the process

*Accountability*

- rigour
- independence
- replicability
- efficiency

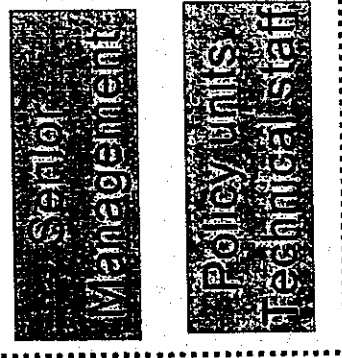
# Different audiences

**Donor  
country**

Parliament  
Audit offices

Other govt.  
departments

Other devel.  
agencies



**Recipient  
country**

Partner  
governments

Other devel.  
agencies

In-country  
policy makers

Project  
counterparts

Project  
beneficiaries

Media & Civil  
society

Media & Civil  
society

# Different audiences

*Donor country*

Parliament  
Audit offices

Other govt.  
departments

Other devel.  
agencies

Senior  
Management

Policy units  
Technical staff

Media & Civil  
society

*Recipient country*

Partner  
governments

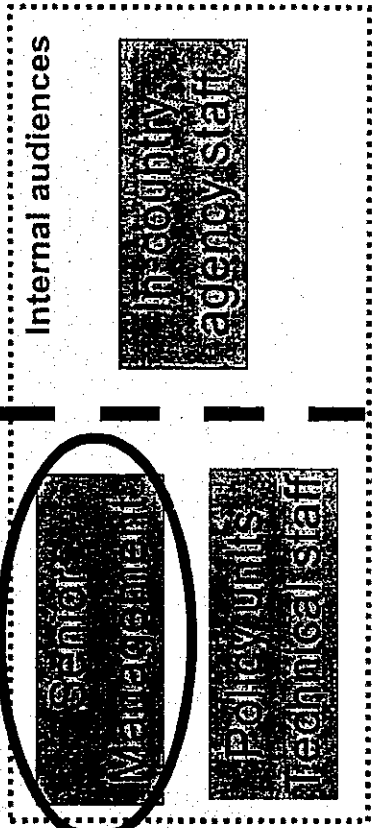
Other devel.  
agencies

In-country  
policy makers

Project  
counterparts

Project  
beneficiaries

Media & Civil  
society



○ = Accountability

# Different audiences

Donor country

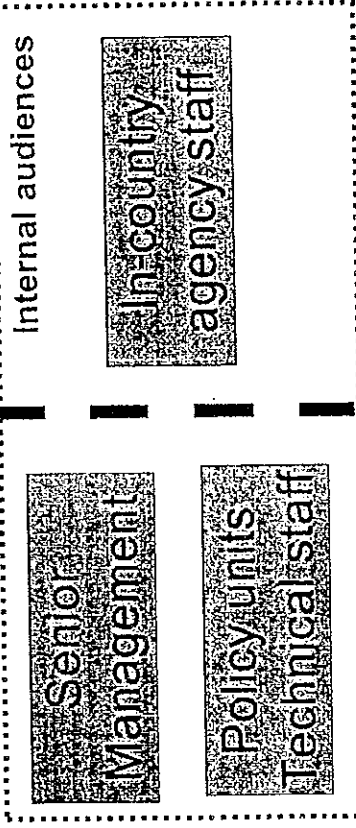
Parliament  
Audit offices

Other govt.  
departments

Other devel.  
agencies

Senior  
Management

Policy units  
Technical staff



Partner  
governments

In-country  
policy makers

Project  
counterparts

Project  
beneficiaries

Recipient country

Other devel.  
agencies

Media & Civil  
society

Media & Civil  
society

# Different audiences

*Donor country*

Parliament  
Audit offices

Other govt.  
departments

Other devel.  
agencies

Senior  
Management

Policy units  
Technical staff

Media & Civil  
society

*Recipient country*

Partner  
governments

Other devel.  
agencies

In-country  
policy makers

Project  
counterparts

Project  
beneficiaries

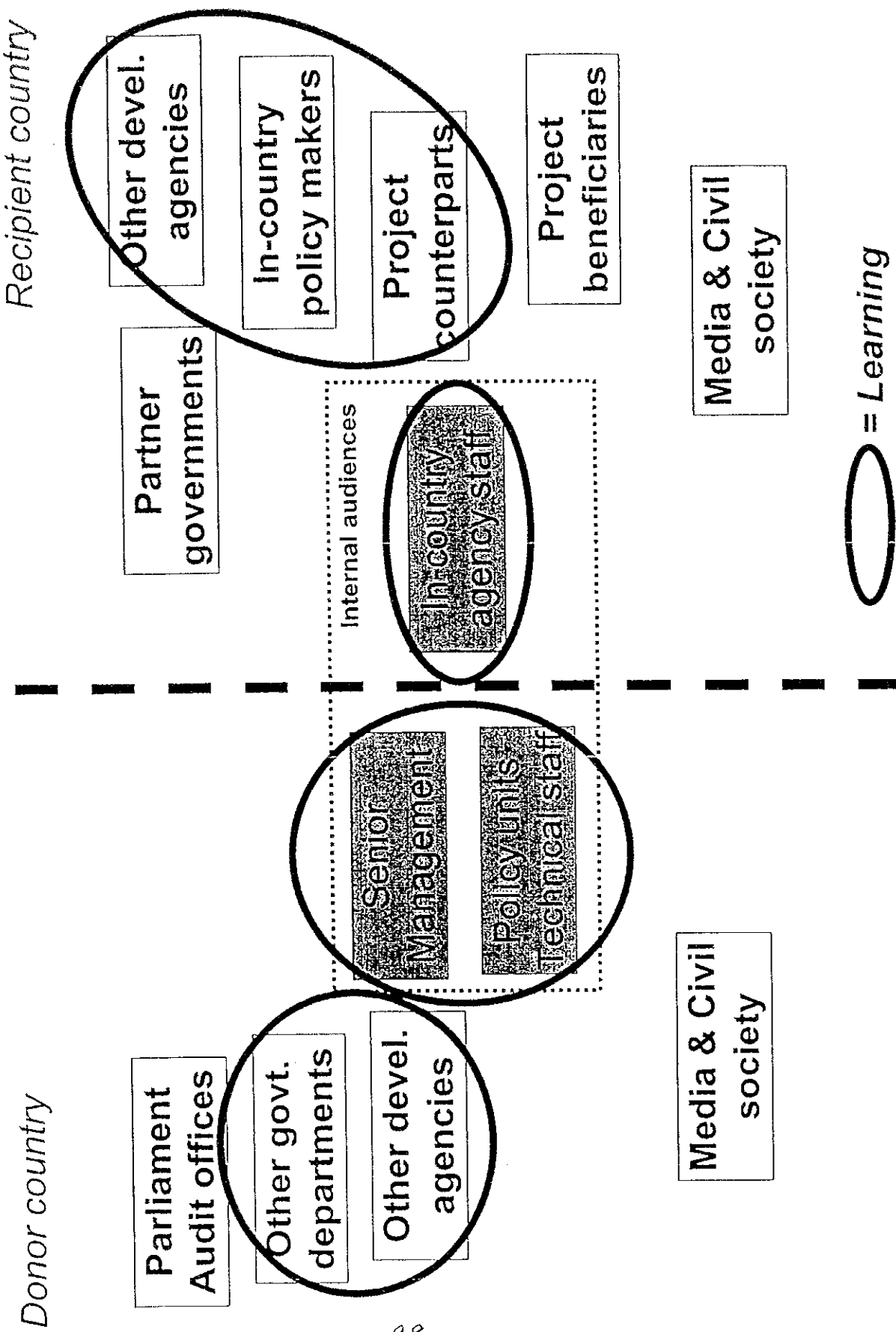
Media & Civil  
society

Internal audiences

In-country  
agency staff

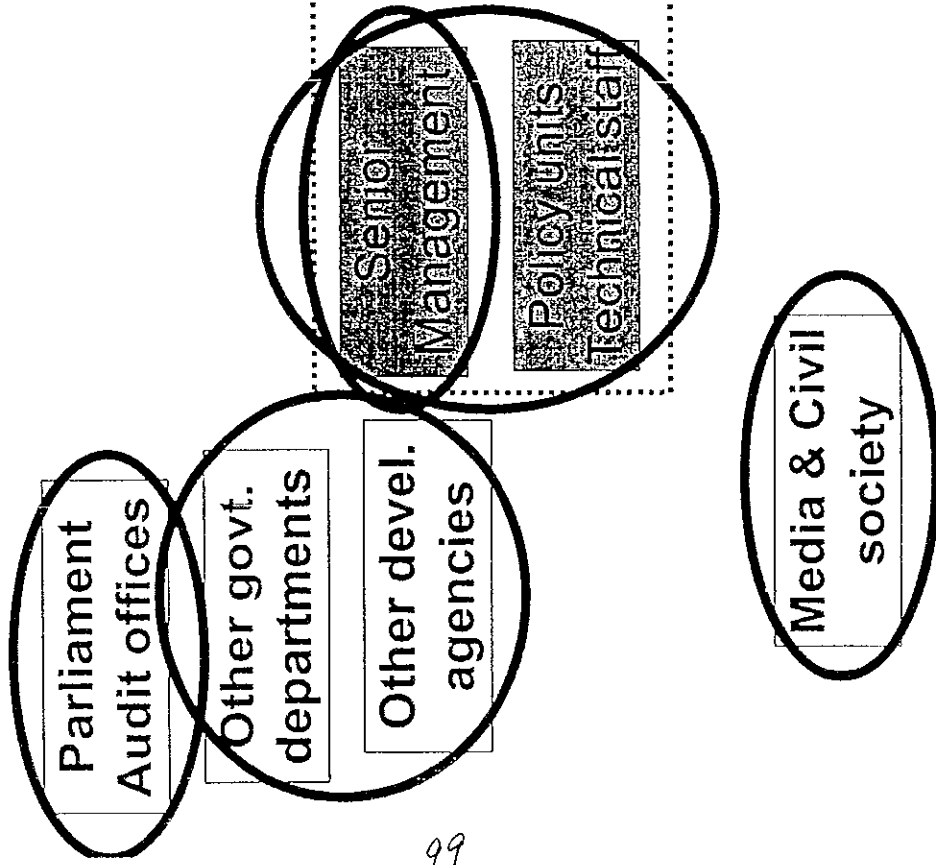
○ = Accountability

# Different audiences



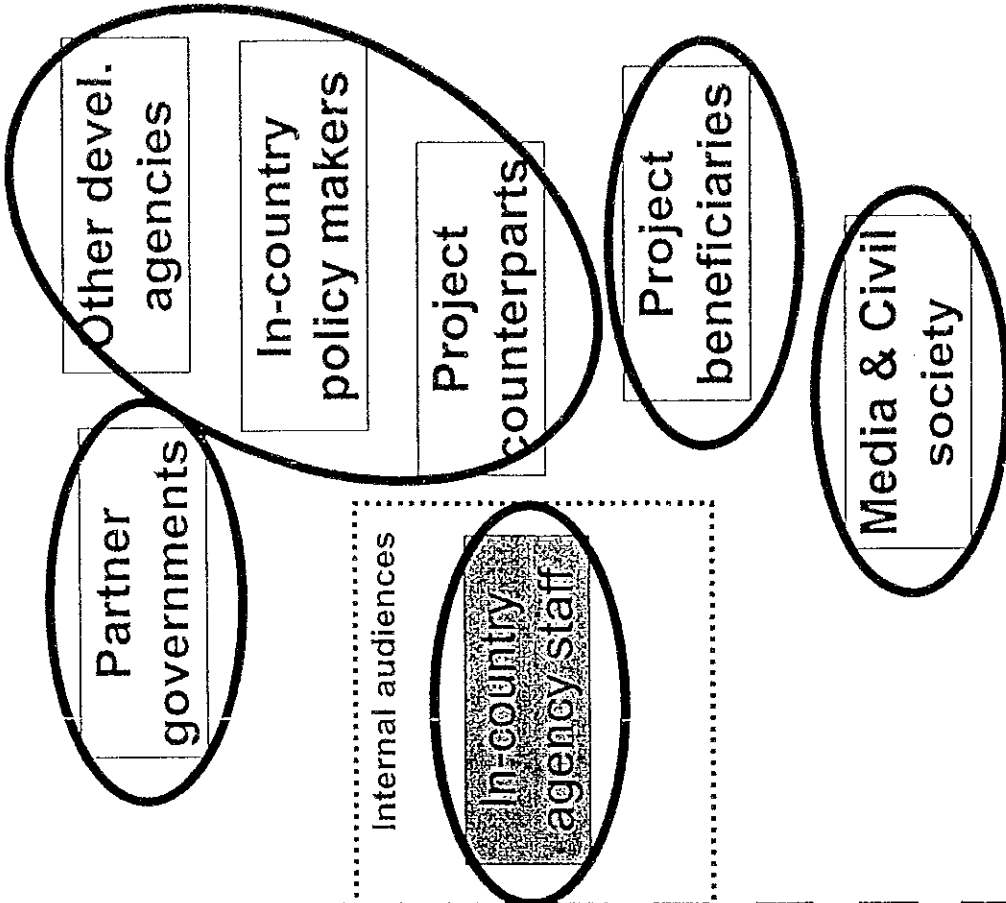
# Different audiences

*Donor country*



○ = Accountability

*Recipient country*



○ = Learning

## **Evaluation products**

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- **The quality and range of evaluation products has improved enormously .....**



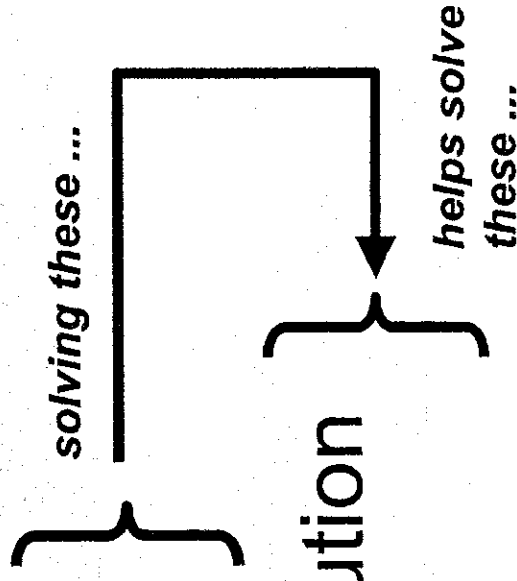
# The dissemination challenge

---

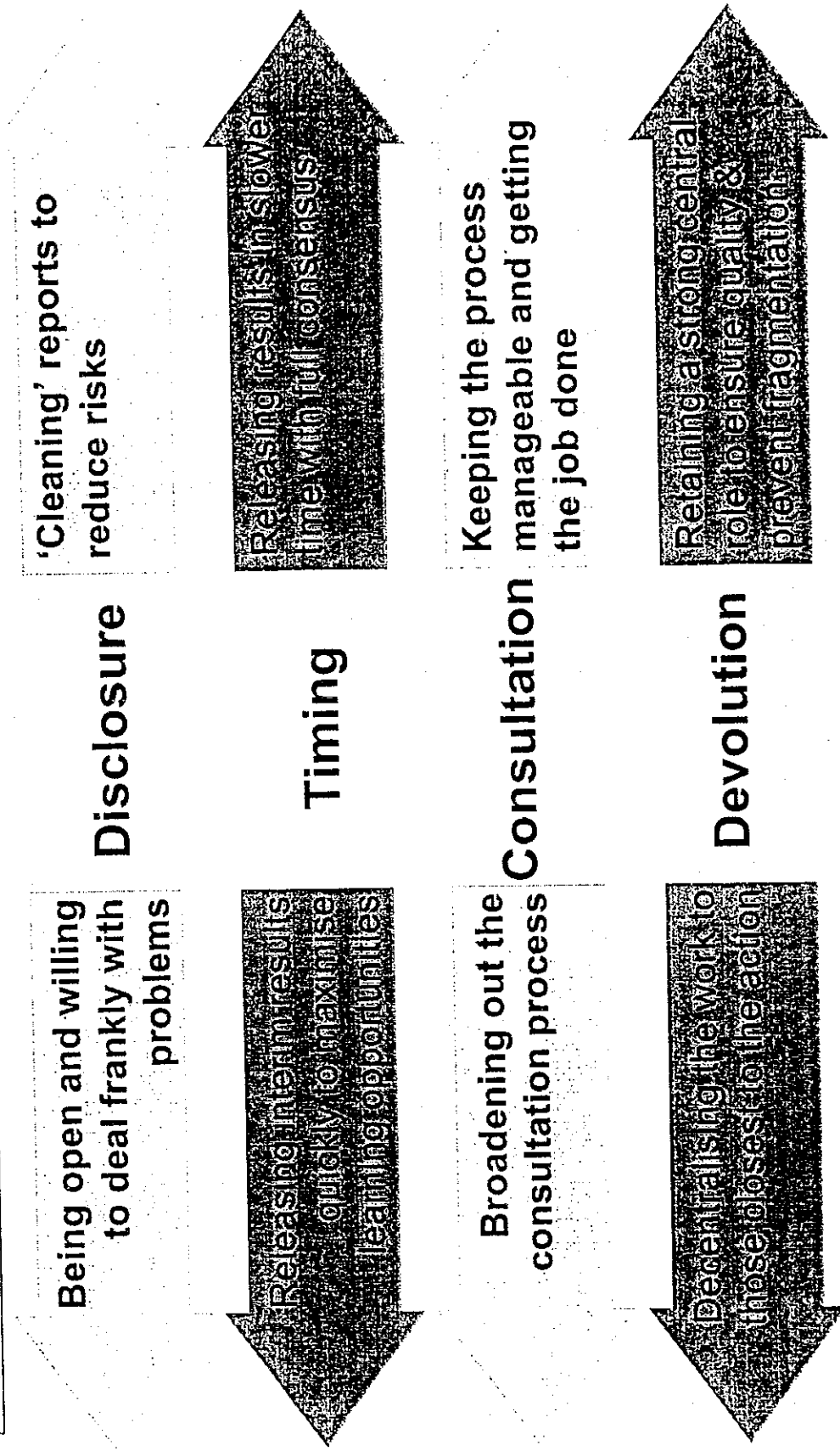
*Producing high quality evaluation products is an important step*

*... but this is not enough. Also vital are issues of:*

- timeliness
- relevance
- marketing and distribution
- credibility



# Dilemmas



# Information overload

---

*Combating the problem ... some lessons:*

- editing matters
- less is more
- highlights
- demand pull
- listening to users

# The changing aid landscape

---

Country programmes,  
SWAPs, etc.

Project level 

- + clear focus
- + outcomes more obvious
- + well defined audience
- boundaries less clear cut
- outcomes harder to pin down
- disparate audiences



- conclusions too discrete
- hard to generalise
- limited impact
- + more broadly relevant
- + easier to generalise
- + potentially wider impact
- + worth investing more

# **Role and status**

---

*Evaluation units are under pressure on several fronts:*

- **changing role of central evaluation units**
- **evolving trends in aid delivery**
- **increased workload, same resources**
- **status within the organisation**

# Institutionalising lesson learning

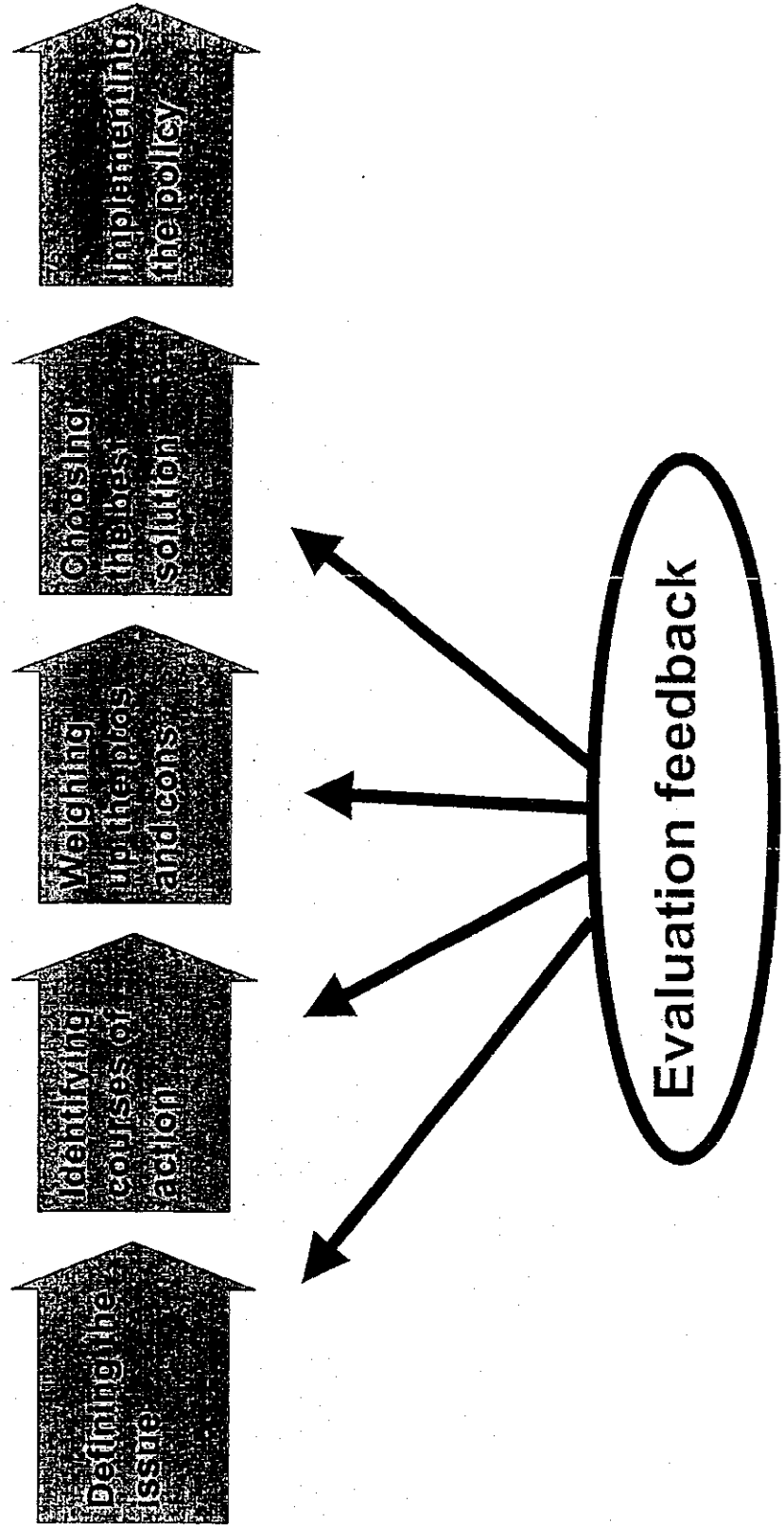
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- a key issue for agencies
- much that can be done
- *but it can never be entirely scientific*

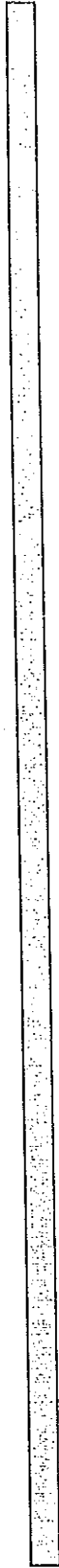
# The theory

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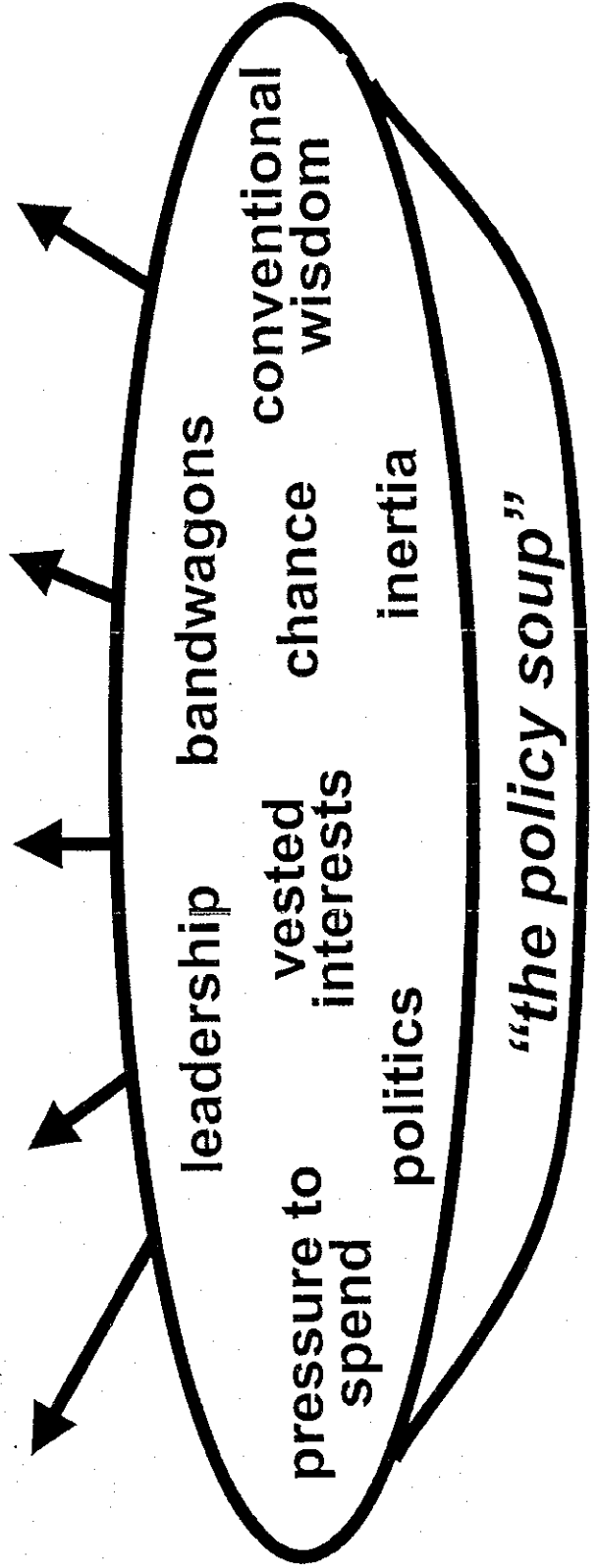
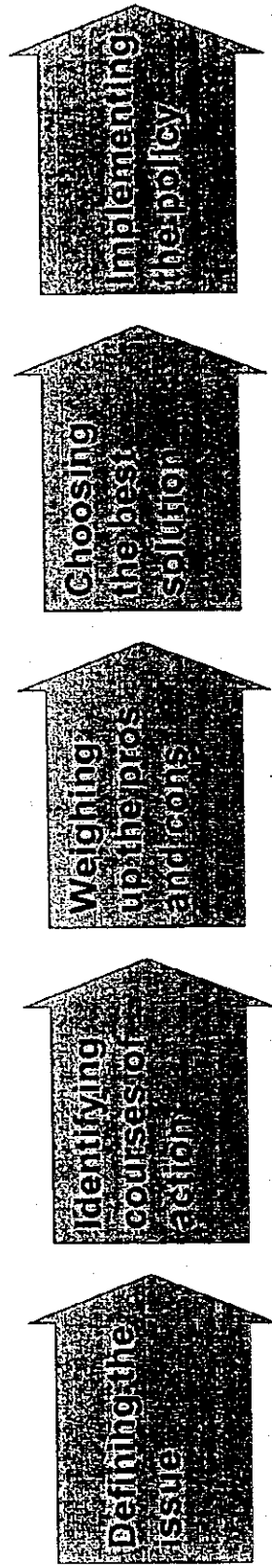
*How things would work in an ideal work:*



# The reality



*What can get in the way:*





# Implications for evaluation feedback?

---

- recognising the complexity
- identifying key stakeholders
- planning ahead
- being systematic
- but also opportunistic

# **Encouraging stakeholder involvement**

---

- **seen by agencies as a priority**
- **actual demand from countries is weak**

*This raises issues of:*

- **capacity**
- **awareness**
- **'culture'**
- **language**

# **PM&E - new communication challenges**

---

*The concept of Participatory Monitoring and Evaluation is "broadly accepted, but narrowly understood"*

*Questions raised:*

- **how to bridge communication gaps**
- **how to aggregate lessons**
- **how to reach out so that lessons have a wider impact**
- **how to feed information back in the other direction**

# **Opportunities**

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**1 Taking advantage of the internet**

**2 Using evaluation feedback to  
enhance organisational learning**

**3 Linking in with the International  
Development Goals**

# **Harnessing the internet**

---

*A double-edged sword ... part of the solution, but also part of the problem*

- **considerable progress in intranets/web sites .....**

11 agencies publish most/all evaluation reports on their public web site

.... 6 publish some

.... 8 have plans to



**Department of Foreign Affairs**  
Development Cooperation Division

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**EVALUATION**

- [Evaluation and Followup](#)
- [Evaluation Bulletin](#)

**EVALUATION AND FOLLOWUP**  
**Outline of the Program**

When a Japanese cooperation project is over, it is the responsibility of the developing country itself to maintain and manage it. But problems sometimes arise to interfere with the subsequent management of a project. For instance, faults may develop in the supplied equipment or the agency responsible for implementing the project in the recipient country may run short of funds.

Once a project is over it is therefore important to remain aware of how matters are proceeding. When necessary, efforts must be made to maintain, sustain and develop the results of implementation by


- [Evaluation](#)
- [Chief Pr](#)
- [Economi](#)
- [Internal](#)
- [2000 Wl](#)
- [Budget](#)
- [Staff Lis](#)
- [Audit an](#)
- [Summar](#)
- [Current](#)

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# **Harnessing the internet**

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- **many lessons learned from 1<sup>st</sup> and 2<sup>nd</sup> generation web sites**
- **many challenges to be faced ...**
  - ..... **accessibility, compatibility, multi-lingual access, how to evaluate them**
- **future role of the DAC Inventory?**

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## DAC Evaluation Abstract

Control/Shift-click to select multiple search terms:  
Need Help?

<b>Donor:</b>	<input type="checkbox"/> AFRICAN DEVELOPMENT BANK <input type="checkbox"/> ASIAN DEVELOPMENT BANK <input type="checkbox"/> AUSTRALIAN INTERNATIONAL DEVELOPMENT ASSISTANCE BUREAU
<input type="checkbox"/> AND <input type="checkbox"/> OR	
<b>Region / Country:</b>	<input type="checkbox"/> AFGHANISTAN <input type="checkbox"/> AFRICA <input type="checkbox"/> AFRICA - UNALLOCATED
<input type="checkbox"/> AND <input type="checkbox"/> OR	
<b>Sector:</b>	<input type="checkbox"/> ACTION RELATING TO DEBT <input type="checkbox"/> ADMINISTRATIVE COSTS OF DONORS <input type="checkbox"/> ADVANCED TECHNICAL AND MANAGERIAL TRAINING
<input type="checkbox"/> AND <input type="checkbox"/> OR	



# Harnessing the internet

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*..... making material available on the internet/intranet does not mean it will be used*



# Enhancing organisational learning

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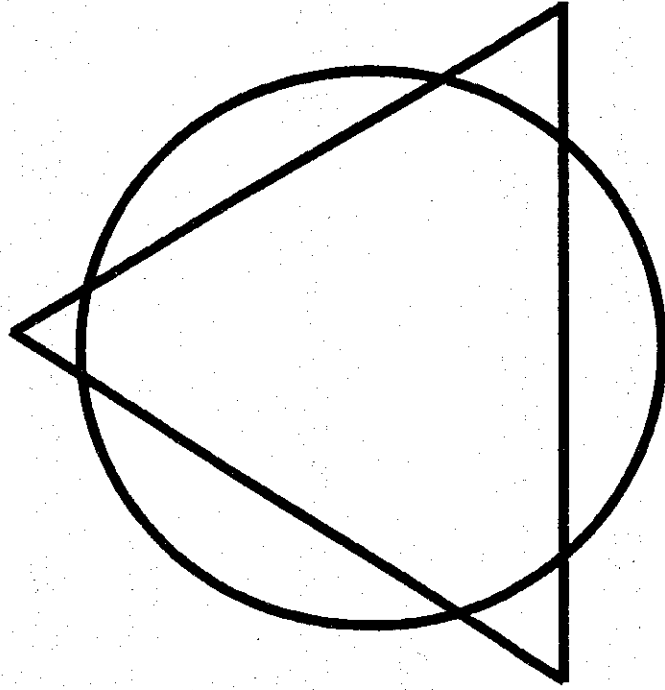
*New management concepts ....*

- **Knowledge Management (KM)**
- **Results Based Management (RBM)**
- **the 'learning organisation'**

# The “organisational learning system”

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*Acquire*



*Utilise*

*Disseminate*

# Knowledge management approaches

---

- **World Bank** - communities of practice, help desks, etc...
- **GTZ** - 'vertical teams'
- **UNDP** - 'sub-regional resource facilities and communities of practice' (SURF)
- **SIDA** - staff 'mentors'
- **DFID** - performance reporting system (PRISM)
- **CIDA** - 'extranets'
- **USAID** - Center for Development Info & Evaluation (CDIE)
- **IADB** - Knowledge Exchange Network (KEN)  
..... plus a range of other inter-agency knowledge sharing networks, formal and informal

## Linking in with the IDG's

---

### *So far:*

- widespread buy-in from agencies
- mainly the domain of statistics depts.
- demand for greater donor & recipient coordination

### *Most recently:*

- PRSP process introducing a new dynamic, intended as bottom-up

## **Linking in with the IDG's**

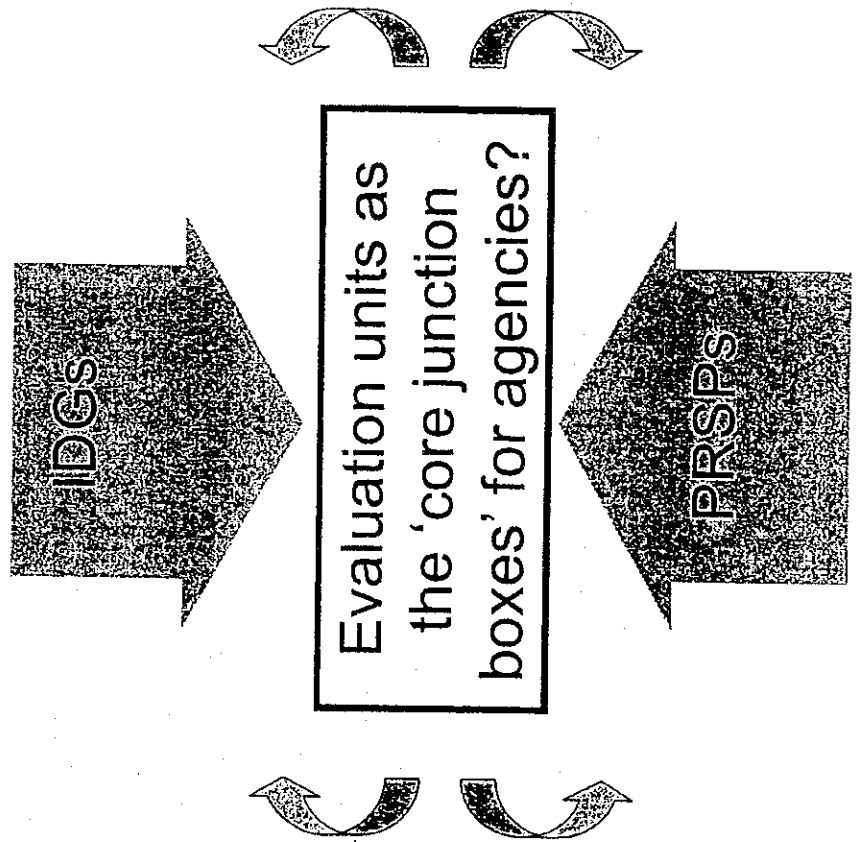
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*Is this an opportunity for DAC Members to accelerate their strategic thinking?*

- **Moving towards a 'virtuous learning circle' rather than seeing evaluation feedback as being the 'end of the line'**

# Linking in with the IDG's

*Logic flowing in two directions:*



## **Looking ahead**

---

*The 'efela agenda' can be looked at in a number of ways:*

- a strength
- a weakness
- a threat

*this study concludes that it is*

- an opportunity for evaluation units to transform their role