

Evaluation in Africa: Database and Survey Report

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Part One: The African Evaluation Database (AfrED)

1.1 Project goal and methodology

The primary goal with the development of the African Evaluation Database (AfrED) is to capture, clean and present – in a user-friendly manner – information on evaluation projects, studies, agencies and actors in Africa. The database captures basic bibliographic and other related metadata on selected country papers, terms of reference, presentations, journal articles, conference proceedings/papers/presentations and reports with respect to evaluations for the period 2005 – 2015. The geographical scope currently covers 12 sub-Saharan Anglophone countries:

1. South Africa
2. Ethiopia
3. Kenya
4. Uganda
5. Tanzania
6. Rwanda
7. Ghana
8. Nigeria
9. Zambia
10. Zimbabwe
11. Botswana
12. Namibia

1.2 Document collection and management

In the production of the current version of AfrED a wide range of internet sites and databases were searched in order to identify relevant evaluation reports, papers, TORs etc. Articles and reports which were either in open access repositories or publicly available or were provided by the stakeholders we engaged with were uploaded. In the case of scientific articles that are license protected, we have provided the URL – this is to adhere to copyright law. Three broad ‘areas’ of bibliographic information obtained are distinguished:

1. Bibliographic information on all scientific/ scholarly papers in the broad field of evaluation studies with at least one author from the selected countries.

2. Bibliographic information on all evaluation reports (commissioned studies) conducted in the selected countries.
3. Bibliographic information on all government and official agency reports on the state of evaluation research in the selected countries.

1.3 Scientific/ scholarly papers

To obtain bibliographic information on all scientific/ scholarly papers the major journal databases which have the best coverage of African scholarly journals were mined including:

- Thomson Reuters Web of Science
- Scopus

1.3.1 Thomson Reuters Web of science

CREST extracted from the TR Web of Science database all articles from the 12 selected countries for the period 2005 to 2015. In this first extraction a number of keywords were entered in order to identify possible academic papers in the field of M&E. These keywords were: evaluation, impact assessment, monitoring and performance. The output files for the respective countries were subsequently imported into our Access database (CREST Evaluation Database). A total of 4503 unique papers were imported. For the Web of Science papers, these keywords were only applied to the ARTICLE TITLE field as a broader search across other fields yielded too many results.

The second step of the process then involved a visual inspection of the article titles by Johann Mouton. This manual process was time consuming but focused on eliminating “obviously irrelevant” papers in the field of the natural resources (such as the impact of climate change on crop production) or papers that reported on clinical trials. The end result of this process produced the following list of unique evaluation papers by country. As a result of this process a total of 543 unique evaluation papers remained.

Table 1.1: Progressive filtering of Web of Science Evaluation Papers (2005 – 2015)

Country	No of unique papers downloaded by country	No of unique evaluation papers BEFORE inspection	No of papers AFTER inspection
<i>Botswana</i>	2298	63	37
<i>Ethiopia</i>	7164	75	43
<i>Ghana</i>	5775	236	81
<i>Kenya</i>	12601	719	142
<i>Nigeria</i>	22450	1139	61
<i>Rwanda</i>	985	53	19
<i>South Africa</i>	93766	1300	124
<i>Tanzania</i>	6861	374	13
<i>Uganda</i>	6900	366	9
<i>Zimbabwe</i>	3039	178	14
	161839	4503 (2.8%)	543 (12%)

Up to this point, the manual inspection of the database utilised the “article title” field. However, we were concerned that the title would not necessarily adequately indicate whether the study was in fact an evaluation study. The third step was to re-link the 543 papers and extract them again from the WoS-database but now with the Abstract of the paper included. Another round of manual inspection of the list of papers followed, but taking into account the additional information provided by the paper Abstract. The end-result of this process is that 435 number of unique evaluation papers remained.

The final step involved relinking the papers – through their unique identifier ID’s – with the TR Web of Science in order to re-insert additional fields.

1.3.2 Scopus database

CREST extracted from the Elsevier Scopus online version of the database all articles from the 12 selected countries for the period 2005 to 2015. In this first extraction the same keywords (as above) were entered in order to identify possible academic papers in the field of M&E. In this case, as we were working with the online version, these keywords were applied to the ARTICLE TITLE, ABSTRACT AND KEYWORDS fields. The output files for the respective countries were subsequently imported into our Access database (CREST Evaluation Database). A total of 41 687 unique “evaluation” papers were imported. A subsequent filtering

process applied these same keywords only to the ARTICLE TITLE field. As a result of the second filtering process, a total of 12 083 unique papers remained. After visual inspection 285 unique and appropriate evaluation articles remained. These records were merged with the 435 unique articles extracted from the Web of Science. At this point a final check revealed that there were some duplicated between these two datafiles and these were removed. **This resulted in a final datafile of 658 unique evaluation articles in the database.**

Table 1.2: Progressive filtering of Scopus Evaluation Papers (2005 – 2015)

<i>Country</i>	<i>No of unique papers by country</i>	<i>No of unique papers filtered by country</i>	<i>No of unique <u>evaluation</u> papers filtered on TITLE BEFORE inspection</i>
<i>Botswana</i>	2807	640	155
<i>Ethiopia</i>	9415	2242	737
<i>Ghana</i>	7720	1867	552
<i>Kenya</i>	14549	3596	673
<i>Nigeria</i>	41083	8650	3429
<i>Rwanda</i>	1229	326	98
<i>South Africa</i>	102033	19438	5096
<i>Tanzania</i>	7832	2109	566
<i>Uganda</i>	7693	1928	496
<i>Zimbabwe</i>	3490	891	281
	197851	41687 (21%)	12083 (29%)

Discussion:

There are a number of reasons why the visual inspection of documents was required. Despite the use of the search terms, it became clear that they are not sufficiently precise to uniquely identify papers that we wanted to include in the database. This is not surprising as the terms “evaluation” and “impact” for example, have more generic issues.

Some examples of “non-evaluation”/ “non-intervention” studies in the first list

Consensus science and the impact on analytical chemistry

Evaluation of GARCH-based models in value-at-risk estimation: Evidence from emerging equity markets

The impact of utility functions on the equilibrium equity premium in a production economy with jump diffusion

Internet access, use and monitoring policies in Botswana organizations

So the first aim of the visual inspection was to ensure that we ONLY select bona fide evaluation studies. But it also became clear, through the visual inspection, that this filter by itself would not generate the database that we would require. A key assumption of this study is that we are only interested in MONITORING AND EVALUATION STUDIES IN THE FIELD OF HUMAN/SOCIAL SERVICES. More specifically we are interested in evaluations of interventions that effect the human condition (directly). This meant that we needed to include evaluations of non-human (natural) events or processes OR evaluations of interventions that do not directly impact on human behaviour of social systems.

Some example of what we then excluded:

Mixed methods evaluation of targeted selective anthelmintic treatment by resource-poor smallholder goat farmers in Botswana

Comparative growth performance of cross-bred (50% orpington: 25% australorp: 25% tswana) and pure-bred Tswana chickens under an intensive management system

Impact of tillage types on compaction and physical properties of soils of Sebele farms in Botswana

The accuracy of mobile teleradiology in the evaluation of chest X-rays

Evaluation of spatial and temporal characteristics of rainfall in Malawi: A case of data scarce region

There were are challenges that we faced. Some studies clearly refer to evaluations of systems or policies rather than programmes or projects. We tended to err on the side of inclusivity and would typically include such studies. Some examples of these:

Evaluation of the Agricultural Information Service (AIS) in Lesotho

Impact of digital revolution on the structure of Nigerian banks

The impact of financial integration in Botswana

In order to do this filtering as accurately as possible, the final process involves quick reading through the Abstract of the paper and not merely the Title of the paper. This is a time consuming process, but our aim was to produce as clean and precise a dataset as possible.

And finally, we were also intrigued to find some papers that are best described as methodological or epistemological papers. Examples of these are:

Table 1.3 Methodological and epistemological papers

ARTICLE TITLE	ABSTRACT
1. Advancing the theory and practice of impact assessment: Setting the research agenda	Impact assessment has been in place for over 40 years and is now practiced in some form in all but two of the world's nations. In this paper we reflect on the state of the art of impact assessment theory and practice, focusing on six well-established form
2. Context matters: interpreting impact findings in child survival evaluations	Appropriate consideration of contextual factors is essential for ensuring internal and external validity of randomized and non-randomized evaluations. Contextual factors may confound the association between delivery of the intervention and its potential h
3. The practice of 'doing' evaluation: lessons learned from nine complex intervention trials in action	There is increasing recognition among trialists of the challenges in understanding how particular 'real-life' contexts influence the delivery and receipt of complex health interventions. Evaluations of interventions to change health worker and
4. A proposed methodology for contextualised evaluation in higher education	This paper aims to inspire stakeholders working with quality of higher education (such as members of study boards, study programme directors, curriculum developers and teachers) to critically consider their evaluation methods in relation to a focus on study
5. Methodological issues in measuring the impact of interventions against female genital cutting	With increasing efforts being made to introduce systematic interventions for encouraging abandonment of female genital cutting (FGC) comes the need to better understand how such interventions work and what effects they have. Many interventions are based o
6. Psychology and the art of programme evaluation	This article suggests that psychologists may find value in the literature on programme evaluation, both theoretically and methodologically. Programme evaluation is an eclectic and diverse field and its literature reflects the contributions of persons

1.4 Bibliometric results

In this section we present some high-level results from a preliminary bibliometric analyses of the datafile on evaluation articles (n = 658)

The first figure (Figure 1) presents the output by year for the period 2005 to 2015. The decline in numbers of papers in 2015 is most likely due to the lag in indexing such papers which is common to both the WoS and Scopus databases. The overall trend shows that the current production of evaluation-specific articles (by African authors) averages around 85 per year.

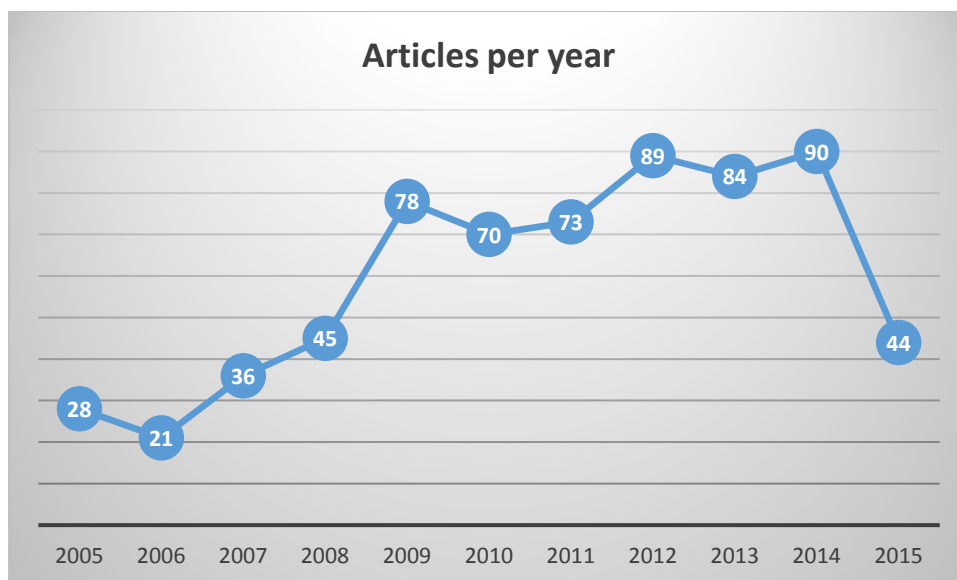


Figure 1.1: Articles by year (2005 – 2015)

The 658 articles indexed from the WoS and Scopus in AfrED appeared in 346 different journals. Table 1.4 below lists the 65 journals which account for 50% of all the papers.

Table 1.4: Number of articles by Journal in AfrED

Source title	Nr of papers	%	Cum %
<i>PLoS ONE</i>	24	3.6%	3.6%
<i>BMC Public Health</i>	19	2.9%	6.5%
<i>AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV</i>	15	2.3%	8.8%
<i>Mediterranean Journal of Social Sciences</i>	14	2.1%	10.9%
<i>TROPICAL MEDICINE & INTERNATIONAL HEALTH</i>	10	1.5%	12.5%
<i>Health Education Research</i>	9	1.4%	13.8%
<i>AIDS</i>	9	1.4%	15.2%
<i>Health Policy and Planning</i>	8	1.2%	16.4%
<i>BMC Health Services Research</i>	8	1.2%	17.6%
<i>AMERICAN JOURNAL OF TROPICAL MEDICINE AND HYGIENE</i>	7	1.1%	18.7%
<i>Global Health Action</i>	7	1.1%	19.8%
<i>Education as Change</i>	6	0.9%	20.7%
<i>JAIDS-JOURNAL OF ACQUIRED IMMUNE DEFICIENCY SYNDROMES</i>	6	0.9%	21.6%
<i>AIDS and Behavior</i>	6	0.9%	22.5%
<i>Electronic Library</i>	5	0.8%	23.3%
<i>BMC Medical Education</i>	5	0.8%	24.0%

<i>Journal of Psychology in Africa</i>	5	0.8%	24.8%
<i>SOCIAL SCIENCE & MEDICINE</i>	5	0.8%	25.5%
<i>PLoS Medicine</i>	5	0.8%	26.3%
<i>South African Journal of Education</i>	5	0.8%	27.1%
<i>World Development</i>	5	0.8%	27.8%
<i>AFRICAN JOURNAL OF BUSINESS MANAGEMENT</i>	5	0.8%	28.6%
<i>Implementation Science</i>	5	0.8%	29.3%
<i>Clinical Infectious Diseases</i>	5	0.8%	30.1%
<i>Journal of the International AIDS Society</i>	4	0.6%	30.7%
<i>AIDS Patient Care and STDs</i>	4	0.6%	31.3%
<i>Scandinavian Journal of Public Health</i>	4	0.6%	31.9%
<i>Trials</i>	4	0.6%	32.5%
<i>International Journal of Tuberculosis and Lung Disease</i>	4	0.6%	33.1%
<i>Health Research Policy and Systems</i>	4	0.6%	33.7%
<i>African Development Review</i>	4	0.6%	34.3%
<i>Social Work</i>	4	0.6%	35.0%
<i>Development Southern Africa</i>	4	0.6%	35.6%
<i>Social Work (South Africa)</i>	4	0.6%	36.2%
<i>Malaria Journal</i>	4	0.6%	36.8%
<i>BULLETIN OF THE WORLD HEALTH ORGANIZATION</i>	4	0.6%	37.4%
<i>International Journal of Gynecology and Obstetrics</i>	4	0.6%	38.0%
<i>Nigerian Journal of Clinical Practice</i>	4	0.6%	38.6%
<i>Journal of Development Effectiveness</i>	4	0.6%	39.2%
<i>Anthropologist</i>	3	0.5%	39.7%
<i>International Journal of Sustainable Development and World Ecology</i>	3	0.5%	40.1%
<i>JOURNAL OF DEVELOPMENT STUDIES</i>	3	0.5%	40.6%
<i>Journal of Testing and Evaluation</i>	3	0.5%	41.0%
<i>Evaluation and Program Planning</i>	3	0.5%	41.5%
<i>NEW DIRECTIONS IN SOCIAL IMPACT ASSESSMENT: CONCEPTUAL AND METHODOLOGICAL ADVANCES</i>	3	0.5%	41.9%
<i>International Journal of Educational Development</i>	3	0.5%	42.4%
<i>Journal of Adolescent Health</i>	3	0.5%	42.9%
<i>International Review of Research in Open and Distance Learning</i>	3	0.5%	43.3%
<i>BMC INFECTIOUS DISEASES</i>	3	0.5%	43.8%
<i>Journal of Community Health</i>	3	0.5%	44.2%
<i>BMJ Open</i>	3	0.5%	44.7%
<i>SOUTHERN AFRICAN LINGUISTICS AND APPLIED LANGUAGE STUDIES</i>	3	0.5%	45.1%
<i>Human Resources for Health</i>	3	0.5%	45.6%
<i>South African Journal of Science</i>	3	0.5%	46.0%

<i>RESUSCITATION</i>	3	0.5%	46.5%
<i>South African Journal of Psychology</i>	3	0.5%	47.0%
<i>SEXUALLY TRANSMITTED INFECTIONS</i>	3	0.5%	47.4%
<i>International Health</i>	3	0.5%	47.9%
<i>South African Family Practice</i>	3	0.5%	48.3%
<i>Development in Practice</i>	2	0.3%	48.6%
<i>WORLD JOURNAL OF SURGERY</i>	2	0.3%	48.9%
<i>IMPACT OF SCIENCE ON AFRICAN AGRICULTURE AND FOOD SECURITY</i>	2	0.3%	49.2%
<i>Journal of Librarianship and Information Science</i>	2	0.3%	49.5%
<i>Journal of Obstetrics and Gynaecology</i>	2	0.3%	49.8%
<i>JOURNAL OF INFECTIOUS DISEASES</i>	2	0.3%	50.2%

Salient points:

- The wide range of journals listed in the table attests to the nature of evaluation work and specifically to its interdisciplinary nature.
- The dominance of evaluation studies in the field of health and medicine is evident from the large number of articles appearing in journals in these fields. Other fields represented include Education and Agriculture
- There is a very small number (n=19) of articles that have been published in journals that could be categorized as evaluation-specific journals (Table 1.5 below)

Table 1.5: Articles published in dedicated Evaluation journals

Source title	Nr of papers
Journal of Testing and Evaluation	3
Evaluation and Program Planning	3
NEW DIRECTIONS IN SOCIAL IMPACT ASSESSMENT: CONCEPTUAL AND METHODOLOGICAL ADVANCES	3
American Journal of Evaluation	2
ENVIRONMENTAL IMPACT ASSESSMENT REVIEW	2
Impact Assessment and Project Appraisal	1
Evaluation and Research in Education	1
Evaluation Review	1
ASSESSMENT & EVALUATION IN HIGHER EDUCATION	1
Research Evaluation	1
JOURNAL OF EVALUATION IN CLINICAL PRACTICE	1
	19

1.5 Commissioned Reports

Concurrent to the downloading of scientific papers from international citation databases, commissioned evaluation reports/studies/working papers were downloaded from major international bodies that fund and commission such studies. The major web sites and online databases identified for this task are listed below and cover:

- Government and parastatal websites in the selected countries
- Major NGO's operating in these countries
- The websites of the main international funding and aid agencies that work in Africa

The process involved the following:

1. Identification of appropriate websites with databases of evaluation studies or reports (often through snowballing)
2. Reports that were produced between 2005 and 2015 for the countries included in this study were downloaded. These reports are currently archived in folders on our server
3. The core metadata that are available for these downloaded reports was entered into an Access database.

The results of these currently form part of the first version of the African Evaluation Database (AfrED). In addition the documents have been downloaded and will be made available soon through a web-based Open Access repository. The African Evaluation Database contains the following standard bibliographic metadata (fields in the database):

1. Author(s)
2. Author affiliation (organization)
3. Author affiliation (country)
4. Email address of corresponding author
5. Article title
6. Source
7. Document type (article, review, book review, report, policy document, etc.)
8. Year of publication
9. Keywords
10. Sector
11. URL Link to document

(Technical description: The database was originally developed in MsAccess but will soon migrate to a PostgreSQL server with sophisticated search facilities. It will be hosted – initially – at CREST on a secure server. Password access will be given for approved administrators. Open access will be given to appropriate levels of users. CREST, ERA and ClearAA will retain joint ownership of the intellectual property invested in the design and contents of the database.

Table 1.6 provides information on the number of reports included in the database by source organisation, whilst Figure gives information on the number of reports by year of publication.

Table 1.6: No of documents by source organisation

Source	Nr of reports
3IE	713
Government Website	383
SIDA	352
ALNAP	252
OECD	192
UNICEF	115
NORAD	111
USAID	88
MEASURE	78
UNEG	73
DANIDA	61
DFID	60
IFAD	60
World Bank	22
UNAIDS	6
Other sources	69
	2635

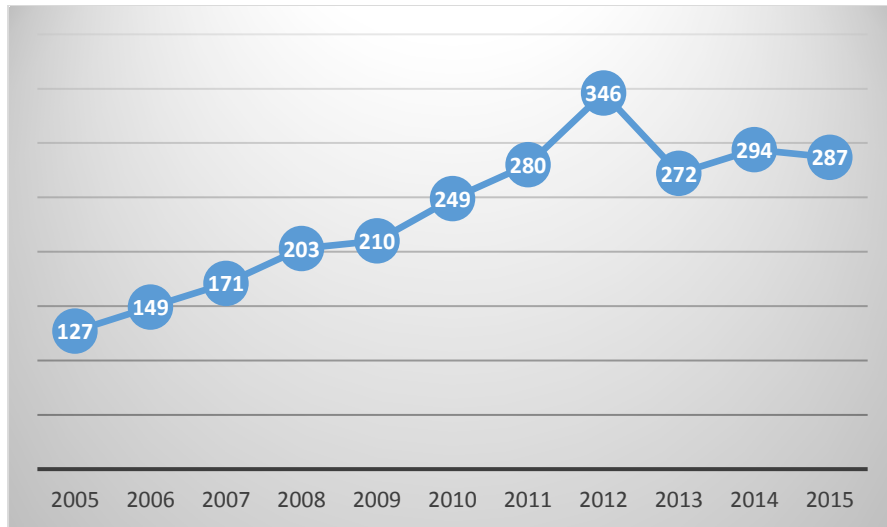


Figure 1.2: No of reports downloaded by year

We have also started to categorize each report according to an emerging typology (Table 7)

Table 1.7: No of titles by document type

Document type	Nr of documents
Annexes	3
Annual report	56
Article	587
Book or book chapter	4
Conference/Discussion/Position paper	12
Evaluation programme	9
Manual/Toolkit	15
Report	1716
Summary document	85
TOR	35
Working paper	113
	2635

1.6 Research and analysis of database

Our focus thus far in the database project has been to identify, index and download evaluation articles and reports. It is already clear that the documents in the database lend themselves to very interesting research and analysis opportunities. In 2016 three of our Masters students in M&E used this database for their research theses. To give an example of the research analysis potential of the database, we extracted some illustrative results from one of the reports.

Example: A qualitative analysis of the evaluations commissioned by ALNAP

Study purpose

This study aims to enable ALNAP and major players in humanitarian action to understand the nature of evaluations being conducted and nature of evidence available pertaining evaluations in humanitarian action in Africa so as to guide them on areas of improvement. Using ALNAP's archive of evaluation reports, this study aims to enable key stakeholders (evaluators, donors and researchers amongst others) in humanitarian action to;

- 1) understand the nature of evaluations being conducted and nature of evidence available pertaining evaluations in humanitarian action in Africa so as to
- 2) Guide ALNAP and other key stakeholders in areas of improvement.

Research questions

The two main purposes of the synthesis study highlighted above are further expanded in these specific objectives:

1. To determine the information constituting evaluation reports in humanitarian action
2. To understand who is involved in the evaluations of humanitarian action
3. To establish the clients of these evaluations
4. To understand the characteristics and kinds of evaluations being conducted in humanitarian action in Africa

METHODOLOGY

In this chapter, the steps and processes undertaken for this study are described. These include searching the literature and selection of evaluation reports, a description of ATLAS.ti, the software used to analyse the data, as well as the coding process employed to categorise and code the data.

Sources of data and Sampling procedures

The main method of data collection is the use of secondary data, i.e. evaluation reports. Data was searched systematically from the ALNAP Evaluative Reports Database, at www.alnap.org, by CLEAR AA, searching for evaluation reports. A total of 276 articles were downloaded. The articles were then selected and included if they met a particular inclusion criterion. Out of the 276 articles downloaded, 143 met the inclusion criteria and were selected for the study.

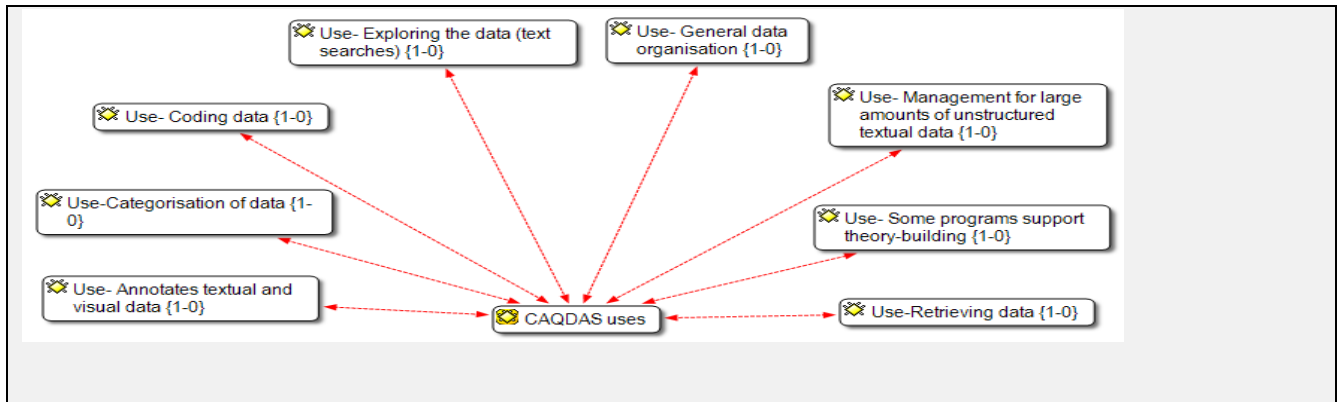
The researcher employed a purposeful selection where reports were chosen if;

- Reports were individual evaluation reports, not synthesis reports or reviews
- Reports were full reports, not abstracts or summaries
- Evaluated interventions were in humanitarian action
- Evaluated interventions were in Africa

These 143 evaluation reports (Refer to evaluation reports list in Annexure 1) were then imported into ATLAS.ti, which is a qualitative data software for analysing qualitative data and is described in the section that follows below.

ATLAS.ti

The data was analysed using ATLAS.ti, which is a qualitative data analysis software designed to organise, manage and analyse textual, visual, audio and video data (Alvira-Hammond, 2012). The various uses of qualitative data analysis software such as ATLAS.ti, according to John and Johnsons (2000) and Smit (2005) are presented in the network view below (Figure 4) and include coding of data, categorisation of data and management of large amounts of unstructured data



How data was collected and analysed

Overview of the literature review process

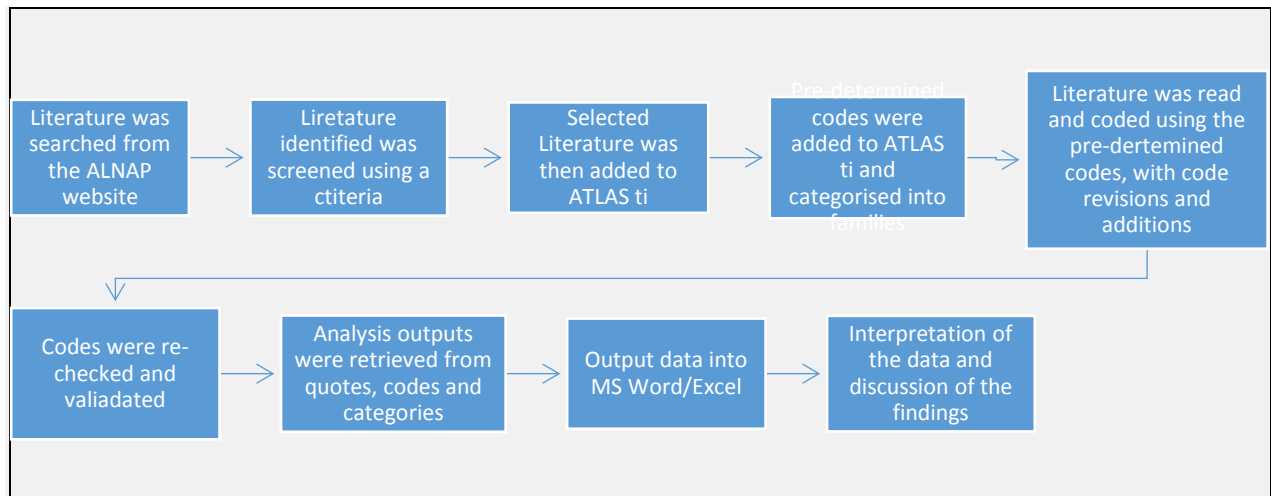


Figure 6: Literature review process

Highlighted above (Figure 6) is the literature review process of the 143 evaluation reports that were selected. The reports were coded using Atlas.ti as mentioned earlier. The first step was to add the 143 documents in a Hermeneutic Unit (HU) in ATLAS.ti, as shown in Figure 7 below, before they were coded. Coding is a process of classifying segments of data to summarise and synthesis what is in the data. The reports were coded mainly using pre-determined criteria (deductive coding) and employed some inductive coding when new themes or features emerged from the data.

Id	Name	Media	Quotatio...	Location
P 1	Groundwater Development Consultants (2015)	PDF	24	My Library
P 2	Trevant, C, Tadesse, S, Gichigi, W. (2014)	PDF	31	My Library
P 3	Image Consultant Limited (2009).	PDF	38	My Library
P 4	Swift, J., & Hartung, H. (2009).	PDF	24	My Library
P 5	Brewin, M. (2009).	PDF	20	My Library
P 6	Dunn, S. (2009)	PDF	25	My Library
P 7	Ajwang, F., Muteesasira, A., Alanyo, M., Obio, M., Monica, A., Francis, A., Foley, P. (2009).	PDF	22	My Library
P 8	WHO & UNICEF (2009).	PDF	15	My Library
P 9	Simpson, R., Legesse, N. B., Mubayiwa, R. (2009)	PDF	21	My Library
P10	Mcdowell, S., Obura, P., & Wangai, S. (2009).	PDF	20	My Library
P11	Valley, S. R. (2008).	PDF	20	My Library
P12	Catley, A., Bekele, G., & Napier, A. (2008).	PDF	17	My Library
P13	Devillez, B. P. (2014)	PDF	21	My Library
P14	Bekele, G., & Abera, T. (2008).	PDF	19	My Library
P15	Brewin, M. (2008)	PDF	16	My Library
P16	Das, R. Nkutu, A. (2008)	PDF	23	My Library
P17	Hoogendoorn, A., & Chisvo, M. (2008)	PDF	24	My Library
P18	Aguma, C., & Waiswa, G. A. (2008).	PDF	20	My Library
P19	Simkin, P., Makotsi, B., Njoroge, M., & Oman, A. K. (2008)	PDF	30	My Library
P20	Twesigye, E. C., & Babirye, B. (2007)	PDF	24	My Library
P21	Burns, J. C., & Suji, O. W. (2007)	PDF	24	My Library
P22	Attawell, K. (2007).	PDF	15	My Library
P23	Ageg Consultants eG. (2007).	PDF	25	My Library
P24	Disaster Resilience Group. (2014).	PDF	23	My Library
P25	Bourgeois, B. C., & Wright, N. (2007)	PDF	13	My Library
P26	Donnell, M. O. (2007)	PDF	20	My Library
P27	Zinyama, E. L. M., & Bakhethisi, K. T. (2007)	PDF	26	My Library
P28	Holdsworth, P., Mutale, M., (2007)	PDF	17	My Library
P29	Girerd-Barclay, E., Chotard, S., Jones, A., Molesworth, K., Sorensen, P. (2007)	PDF	37	My Library
P30	Ekuam, D. (2007)	PDF	28	My Library
P31	Harambaier, J. & Mam, S. (2007)	PDF	23	My Library

Figure 1: primary documents in HU

Deductive coding

As shown in Figure 8 below, deductive coding process started with concepts and themes of what was to be communicated about evaluations in humanitarian action in Africa. A basic structure for the codes and categories was derived from these themes and added to the HU with primary documents (evaluation reports) in ATLAS.ti. Data from the documents was then coded using these pre-determined codes (refer to code list in Annexure 2). This was the main coding process used.

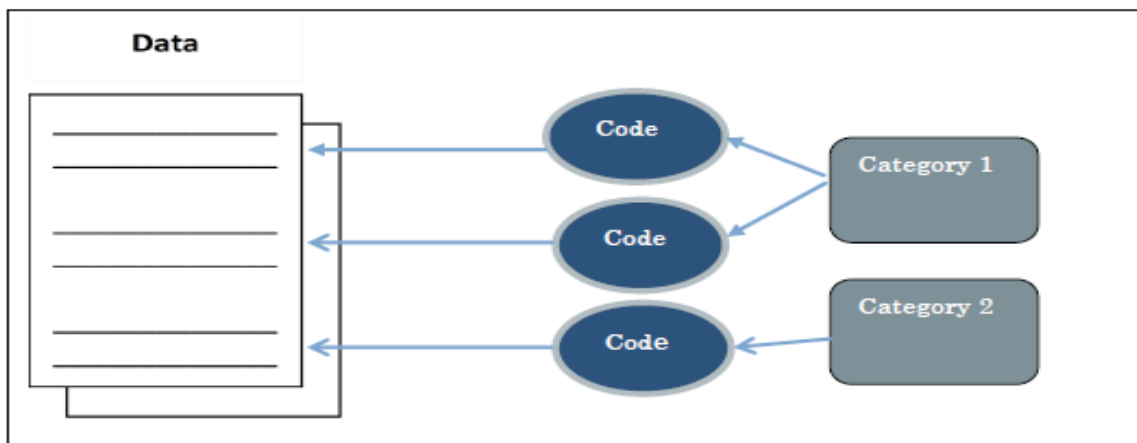


Figure 2: Deductive coding (Source: Wildschut, 2014, p.19)

Inductive coding

In inductive coding, codes are derived from the data as they emerge (Figure 9 below). It was employed when new themes or features that were not thought of initially, emerged from the data. These codes and categories were then added to the HU.

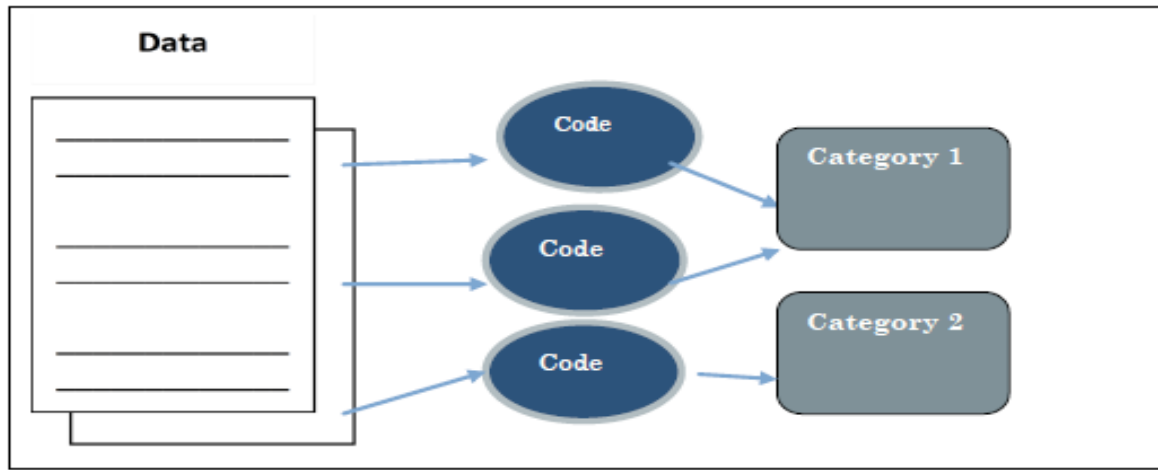


Figure 9: Inductive coding (Source: Wildschut, 2014 p.18)

Coding process

Initial coding was done on a sample of 10 reports and discussed and reviewed with peers/ supervisor. Codes were then adapted and applied to more reports. Another amendment of the codes was done with some codes being revised some new codes added. The rest of the reports were coded and the coded data was re-checked for consistency of coding and corrected as appropriate. Figures 10, 11, 12 and 13 below show a snapshot of the families and some of the codes and quotes as they appear in the HU. The final code list is included in Annexure 2 with quoted examples.

Code Manager [HU: ALNAP research coding]

Codes Edit Miscellaneous Output View

Families		Name	Grounded	Density	Author	Created	Modified	Families
Show all Codes		✘ Agriculture	15	0	Super	02/11/20...	24/12/20...	Programme Sector
✘ Commissionign Agent (3)		✘ Arts and culture	0	0	Super	02/11/20...	02/01/20...	Programme Sector
✘ Evaluation Approaches (8)		✘ Business and industry	0	0	Super	02/11/20...	02/01/20...	Programme Sector
✘ Evaluation design (14)		✘ CA manager	28	0	Super	19/10/20...	19/12/20...	Commissionign Agen
✘ Evaluation Information (15)		✘ CA name	79	0	Super	19/10/20...	04/01/20...	Commissionign Agen
✘ Evaluation methodology (3)		✘ CA partners	11	0	Super	19/10/20...	24/12/20...	Commissionign Agen
✘ Evaluation Methods (13)		✘ Disaster/Emergency mana...	30	0	Super	02/11/20...	02/01/20...	Programme Sector
✘ Evaluation Purpose (7)		✘ E broad description	46	0	Super	19/10/20...	27/12/20...	Evaluation Informatio
✘ Program being evaluated (10)		✘ E budget	24	0	Super	19/10/20...	27/12/20...	Evaluation Informatio
✘ Programme Sector (28)		✘ E Criteria	65	0	Super	23/12/20...	26/12/20...	Evaluation Informatio
		✘ E evaluation team	100	0	Super	19/10/20...	28/12/20...	Evaluation Informatio
		✘ E evaluation team contact...	36	0	Super	19/10/20...	16/01/20...	Evaluation Informatio
		✘ E Funder	48	0	Super	19/10/20...	23/12/20...	Evaluation Informatio
		✘ E individual consultant	39	0	Super	19/10/20...	28/12/20...	Evaluation Informatio
		✘ E individual consultant co...	10	0	Super	19/10/20...	16/01/20...	Evaluation Informatio
		✘ E intended audience	33	0	Super	19/10/20...	13/01/20...	Evaluation Informatio
		✘ E limitations	77	0	Super	19/10/20...	28/12/20...	Evaluation Informatio
		✘ E Publisher	9	0	Super	19/10/20...	13/01/20...	Evaluation Informatio
		✘ E timeframe	67	0	Super	19/10/20...	28/12/20...	Evaluation Informatio
		✘ E Timing	35	0	Super	17/12/20...	27/12/20...	Evaluation Informatio
		✘ E title	143	0	Super	19/10/20...	26/12/20...	Evaluation Informatio
		✘ E Year	143	0	Super	23/12/20...	27/12/20...	Evaluation Informatio
		✘ Economic development	0	0	Super	02/11/20...	04/01/20...	Programme Sector
		✘ ED Baseline study	1	0	Super	19/10/20...	24/11/20...	Evaluation design
		✘ ED Case study	2	0	Super	19/10/20...	06/12/20...	Evaluation design
		✘ ED Clarificatory/Evaluabili...	0	0	Super	19/10/20...	19/10/20...	Evaluation design
		✘ ED Classical Experimental	1	0	Super	19/10/20...	19/12/20...	Evaluation design
		✘ ED Cost-benefit analysis	0	0	Super	19/10/20...	19/10/20...	Evaluation design
		✘ ED Impact evaluation	21	0	Super	19/10/20...	04/01/20...	Evaluation design
		✘ ED Meta-analysis	0	0	Super	19/10/20...	19/10/20...	Evaluation design
		✘ ED Monitoring study	0	0	Super	19/10/20...	19/10/20...	Evaluation design
		✘ ED Non-Experimental	2	0	Super	17/12/20...	17/12/20...	Evaluation design
		✘ ED Outcome evaluation	2	0	Super	19/10/20...	06/12/20...	Evaluation design
		✘ ED Performance monitoring	0	0	Super	19/10/20...	19/10/20...	Evaluation design
		✘ ED Process evaluation	2	0	Super	19/10/20...	06/12/20...	Evaluation design
		✘ ED Propensity scoring	0	0	Super	19/10/20...	19/10/20...	Evaluation design
		✘ ED Quasi-experimental - n...	5	0	Super	19/10/20...	27/12/20...	Evaluation design

101 Codes

Figure 30: Families and codes in HU

Code Manager [HU: ALNAP research coding]

Codes Edit Miscellaneous Output View

Families		Name	Grounded	Density	Author	Created	Modified	Families
Show all Codes		✘ E broad description	46	0	Super	19/10/20...	27/12/20...	Evaluation Information
✘ Commissionign Agent (3)		✘ E budget	24	0	Super	19/10/20...	27/12/20...	Evaluation Information
✘ Evaluation Approaches (8)		✘ E Criteria	65	0	Super	23/12/20...	26/12/20...	Evaluation Information
✘ Evaluation design (14)		✘ E evaluation team	100	0	Super	19/10/20...	28/12/20...	Evaluation Information
✘ Evaluation Information (15)		✘ E evaluation team contact details	36	0	Super	19/10/20...	16/01/20...	Evaluation Information
✘ Evaluation methodology (3)		✘ E Funder	48	0	Super	19/10/20...	23/12/20...	Evaluation Information
✘ Evaluation Methods (13)		✘ E individual consultant	39	0	Super	19/10/20...	28/12/20...	Evaluation Information
✘ Evaluation Purpose (7)		✘ E individual consultant contact details	10	0	Super	19/10/20...	16/01/20...	Evaluation Information
✘ Program being evaluated (10)		✘ E intended audience	33	0	Super	19/10/20...	13/01/20...	Evaluation Information
✘ Programme Sector (28)		✘ E limitations	77	0	Super	19/10/20...	28/12/20...	Evaluation Information
		✘ E Publisher	9	0	Super	19/10/20...	13/01/20...	Evaluation Information
		✘ E timeframe	67	0	Super	19/10/20...	28/12/20...	Evaluation Information
		✘ E Timing	35	0	Super	17/12/20...	27/12/20...	Evaluation Information
		✘ E title	143	0	Super	19/10/20...	26/12/20...	Evaluation Information
		✘ E Year	143	0	Super	23/12/20...	27/12/20...	Evaluation Information

Figure 41: One family and its codes in HU

Quotation Manager [HU: ALNAP research coding]

Quotations Edit Miscellaneous Output View

Search (Id, Name)

Id	Name	Primary Doc	Codes
6:3	Program of food aid in north e..	Dunn, S. (2009)	P title
6:4	Kenya	Dunn, S. (2009)	P country
6:5	1 st September 2007 – 31 April..	Dunn, S. (2009)	P time frame
6:6	Original proposal (September 2..	Dunn, S. (2009)	P target group_number
6:7	1,000,000 Euro	Dunn, S. (2009)	P cost
6:8	Sophia Dunn Independent Consul..	Dunn, S. (2009)	E individual consultant
6:9	sophiedunn@pocketmail.com.au	Dunn, S. (2009)	E individual consultant contact details
6:10	children under five years of a..	Dunn, S. (2009)	P target group_nature
6:11	primary caregivers	Dunn, S. (2009)	P target group_nature
6:12	17,850 families	Dunn, S. (2009)	P target group_number
6:16	a three-week period over Janua..	Dunn, S. (2009)	E timeframe
6:18	, field visits	Dunn, S. (2009)	EM Observations/ in situ visits
6:19	key informant interviews	Dunn, S. (2009)	EM Individual face-to-face interviews
6:20	Meeting with camp leadership	Dunn, S. (2009)	EM Meetings
6:21	Semi-structured focus group di..	Dunn, S. (2009)	EM Group interviews
6:26	Limitations of the evaluation ..	Dunn, S. (2009)	E limitations
6:27	THE PROJECT ACF started this f..	Dunn, S. (2009)	P description
6:28	Annex 4 Project Logframe Princ..	Dunn, S. (2009)	P Log frame/Conceptual framework
6:29	EXTERNAL EVALUATION OF ACF FR...	Dunn, S. (2009)	E title
6:31	review of available literature..	Dunn, S. (2009)	EM Document review
6:32	secondary documentation	Dunn, S. (2009)	EM Secondary data
6:34	food security project	Dunn, S. (2009)	Food security/Livelihoods
6:35	The purpose of this evaluation..	Dunn, S. (2009)	EP Formative
6:36	The specific objectives of the..	Dunn, S. (2009)	E Criteria
6:37	2009	Dunn, S. (2009)	E Year

Figure 12: Codes for one report/document

Report: 39 quotation(s) for 1 code

File Edit Format Insert Help

Segoe UI 10 B I U

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

P55: Danish Demining Group. (2013) - 55:7 [mixed methodology] (5:173-5:189) (Super)
 Codes: [EM]ly Mixed or multiple - Family: Evaluation methodology]
 No memos
 mixed methodology

P56: Danish Demining Group (2012). - 56:21 [a combination of methods has b..] (8:663-8:704) (Super)
 Codes: [EM]ly Mixed or multiple - Family: Evaluation methodology]
 No memos
 a combination of methods has been applied.

P57: Sibanda S. (2014) - 57:23 [The methodology comprised a li..] (5:2303-5:2539) (Super)
 Codes: [EM]ly Mixed or multiple - Family: Evaluation methodology]
 No memos
 The methodology comprised a light, rapid and participatory perception study based on qualitative data collected from key informants and focus group discussions with beneficiaries, supported by quantitative data from secondary sources.

P58: Persha, L., & Meshack, C. (2016). - 58:27 [The impact evaluation findings..] (27:654-27:751) (Super)
 Codes: [EM]ly Mixed or multiple - Family: Evaluation methodology]
 No memos
 The impact evaluation findings are drawn from mixed quantitative and qualitative data collection

INS

Figure 13: Extracts of quotes from codes

SUMMARY AND CONCLUSION

Summary of findings

The summary of this study is presented in Table 10 below, showing; the most significant features of evaluations in humanitarian action in Africa; how this information was covered in the evaluation reports; and the major findings regarding these features.

Table 7: Summary of findings

FEATURES	COVERAGE IN REPORTS	CONCLUSION
Publishing of reports		Though all reports were found on the public domain, very few were formally published in journals or copyrighted
Evaluation commissioners	Fair	The top 3 commissioners of the evaluations were ACF, WFP and the EC
Evaluation managers	Very Poor	Only WFP commissioned evaluation reports fully indicated this information
Evaluator name	Satisfactory	Majority of evaluations were conducted by teams of evaluators as compared to individual evaluators. Most of these teams and individuals were internationally based (mostly UK). Only WFP commissioned evaluation reports included technical expertise of the evaluators in their reports
Evaluator contacts	Very poor	
Evaluator technical expertise	Very poor	
Evaluation funder	Poor	Most were funded by the EC
Evaluation budget	Very Poor	Budgets were smaller compared to standard practices, majority were budgeted for less than 1% of programme cost This information was satisfactorily covered in EC commissioned evaluation report
Intended audiences	Poor	Most audiences were programme funders, partners and implementers Information was satisfactorily covered in WFP commissioned evaluation reports
Evaluation timeframe	Poor	Most evaluations were conducted in a month or less. Evaluation commissioned by the EC satisfactorily indicated this information
Evaluation timing	Poor	Most were end of term and mid-term evaluations
Evaluation purpose	Satisfactory	Most indicated REEOS especially effectiveness and impact as the purposes of evaluations
Evaluation criteria		Majority used all or some of the DAC criteria
Evaluation design	Poor	Impact design was the most common used design
Evaluation approach	Poor	Participatory approach was the most dominant approach used
Methodology	Poor	Mainly mixed-methods were indicated

Data collection methods	Satisfactory	Interviews were the most dominant data collection method. Also document reviews, group interviews (focus group discussions) and observations were in the top 4 used methods Triangulation of data was more common, with an average of 4 data collection methods used per evaluations
Sampling methods	Poor	Purposive sampling was the dominant method used
Evaluation Limitations	Poor	Time constraints, unavailability of key informants, insufficient programme data and inaccessible areas were the most common limitations encountered
Programme countries	Satisfactory	Most were conducted in Kenya, Ethiopia, Uganda and Zimbabwe
Programme timeframe	Satisfactory	Most were being implemented for less than 3 years WFP commissioned evaluation reports covered this area satisfactorily
Operational context	Fair	WFP commissioned evaluation reports satisfactorily covered this area
ToC/Logic model/Log frame	Very Poor	Very few reports highlighted this information
Programme targets	Satisfactory	Most target was those affected by disaster in general, but other programmes targeted specific groups within those affected. The most common specified groups were children, pregnant and lactating women and PLWHA
Programme sectors	Satisfactory	The most dominant sector was Food aid/security/ and livelihoods, with health, water, sanitation and hygiene, and disaster/ emergency management also being significant. In half of the evaluations, programmes evaluated were multi-sectoral, covering more than one sector area.

Key

Satisfactory	70% -100%
Fair	50%-69%
Poor	21%-49%
Very poor	0% -20%

Conclusion

This study is based on 143 selected evaluation reports of evaluations in humanitarian action, found on ALNAP evaluation database. ALNAP is a system-wide network established in 1997, which provides a forum on learning, accountability and performance issues for the humanitarian sector, to improve humanitarian performance. Data was coded, categorised and analysed using ATLAS.ti, a qualitative data analysis software. The findings showed that most of the general programme and evaluation information, as well as information on evaluation processes were poorly covered in the majority of the evaluation reports.

Part Two: Survey of evaluators working in Africa

The second part of this report is devoted to a discussion of the web-based survey on evaluations in Africa that was administered towards the end of 2016.

2.1 Survey Methodology

Between the 10th and the 29th of November 2016 emails were sent to 3032 persons identified as individuals involved with evaluations in Africa. Eligible candidates for the survey were obtained from three sources.

- The documents listed in the African evaluation database were examined and all email details of authors recorded.
- Emails were obtained from the South African, Ethiopian, Ghanaian and African Evaluation Associations.
- Emails from CREST's own internal database (previous students of evaluation and a list of various individuals making enquiries).

Based on these sources 3032 individuals were sent an invitation to participate in the survey. Of these 426 emails returned undelivered and 9 individuals indicated that they did not want to participate in the survey. We therefore assume that around 2597 individuals received the invitation. Each email contained a description of the survey, some information regarding CLEAR and CREST, and a request to participate in the survey. In total 549 individuals indicated their willingness to complete the survey. These 549 individuals were then sent a subsequent email with a link to participate in the survey. A reminder was sent after one week to complete the survey. Of the 549 persons who agreed to complete the survey 421 completed the survey.

On the 11th of November the remaining 2051 who had not indicated their willingness to participate were emailed a link to the survey. Of these 2051 individuals 139 completed the survey. There were also 4 individuals who completed the survey through a general link provided.

By January 4th (the date on which the survey was closed) a total of 564 individuals had completed the survey. This amounts to a 22% response rate.

In the remainder of this part, we first discuss the characteristics of our sample, followed by headline findings of the main themes of the survey.

2.2 Sample Profile

An inspection of our sample shows the following:

- 37% are from SA
- 49% currently reside in SA
- 55% are male
- The majority are between the ages of 30 and 45
- Just under 75% are in possession of a Masters or Doctorate degree

2.2.1 Country of birth

Table 2.1: Country of birth of respondent

Country	Frequency	Percent	Valid Percent
South Africa	202	35.8	36.7
Zimbabwe	63	11.2	11.4
Ghana	55	9.8	10.0
Ethiopia	35	6.2	6.4
Nigeria	18	3.2	3.3
USA	16	2.8	2.9
Kenya	13	2.3	2.4
Tanzania	13	2.3	2.4
Uganda	12	2.1	2.2
Zambia	12	2.1	2.2
UK	10	1.8	1.8
Lesotho	9	1.6	1.6
Namibia	9	1.6	1.6
Denmark	6	1.1	1.1
Swaziland	6	1.1	1.1
Botswana	5	.9	.9
Germany	5	.9	.9
Malawi	5	.9	.9
Democratic Republic of the Congo	4	.7	.7
Australia	3	.5	.5
Benin	3	.5	.5
Cameroon	3	.5	.5
France	3	.5	.5
Norway	3	.5	.5

Country	Frequency	Percent	Valid Percent
Egypt	2	.4	.4
Finland	2	.4	.4
India	2	.4	.4
Ireland	2	.4	.4
Italy	2	.4	.4
Netherlands	2	.4	.4
Rwanda	2	.4	.4
Spain	2	.4	.4
Sudan	2	.4	.4
Togo	2	.4	.4
Afghanistan	1	.2	.2
Belgium	1	.2	.2
Canada	1	.2	.2
Cote d'Ivoire	1	.2	.2
Ecuador	1	.2	.2
Iran	1	.2	.2
Kosovo	1	.2	.2
Liberia	1	.2	.2
Mozambique	1	.2	.2
New Zealand	1	.2	.2
Pakistan	1	.2	.2
Romania	1	.2	.2
Sierra Leone	1	.2	.2
South Korea	1	.2	.2
Sweden	1	.2	.2
Switzerland	1	.2	.2
Syria	1	.2	.2
Tajikistan	1	.2	.2
Total	551	97.7	100.0
System Missing	13	2.3	
Total	564	100.0	

Country of residence

Table 2.2: Country of residence of respondent

Country	Frequency	Percent	Valid Percent
South Africa	270	47.9	48.7
Ghana	52	9.2	9.4
Ethiopia	34	6.0	6.1
Zimbabwe	22	3.9	4.0
Namibia	17	3.0	3.1
USA	16	2.8	2.9
Uganda	15	2.7	2.7
Kenya	14	2.5	2.5
Nigeria	14	2.5	2.5
Tanzania	13	2.3	2.3
United Kingdom	11	2.0	2.0
Botswana	8	1.4	1.4
Zambia	8	1.4	1.4
Lesotho	6	1.1	1.1
Swaziland	6	1.1	1.1
Italy	4	.7	.7
Sweden	4	.7	.7

Country	Frequency	Percent	Valid Percent
Australia	3	.5	.5
Canada	3	.5	.5
Denmark	3	.5	.5
Finland	3	.5	.5
Benin	2	.4	.4
Malawi	2	.4	.4
Norway	2	.4	.4
Afghanistan	1	.2	.2
Belgium	1	.2	.2
Bolivia	1	.2	.2
Burkina Faso	1	.2	.2
Cameroon	1	.2	.2
Cote d'Ivoire	1	.2	.2
Egypt	1	.2	.2
France	1	.2	.2
Guatemala	1	.2	.2
Guinea-Bissau	1	.2	.2
Liberia	1	.2	.2
Pakistan	1	.2	.2
Romania	1	.2	.2
Rwanda	1	.2	.2
Slovakia	1	.2	.2
Somalia	1	.2	.2
South Sudan	1	.2	.2
Spain	1	.2	.2
Sudan	1	.2	.2
Switzerland	1	.2	.2
Syria	1	.2	.2
Togo	1	.2	.2
Total	554	98.2	100.0
System Missing	10	1.8	
Total	564	100.0	

2.2.2 Respondents' gender

Figure 2.1 below shows that males account for the larger number of respondents (55% compared to 45% of females).

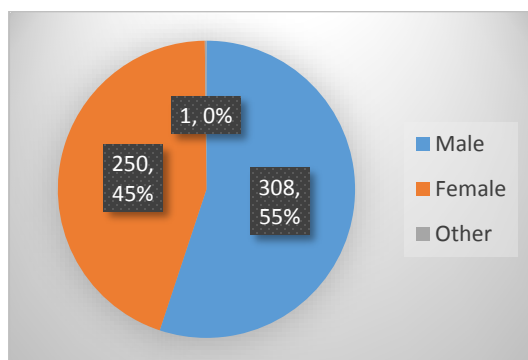


Figure 2.1: Gender of respondents

2.2.3 Respondents' Age

Most of the respondents were between the ages of 30 and 50 at the time of the survey as reflected by Figure 2.2 below. The average age of respondents were 43. In Table 2.3, we present an analysis of the respondents' age by gender.

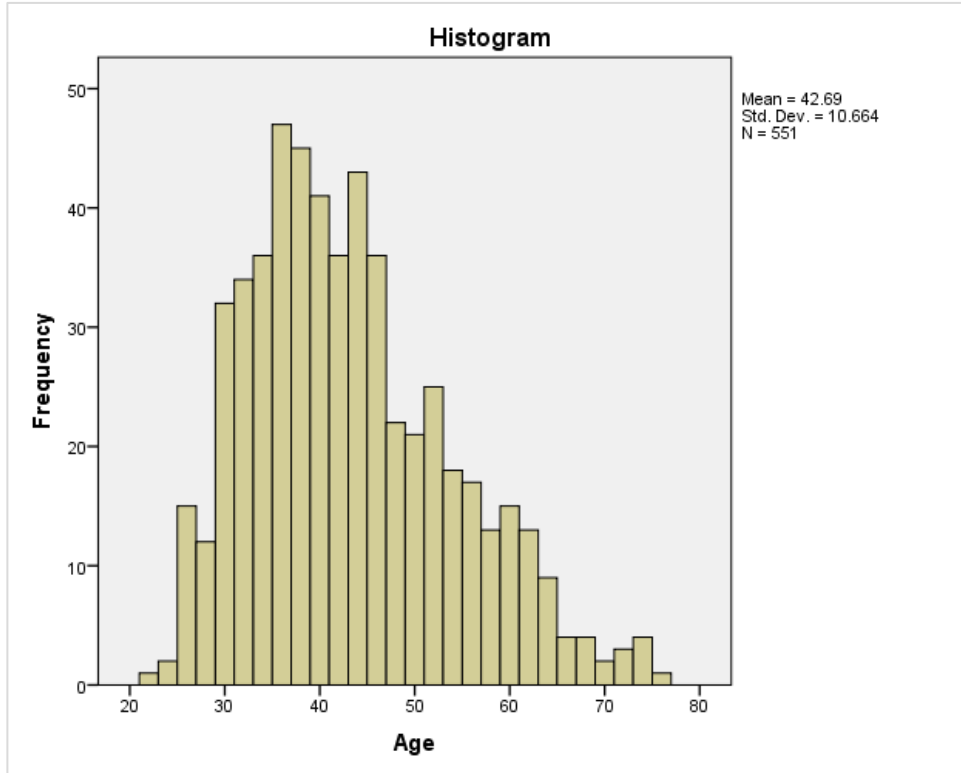


Figure 2.2: Age distribution of respondents

Table 2.3: Respondents gender and age

Age	Gender					
	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
30 and below	31	50.8%	30	49.2%	61	100.0%
31-40	119	58.9%	83	41.1%	202	100.0%
41-49	79	53.7%	68	46.3%	147	100.0%
50-59	50	54.3%	42	45.7%	92	100.0%
60-69	19	50.0%	19	50.0%	38	100.0%
70-79	6	66.7%	3	33.3%	9	100.0%

The majority of respondents were between the ages of 31 and 40 (n=202), followed by respondents in the 41 to 49 age interval. Although male respondents constituted the majorities in all age groups, it is worth

noting that the gender distribution for the youngest age interval (30 and below) is near parity as is the group of respondents between 60 and 69.

2.2.4 Highest qualification

This section of the report presents the academic qualifications of respondents. We present findings on general qualifications as well as qualifications within evaluation.

Table 2.4: Highest qualification of respondents

Highest qualification	Frequency	Percent	Valid Percent
Master's Degree	311	55.1	56.4
Doctorate	98	17.4	17.8
Honour's Degree	67	11.9	12.2
Bachelor's Degree	60	10.6	10.9
Professional Degree	9	1.6	1.6
Diploma	6	1.1	1.1
Total	551	97.7	100.0
System Missing	13	2.3	
Total	564	100.0	

In terms of general qualifications (not within evaluation), based on Table 2.4, it is clear that the majority of respondents have a Master's Degree (55.1%) or higher (Doctorate - 17.4%). Fewer respondents have a Professional Degree or a Diploma in comparison – 1.6% and 1.1% respectively. Respondents academic qualifications are also presented in Figure 2.3 below.

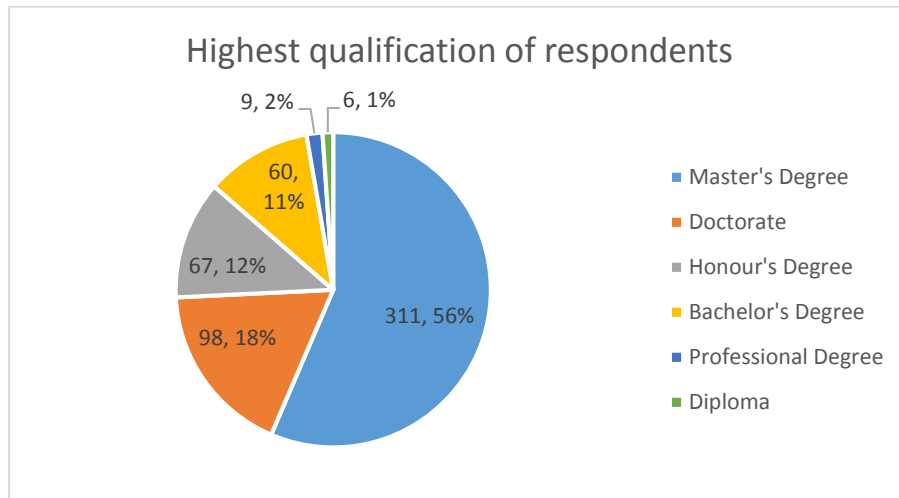


Figure 2.3: Highest qualification of respondents

2.3 Training in Evaluation

High-level findings:

- 54% of the respondents have received specialized training in evaluation
- Slightly less than half of individuals who have obtained a degree in the field of evaluation obtained a diploma
- 39% obtained either a Masters or an Honour's degree
- Less than 4% obtained a doctorate

2.3.1 Specialized training in evaluation

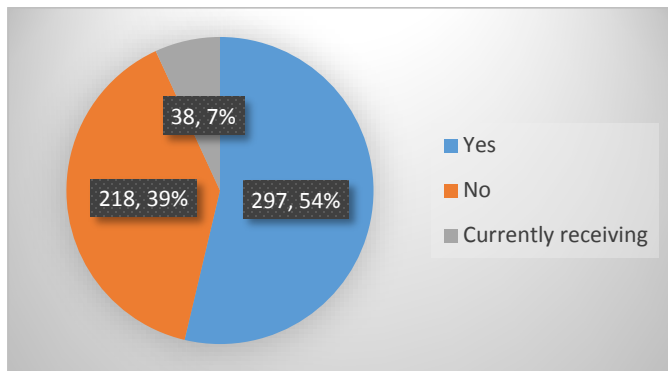


Figure 2.4: Specialized training in evaluation

The results presented in Figure 2.4 are interesting as it shows that more than half of all respondents reported that they have specialized training in evaluation. This could be an indication of the fact that many people who work in the field of evaluation see the need for continuous professional development through attendance of such specialized courses irrespective (or perhaps even because of their prior education and training).

2.3.2 Highest evaluation-related qualification

But we also enquired whether respondents have a qualification in the field of evaluation studies. Table 2.5 below gives a break-down of the qualifications that respondents have within evaluation.

Table 5: Highest qualification in field of evaluation

Qualification	Frequency	Percent	Valid Percent
Diploma	126	22.3	47.2
Master's Degree	76	13.5	28.5
Honour's Degree	28	5.0	10.5
Licentiate	18	3.2	6.7
Doctorate	10	1.8	3.7
Bachelor's Degree	9	1.6	3.4
Total	267	47.3	100.0
System Missing	297	52.7	
Total	564	100.0	

The results are again interesting at the majority of respondents (52.7%) did not complete this question which is most likely an indication that their highest qualification is not in the field of evaluation. Of those who did respond (n=267), the majority indicated that a Diploma in evaluation studies was their highest qualification (n=126), followed by 76 respondents who have a Masters degree in evaluation.

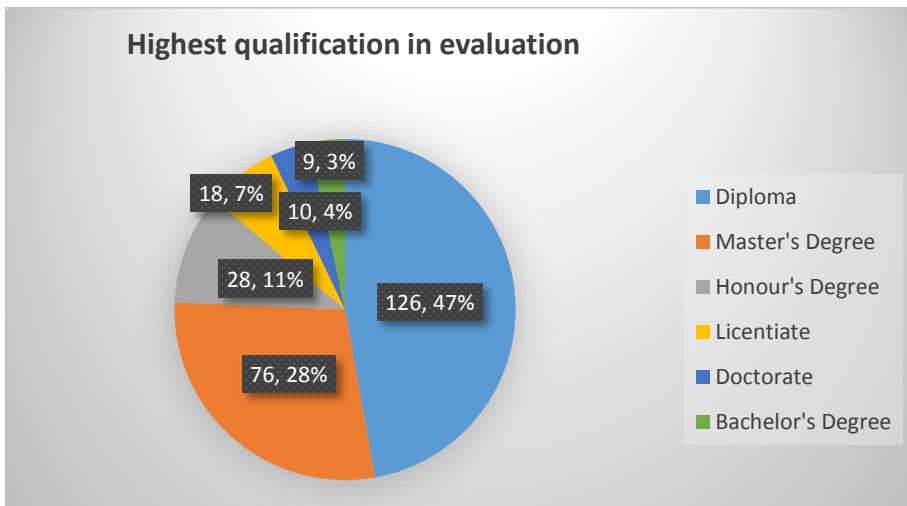


Figure 2.5: Highest qualification of respondent

2.4 Evaluation as Profession

High-level findings:

- 43% indicated that evaluation is their primary professional identity
- 62% are evaluators (in any capacity)
- The largest proportion are employed by the state (24%) and NGO sectors (19%)

2.4.1 Evaluation as professional identity

Respondents were asked to indicate how they define their professional identity. Their responses ranged from evaluation being their professional identity to evaluation having never been a part of their professional identity. This section of the report presents findings according to age, gender and highest qualification within evaluation.

Table 2.6: Professional identity

Professional identity	Frequency	Percent	Valid Percent
Evaluation is my primary professional identity	241	42.7	43.0
Evaluation is my secondary professional identity after another discipline	175	31.0	31.2
Evaluation forms a small part of my professional identity after various other disciplines	92	16.3	16.4
Evaluation is a part of my anticipated future professional identity	46	8.2	8.2
Evaluation is no longer a part of my professional identity	4	.7	.7
Evaluation has never, in any way been part of my professional identity and I do not anticipate that it ever will be	3	.5	.5
Total	561	99.5	100.0
System Missing	3	.5	
Total	564	100.0	

The majority of respondents indicated that evaluation is their primary professional identity (n=241). The second highest number of respondents were those who identified evaluation as their secondary professional identity after another discipline (n=175). In Table 2.7 below, we present an analysis of professional identity by respondents' age.

Table 2.7: Professional identity and age

Age of respondents		Professional identity			
		Evaluation forms a small part of my professional identity after various other disciplines	Evaluation is a part of my anticipated future professional identity	Evaluation is my primary professional identity	Evaluation is my secondary professional identity after another discipline
30 and below	Count	10	12	25	13
	Row N%	16.7%	20.0%	41.7%	21.7%
31-40	Count	26	19	101	55
	Row N%	12.9%	9.5%	50.2%	27.4%
41-49	Count	20	8	71	46
	Row N%	13.8%	5.5%	49.0%	31.7%
50-59	Count	24	7	26	34
	Row N%	26.4%	7.7%	28.6%	37.4%
60-69	Count	6	0	11	21

	Row N%	15.8%	0.0%	28.9%	55.3%
70-79	Count	3	0	3	2
	Row N%	37.5%	0.0%	37.5%	25.0%

The largest proportions of respondents who indicated that evaluation is their primary professional identity are found in the age interval between 31 and 49. It is perhaps not surprising that much smaller proportions (less than 30%) of those between 50 and 69 said that evaluation is their primary professional identity. This points to the fact that there is a generational shift from an older cohort of respondents who have not been professionally trained as evaluators to a newer generation of emerging professional evaluators who are now employed – mostly in government – as M&E officers.

The results of the disaggregation by gender (Table 2.8) show that more male respondents (60.3%) than female respondents (39.7%) indicated that evaluation is their primary professional identity. The same trend is also evident as far as evaluation as their secondary professional identity is concerned.

Table 2.8: Professional identity and gender

Professional Identity	Male		Female	
	Count	Row N %	Count	Row N %
Evaluation forms a small part of my professional identity after various other disciplines	35	38.5%	56	61.5%
Evaluation is a part of my anticipated future professional identity	24	52.2%	22	47.8%
Evaluation is my primary professional identity	144	60.3%	95	39.7%
Evaluation is my secondary professional identity after another discipline	102	58.6%	72	41.4%
Subtotal	305	55.5%	245	44.5%

The cross tabulation with highest qualification (Table 2.9) reveals an expected relationship: the majority of those with Masters Degrees in evaluation indicated that evaluation is their primary professional identity. This is a positive result and would suggest that respondents in this category are the ones that ensure that their professional qualifications converge with their professional careers. It is also worth noting that the vast majorities of those with a Diploma in evaluation, indicated that evaluation either forms a small part of their professional identity or a possible future evaluation identity.

Table 2.9: Professional identity and highest qualification within evaluation

Professional identity	Highest qualification in Evaluation							
	Diploma		Honour's Degree		Master's Degree		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Evaluation forms a small part of my professional identity after various other disciplines	20	83.3%	2	8.3%	2	8.3%	24	100.0%
Evaluation is a part of my anticipated future professional identity	10	71.4%	2	14.3%	2	14.3%	14	100.0%
Evaluation is my primary professional identity	55	45.1%	14	11.5%	53	43.4%	122	100.0%
Evaluation is my secondary professional identity after another discipline	41	59.4%	9	13.0%	19	27.5%	69	100.0%

2.4.2 Current professional identity in the field of evaluation

Respondents were asked to indicate their current professional identity in evaluation. Table 2.10 below shows that the majority of respondents identified themselves as evaluators in any capacity (n=330) followed by researchers (n=245) and managers of evaluations (n=2019). In comparison, fewer respondents involved in evaluation (n=32). Other professional identities were not included in the above analysis and they are presented in Table 11 below.

Table 2.10: Current professional identity in the field of evaluation

Current professional identity	Count	Percent	Valid Percent
Evaluator in any capacity	330	58.5%	62.4%
Researcher	245	43.4%	46.3%
Manage evaluations	209	37.1%	39.5%
Trainer	114	20.2%	21.6%
Commission evaluations	76	13.5%	14.4%
College or university faculty member or instructor	68	12.1%	12.9%
Student involved in evaluation (paid or unpaid)	32	5.7%	6.0%
Retired but still active in the evaluation field in some way(s)	11	2.0%	2.1%
Retired but not active in the evaluation field anymore	1	0.2%	0.2%
Not applicable	0	0.0%	0.0%

Other current professional identities in the field of evaluation

Table 2.11: Other current professional identities in the field of evaluation listed by respondents

Professional identity	Frequency
Coordinator	3
Strategic Planner	3
Supervisor	3
Data Management	2
Designing Evaluation Systems	2
Developing Capacity	2
Social Worker	2
Specialist	2
Capacity Development	1
Consultant	1
Curriculum Development	1
Data Management; Data Analysis	1
Design Evaluations	1
Strategic Planner; Set Policy	1

In the following tables (2.12 and 2.13) we cross-tabulated respondents' current identities according to age and gender.

The overall gender breakdown for the sample is 55% male and 45% female. If we keep this in mind, Table 2.12 reveals some interesting findings about the relationship between gender and professional identity. We have highlighted (in light green) where the proportion of male respondents who selected an option is higher than 60%. Two results are worth noting: more male respondent than female respondents indicated that they either manage or commission evaluations (in both cases quite stark differences).

Table 2.12: Professional identity and gender

		Gender			
		Male		Female	
		Count	Row N %	Count	Row N %
Evaluator in any capacity	Yes	192	58.5%	136	41.5%
	No	107	54.0%	91	46.0%
	Did not complete	9	28.1%	23	71.9%
College or university faculty member or instructor	Yes	43	63.2%	25	36.8%
	No	256	55.9%	202	44.1%
	Did not complete	9	28.1%	23	71.9%
Researcher	Yes	151	61.9%	93	38.1%
	No	148	52.5%	134	47.5%
	Did not complete	9	28.1%	23	71.9%
Trainer	Yes	72	63.7%	41	36.3%
	No	227	55.0%	186	45.0%
	Did not complete	9	28.1%	23	71.9%
Manage evaluations	Yes	131	63.3%	76	36.7%
	No	168	52.7%	151	47.3%

	Did not complete	9	28.1%	23	71.9%
Commission evaluations	Yes	47	62.7%	28	37.3%
	No	252	55.9%	199	44.1%
	Did not complete	9	28.1%	23	71.9%
Student involved in evaluation (paid or unpaid)	Yes	18	56.3%	14	43.8%
	No	281	56.9%	213	43.1%
	Did not complete	9	28.1%	23	71.9%
Retired but still active in the evaluation field in some way(s)	Yes	7	70.0%	3	30.0%
	No	292	56.6%	224	43.4%
	Did not complete	9	28.1%	23	71.9%
Retired but not active in the evaluation field anymore	Yes	0	0.0%	1	100.0%
	No	299	57.0%	226	43.0%
	Did not complete	9	28.1%	23	71.9%

Table 2.13 summarizes the cross-tabulation between Age category and responses to the questions about professional identity. In each case we have highlighted (in light green) the CELL with the highest row percentage. Again, the results are revealing as they show that (with two exceptions) most of the respondents not only fall into the 31 to 40 category) but respondents in this age category also identify themselves as managers, trainers and commissioners of evaluations. In our view this point to a relative young cohort of professionals who are not only evaluators themselves, but also constitutes the core of those who manage evaluation trainings and commissions in their respective countries.

Table 2.13: Professional identity and age

		Age intervals											
		30 and below		31-40		41-49		50-59		60-69		70-79	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Evaluator in any capacity	Yes	34	10.5%	121	37.5%	87	26.9%	53	16.4%	22	6.8%	6	1.9%
College or university faculty member or instructor	Yes	4	5.9%	18	26.5%	22	32.4%	14	20.6%	9	13.2%	1	1.5%
Researcher	Yes	29	12.0%	91	37.6%	64	26.4%	37	15.3%	16	6.6%	5	2.1%
Trainer	Yes	7	6.3%	41	36.6%	34	30.4%	20	17.9%	8	7.1%	2	1.8%
Manage evaluations	Yes	15	7.3%	78	38.0%	65	31.7%	29	14.1%	14	6.8%	4	2.0%
Commission evaluations	Yes	5	6.8%	26	35.1%	23	31.1%	17	23.0%	3	4.1%	0	0.0%
Student involved in evaluation (paid or unpaid)	Yes	8	25.8%	13	41.9%	5	16.1%	5	16.1%	0	0.0%	0	0.0%
Retired but still active in the evaluation field in some way(s)	Yes	0	0.0%	1	10.0%	0	0.0%	1	10.0%	6	60.0%	2	20.0%
Retired but not active in the evaluation field anymore	Yes	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%

2.4.3 Primary employment or involvement in evaluation

This section of the report looks at the respondents' primary involvement or employment in evaluation. Compared to all other categories, the highest number of respondents indicated that they were either involved or employed in evaluation by the state (22%). Very few respondents indicated employment or involvement in evaluation by a foundation as indicated by Table 2.14 below. Figure 2.6 below presents the percentages for each of the items.

Table 14: Primary employment or involvement in evaluation

Primary involvement / employment	Frequency	Percent	Valid Percent
The state	124	22.0	24.2
NGO	96	17.0	18.8
College or university	74	13.1	14.5
Self-employed	61	10.8	11.9
Consulting firm	57	10.1	11.1
International development agencies	41	7.3	8.0
Other	28	5.0	5.5
Student	18	3.2	3.5
Non-profit organization	8	1.4	1.6
Foundation	5	.9	1.0
Total	512	90.8	100.0
System Missing	52	9.2	
Total	564	100.0	

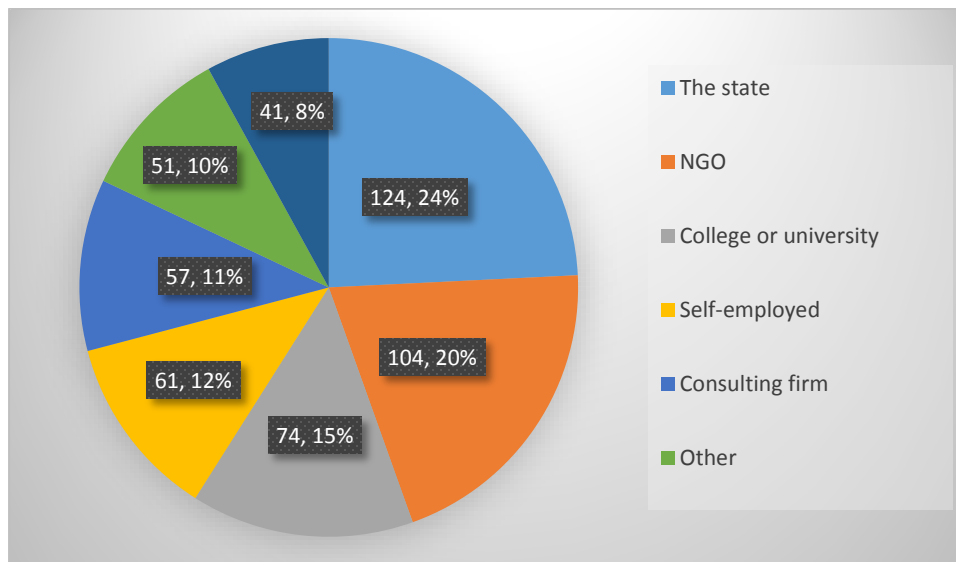


Figure 2.6: Primary involvement in evaluation work

When we cross-tabulate highest qualification in the field of evaluation with their primary employment, a number of interesting results emerge (Table 2.16). Those whose primary employers are either the state or government or international development agencies for the most have a diploma in evaluation studies. But we then find that larger percentages of those in the NGO sector (50%) and who are self-employed (36%) have at least a Master's degree.

Table 2.16: Primary employment or involvement in evaluation and qualifications within evaluation

Primarily employed or involved in evaluation at:		Highest qualification in Evaluation				
		Diploma	Doctorate	Honour's Degree	Master's Degree	Subtotal
College or university	Count	20	3	2	10	35
	Row N %	57.1%	8.6%	5.7%	28.6%	100.0%
Consulting firm	Count	7	0	2	7	16
	Row N %	43.8%	0.0%	12.5%	43.8%	100.0%
NGO	Count	22	0	1	24	47
	Row N %	46.8%	0.0%	2.1%	51.1%	100.0%
International development agencies	Count	13	0	0	5	18
	Row N %	72.2%	0.0%	0.0%	27.8%	100.0%
The state	Count	32	3	13	11	59
	Row N %	54.2%	5.1%	22.0%	18.6%	100.0%
Self-employed	Count	14	1	3	10	28
	Row N %	50.0%	3.6%	10.7%	35.7%	100.0%
Subtotal	Count	108	7	21	67	203
	Row N %	53.2%	3.4%	10.3%	33.0%	100.0%

A few respondents listed other kinds of primary employment (Table 2.17)

Table 2.17: Other kinds of primary employment or involvement in evaluation

Primary involvement / employment	Frequency
Consultant	5
Researcher	3
Not Applicable	2
Evaluator	1
Teaching	1
Track Project Performance	1
Unemployed	1

2.5 Involvement with Evaluation

High-level findings:

- 52% have undertaken evaluation research in South Africa and 19% in Ghana
- 77% conduct evaluations
- 34% supervise or manage evaluations
- Slightly less than a third offer both internal and external (to the organization) evaluation services
- 42% have been involved in evaluations in the field of health/public health

2.5.1 Countries in which evaluation research have been undertaken

This section of the report presents findings on African countries where the respondents have conducted evaluation research. As shown by Table 2.17, the majority of respondents indicated that they have conducted evaluation research in South Africa. This is not surprising as SA respondents constitute the majority of respondents. This is followed by respondents who have conducted such studies in Ghana and Zimbabwe. Tables 2.18 and 2.19 present analysis of countries in which respondents have conducted evaluation related work by gender and age respectively.

Table 2.17: Countries in which respondents have undertaken evaluation studies

	Count	Percent	Valid Percent
South Africa	262	46.5%	51.5%
Ghana	96	17.0%	18.9%
Zimbabwe	79	14.0%	15.5%
Kenya	73	12.9%	14.3%
Ethiopia	72	12.8%	14.1%
Uganda	72	12.8%	14.1%
Tanzania	69	12.2%	13.6%
Zambia	64	11.3%	12.6%
Namibia	49	8.7%	9.6%
Botswana	48	8.5%	9.4%
Nigeria	47	8.3%	9.2%
Mozambique	45	8.0%	8.8%
Malawi	42	7.4%	8.3%
Lesotho	38	6.7%	7.5%
Rwanda	33	5.9%	6.5%
Swaziland	29	5.1%	5.7%
Democratic Republic of the Congo	25	4.4%	4.9%
South Sudan	22	3.9%	4.3%
Burkina Faso	16	2.8%	3.1%
Cameroon	16	2.8%	3.1%
Liberia	16	2.8%	3.1%
Somalia	13	2.3%	2.6%
Sierra Leone	12	2.1%	2.4%
Sudan	12	2.1%	2.4%

	Count	Percent	Valid Percent
Angola	11	2.0%	2.2%
Mali	11	2.0%	2.2%
Benin	10	1.8%	2.0%
Burundi	10	1.8%	2.0%
Cote d'Ivoire	9	1.6%	1.8%
Egypt	9	1.6%	1.8%
Senegal	8	1.4%	1.6%
Seychelles	8	1.4%	1.6%
Gambia	7	1.2%	1.4%
Madagascar	7	1.2%	1.4%
Togo	7	1.2%	1.4%
Guinea	6	1.1%	1.2%
Mauritius	6	1.1%	1.2%
Morocco	6	1.1%	1.2%
Niger	6	1.1%	1.2%
Republic of the Congo	5	0.9%	1.0%
Central African Republic (CAR)	4	0.7%	0.8%
Comoros	4	0.7%	0.8%
Chad	3	0.5%	0.6%
Djibouti	3	0.5%	0.6%
Equatorial Guinea	2	0.4%	0.4%
Eritrea	2	0.4%	0.4%
Gabon	2	0.4%	0.4%
Cabo Verde	1	0.2%	0.2%
Guinea-Bissau	1	0.2%	0.2%
Libya	1	0.2%	0.2%
Mauritania	1	0.2%	0.2%
Tunisia	1	0.2%	0.2%

The breakdown of Gender by Country in which evaluation studies have been conducted is presented in Table 2.18. The results are presented in descending order by proportion of male respondents. This show that evaluation studies in the vast majority of studies have been conducted by male respondents (where proportions are hiher than 60%). Perhaps the most noteworthy finding is that this does not apply to South Africa where female evaluators dominate and where more female (57.7%) than male respondents (42.3%) indicated that they have undertaken evaluation studies.

Table 2.18: Country and gender

Country	Gender					
	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
Burkina Faso	13	81.3%	3	18.8%	16	100.0%
Cameroon	12	75.0%	4	25.0%	16	100.0%
Sierra Leone	9	75.0%	3	25.0%	12	100.0%
Ghana	69	73.4%	25	26.6%	94	100.0%
South Sudan	16	72.7%	6	27.3%	22	100.0%
Somalia	9	69.2%	4	30.8%	13	100.0%
Ethiopia	49	69.0%	22	31.0%	71	100.0%
DRC	16	66.7%	8	33.3%	24	100.0%
Uganda	46	64.8%	25	35.2%	71	100.0%
Rwanda	20	64.5%	11	35.5%	31	100.0%
Zambia	41	64.1%	23	35.9%	64	100.0%
Zimbabwe	50	64.1%	28	35.9%	78	100.0%
Mali	7	63.6%	4	36.4%	11	100.0%
Tanzania	43	63.2%	25	36.8%	68	100.0%
Malawi	25	62.5%	15	37.5%	40	100.0%
Mozambique	27	60.0%	18	40.0%	45	100.0%
Kenya	43	59.7%	29	40.3%	72	100.0%
Swaziland	17	58.6%	12	41.4%	29	100.0%
Liberia	9	56.3%	7	43.8%	16	100.0%
Nigeria	25	53.2%	22	46.8%	47	100.0%
Botswana	24	50.0%	24	50.0%	48	100.0%
Namibia	24	49.0%	25	51.0%	49	100.0%
Lesotho	17	44.7%	21	55.3%	38	100.0%
South Africa	110	42.3%	150	57.7%	260	100.0%
Sudan	5	41.7%	7	58.3%	12	100.0%

As far as AGE and Country are concerned, the results in Table 2.19 show that the majority of those who have conducted evaluation research in South Africa - 33.7% - are between 31 and 40 years old. The same age group is also the majority for those who have conducted evaluation research in Ghana (36.6%) and Zimbabwe (34.6%). This is seen to be the general trend across the countries except for Liberia, Mozambique, Nigeria, Sierra Leone, South Sudan and Uganda. For these countries, there were slightly more respondents in the 41 to 49 years category compared to those between the ages of 31 of 40.

Table 2.19: Country by age

Countries	30 and below		31-40		41-49		50-59		60-69		70-79		Count
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Botswana	0	0.0%	11	23.4%	13	27.7%	12	25.5%	7	14.9%	4	8.5%	47
Burkina Faso	0	0.0%	7	43.8%	3	18.8%	4	25.0%	0	0.0%	2	12.5%	16
Cameroon	0	0.0%	4	25.0%	6	37.5%	5	31.3%	1	6.3%	0	0.0%	16
DRC	1	4.3%	7	30.4%	8	34.8%	4	17.4%	3	13.0%	0	0.0%	23
Ethiopia	2	3.0%	25	37.3%	21	31.3%	12	17.9%	5	7.5%	2	3.0%	67
Ghana	11	11.8%	34	36.6%	19	20.4%	18	19.4%	8	8.6%	3	3.2%	93
Kenya	2	2.9%	28	40.0%	13	18.6%	14	20.0%	9	12.9%	4	5.7%	70
Lesotho	1	2.6%	15	39.5%	8	21.1%	7	18.4%	6	15.8%	1	2.6%	38
Liberia	0	0.0%	5	33.3%	6	40.0%	1	6.7%	2	13.3%	1	6.7%	15
Malawi	1	2.6%	14	35.9%	10	25.6%	5	12.8%	6	15.4%	3	7.7%	39
Mali	0	0.0%	3	30.0%	3	30.0%	3	30.0%	1	10.0%	0	0.0%	10
Mozambique	1	2.3%	11	25.6%	15	34.9%	8	18.6%	6	14.0%	2	4.7%	43
Namibia	2	4.2%	17	35.4%	15	31.3%	7	14.6%	5	10.4%	2	4.2%	48
Nigeria	2	4.4%	12	26.7%	16	35.6%	8	17.8%	6	13.3%	1	2.2%	45
Rwanda	2	6.7%	7	23.3%	11	36.7%	5	16.7%	3	10.0%	2	6.7%	30
Sierra Leone	0	0.0%	3	25.0%	4	33.3%	4	33.3%	1	8.3%	0	0.0%	12
Somalia	0	0.0%	5	41.7%	3	25.0%	1	8.3%	1	8.3%	2	16.7%	12
South Africa	26	10.1%	87	33.7%	68	26.4%	52	20.2%	21	8.1%	4	1.6%	258
South Sudan	1	4.5%	8	36.4%	7	31.8%	3	13.6%	1	4.5%	2	9.1%	22
Sudan	0	0.0%	4	36.4%	4	36.4%	2	18.2%	1	9.1%	0	0.0%	11
Swaziland	0	0.0%	10	34.5%	11	37.9%	5	17.2%	2	6.9%	1	3.4%	29
Tanzania	0	0.0%	23	34.8%	24	36.4%	11	16.7%	6	9.1%	2	3.0%	66
Uganda	2	2.8%	22	31.0%	21	29.6%	14	19.7%	7	9.9%	5	7.0%	71
Zambia	1	1.6%	17	27.4%	20	32.3%	15	24.2%	6	9.7%	3	4.8%	62
Zimbabwe	5	6.5%	28	36.4%	22	28.6%	11	14.3%	7	9.1%	4	5.2%	77

2.5.2 Types of evaluation-related work done

Respondents identified the different types of evaluation related work that they have conducted ranging from conducting evaluations to writing about evaluations. As shown in Table 2.20, the majority of respondents indicated that they have conducted evaluations (n=405). But it is also interesting that large proportions of respondents have been involved in contracting evaluations (44%), providing technical assistance on evaluation studies (36%) and providing training in evaluation (34%). Figure 2.7 below presents the frequencies for each type of evaluation-related work conducted and Table 2.21 shows other types of evaluation-related work that include drafting TORs and follow-up.

Table 2.20: Types of evaluation related work undertaken by respondents

Types of evaluation related work	Count	Percent	Valid Percent
Conducting evaluations	405	71.8%	77.1%
Planning/contracting for evaluations (that others conduct)	230	40.8%	43.8%
Technical assistance	188	33.3%	35.8%
Training others in evaluation	180	31.9%	34.3%
Writing about evaluation	121	21.5%	23.0%
Teaching evaluation	84	14.9%	16.0%
Student in evaluation	51	9.0%	9.7%
Not applicable	13	2.3%	2.5%

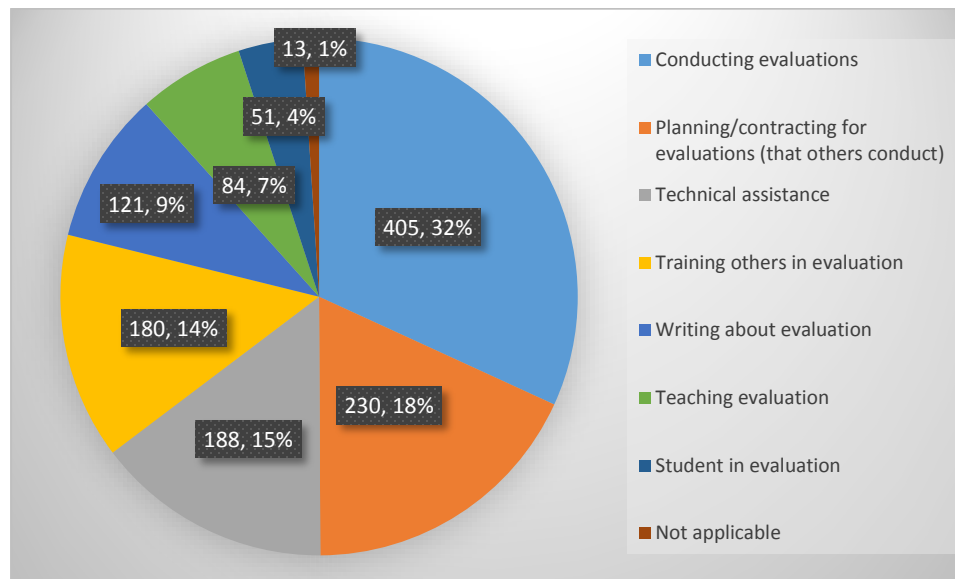


Figure 2.7: Types of evaluation work

Other types of evaluation-related work done

Table 2.21: Other types of evaluation related work undertaken by respondent

Evaluation related work	Frequency
Assess Findings	2
Data Collection/Analysis	2
Research	2
Supervise Evaluations	2
Analyst	1
Audit Evaluations; Editing	1
Board Member; develop Evaluation Systems	1
Capacity Development	1
Coordination	1
Data Collection/Analysis; Quality assurance	1
Design Evaluation Systems; Run Pilots	1
Design Evaluations	1
Developing Instruments	1
Developing Material	1
Draft TOR	1
Draft TOR; Manager	1
Draft TOR; Quality Assurance; Follow-up	1
Follow-up	1
Management; Communication; Capacity Development	1
Member of Evaluation Society	1
Support	1
Team Leader; Develop Methodology; Manage evaluations; Quality assurance	1

In Tables 2.22, 2.23 and 2.24 we present an analysis of evaluation related work by gender, age and qualification within evaluation. We also present an analysis of type of evaluation-related work by respondents' years of experience.

Table 2.22: Type of evaluation-related work by gender

Evaluation related work	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
Conducting evaluations	234	58.2%	168	41.8%	402	100.0%
Planning/contracting for evaluations (that others conduct)	134	58.5%	95	41.5%	229	100.0%
Student in evaluation	30	58.8%	21	41.2%	51	100.0%

Teaching evaluation	51	60.7%	33	39.3%	84	100.0%
Technical assistance	107	57.5%	79	42.5%	186	100.0%
Training others in evaluation	109	61.2%	69	38.8%	178	100.0%
Writing about evaluation	70	58.3%	50	41.7%	120	100.0%

Most of the respondents (n=402) identified conducting evaluations as the type of evaluation work they were mostly involved in. Males accounted for 58.2% of those respondents while females accounted for 41.8%.

Table 2.23: Type of evaluation-related work by age

Evaluation related work	30 and below		31-40		41-49		50-59		60-69		70-79		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Conducting evaluations	37	9.4%	149	37.7%	104	26.3%	70	17.7%	28	7.1%	7	1.8%	395	100.0%
Planning/contracting for evaluations (that others conduct)	17	7.6%	88	39.3%	68	30.4%	34	15.2%	15	6.7%	2	0.9%	224	100.0%
Student in evaluation	10	19.6%	21	41.2%	10	19.6%	8	15.7%	1	2.0%	1	2.0%	51	100.0%
Teaching evaluation	3	3.7%	30	36.6%	28	34.1%	12	14.6%	7	8.5%	2	2.4%	82	100.0%
Technical assistance	14	7.6%	79	42.9%	50	27.2%	28	15.2%	11	6.0%	2	1.1%	184	100.0%
Training others in evaluation	13	7.4%	68	38.6%	58	33.0%	24	13.6%	12	6.8%	1	0.6%	176	100.0%
Writing about evaluation	7	5.8%	43	35.8%	35	29.2%	26	21.7%	8	6.7%	1	0.8%	120	100.0%

Respondents in the 31-40 years category were the majority across all the categories of types of evaluation related work done. For instance, respondents who identified their evaluation related work as planning and contracting for evaluations (that others conduct) were the second largest number (224). In that category, those between the ages of 31 and 40 were the majority (39.3%). There were fewer respondents who identified themselves as students in evaluation (n=51) compared to other categories and the majority of these respondents (41.2%) fall within the 31-40 years age category.

Table 2.24: Type of evaluation-related work by qualification within evaluation

Evaluation related work		Highest qualification in Evaluation			
		Diploma	Honour's Degree	Master's Degree	Subtotal
Conducting evaluations	Count	95	22	68	185
	Row N %	51.4%	11.9%	36.8%	100.0%
Planning/contracting for evaluations (that others conduct)	Count	59	12	42	113
	Row N %	52.2%	10.6%	37.2%	100.0%
Student in evaluation	Count	17	2	6	25
	Row N %	68.0%	8.0%	24.0%	100.0%
Teaching evaluation	Count	19	4	14	37
	Row N %	51.4%	10.8%	37.8%	100.0%
Technical assistance	Count	44	9	38	91
	Row N %	48.4%	9.9%	41.8%	100.0%
Training others in evaluation	Count	46	7	46	99
	Row N %	46.5%	7.1%	46.5%	100.0%
Writing about evaluation	Count	27	12	31	70
	Row N %	38.6%	17.1%	44.3%	100.0%

A high number of respondents (n=185) selected conducting evaluations as evaluation related work that they do. There were more respondents with a Diploma compared to other qualifications within the evaluation field for this category. This trend is seen for all the other types of evaluation related work except for 'Training others in evaluation'. For this type of evaluation related work, respondents with a Diploma and respondents with a Master's Degree account for 46.5% respectively. Respondents with a Doctorate, Bachelor's Degree and Licentiate were excluded from this analysis because of the small numbers they represented compared to the other qualifications.

The cross tabulation of evaluation-related work by experience (Table 2.25) shows that the majority of our respondents generally have less than 15 years of experiences (with the largest proportions in the interval between 6 and 10). Again these results should not be surprising as the emergence of a professional cadre of evaluators is a fairly recent phenomenon in most African countries.

Table 2.25: Type of evaluation-related work by years of experience

Type of evaluation related work		Years of Experience						Subtotal
		0-5	6-10	11-15	16-20	21-25	26 and above	
Conducting evaluations	Count	141	135	64	31	12	10	393
	Row N %	35.9%	34.4%	16.3%	7.9%	3.1%	2.5%	100.0%
Planning/contracting for evaluations (that others conduct)	Count	72	87	41	17	4	5	226
	Row N %	31.9%	38.5%	18.1%	7.5%	1.8%	2.2%	100.0%
Student in evaluation	Count	33	7	4	2	0	1	47

	Row N %	70.2%	14.9%	8.5%	4.3%	0.0%	2.1%	100.0%
Teaching evaluation	Count	22	31	15	9	4	2	83
	Row N %	26.5%	37.3%	18.1%	10.8%	4.8%	2.4%	100.0%
Technical assistance	Count	58	67	33	15	8	3	184
	Row N %	31.5%	36.4%	17.9%	8.2%	4.3%	1.6%	100.0%
Training others in evaluation	Count	48	68	37	16	6	3	178
	Row N %	27.0%	38.2%	20.8%	9.0%	3.4%	1.7%	100.0%
Writing about evaluation	Count	29	51	19	12	7	2	120
	Row N %	24.2%	42.5%	15.8%	10.0%	5.8%	1.7%	100.0%

2.5.3 Typical role in conducting evaluations

What are the typical roles that our respondents perform when they conduct evaluation studies? Figure 2.8 presents some rather surprising results as the main roles listed all refer to managing or supervising or consulting on evaluations rather than carrying out all evaluation activities on their own. Again this reflects the fact that many of our respondents are employed in government or NGO's where they perform multiple functions in the evaluation field.

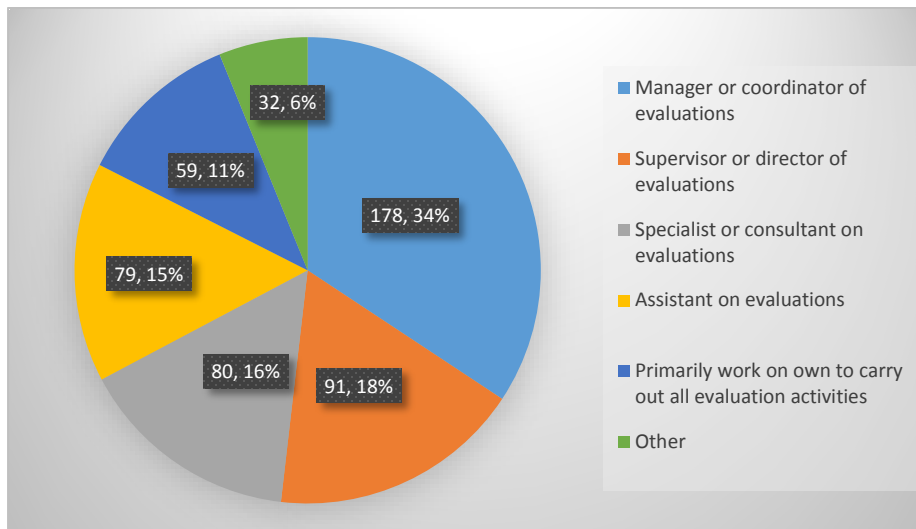


Figure 2.8: Typical roles in conducting evaluations

Other typical roles in conducting evaluations

Table 2.26: Other typical roles in conducting evaluations

Typical roles	Frequency
Student	6
Teaching	4
Conduct Evaluations	2
Quality Control	2
Utilize Evaluation Findings	2
Commission; Promote Use	1
Communicate Results	1
Develop Proposals for Evaluations	1
Support TOR development; Research	1
Training	1

2.5.4 Nature of the evaluation services provided

One of the recurring themes in evaluation studies is the balance between conducting internal evaluations versus commissioning external evaluations. The next question asked respondents to indicate which of these (or both) they are typically involved in. The results are perhaps not entirely unexpected as they show a very even split between the three logical options: internal and external both, primarily internal or primarily external. Again this reinforces some of our previous results that point to the fact that many of our respondents perform multiple roles and functions in their organisations.

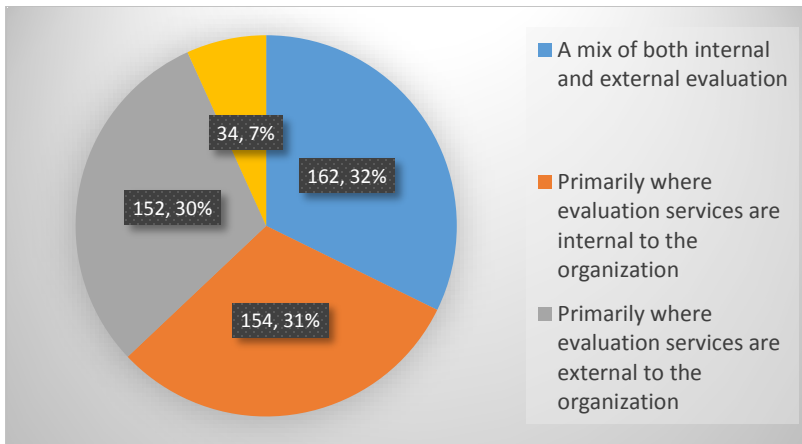


Figure 2.9: Nature of evaluation services provided

Other evaluation services provided (with regard to nature of services provided)

Table 2.27: Other evaluation services provided

Evaluation services	Frequency
Commission Evaluations	1
Conduct Evaluations	4
Coordinate Evaluations	2
Coordinate Evaluations; Assist with TOR: Offer Support	1
Data Collection	1
Manage Evaluations; Facilitate Evaluations	1
Offer Support	1
Offer Support; Coordinate Evaluations	1
Quality Assurance	3
Research	1
Research; Utilize Findings	1
Student	3
Teaching	1
Technical Support; Manage Evaluations	1
Training	1

2.5.5 Areas in which evaluation-related work done

In which areas or subject domains do our respondents conduct evaluations? The results presented in Table 2.28 show the dominance of evaluation studies in the fields of health and specifically public health. But the results also show that evaluation studies are being conducted over a wide range of subject areas.

Table 2.28: Areas in which evaluation work has been done

Areas	Count	Percent	Valid Percent
Health/Public health	219	38.8%	42%
Public policy/Public administration	154	27.3%	29%
Economic development	136	24.1%	26%
Agriculture	132	23.4%	25%
Education: Other	128	22.7%	24%
Education: Schooling	123	21.8%	23%
Human development	120	21.3%	23%
Youth development	120	21.3%	23%
Social work	94	16.7%	18%
Environment	87	15.4%	17%
Education: Early Childhood Development	81	14.4%	15%
Business and industry	65	11.5%	12%
Organizational behaviour	65	11.5%	12%
Water	63	11.2%	12%
Sanitation	62	11.0%	12%
Disaster/Emergency management	49	8.7%	9%
Urban development	47	8.3%	9%
Energy	27	4.8%	5%
Information systems	25	4.4%	5%
Arts and culture	24	4.3%	5%
Lesbian, gay, bisexual and transgender issues	21	3.7%	4%
Indigenous peoples	19	3.4%	4%
Medicine	17	3.0%	3%
Science, technology, engineering, math (STEM)	17	3.0%	3%

Areas	Count	Percent	Valid Percent
Media	14	2.5%	3%
Law/Criminal justice	11	2.0%	2%
Not applicable	0	0.0%	0%

Other areas in which evaluation-related work done

Table 2.29: Other areas in which evaluation work has been done

	Frequency
Development	8
Vulnerable Population	8
Gender	7
Governance	5
Governance; Security	3
Nutrition	3
Transport	3
Governance; Human Rights	2
Government	2
Health	2
Infrastructure Development	2
Security	2
Sport	2
Aid Modalities; Climate Change	1
Climate Change	1
Climate Change; Ecology; Poverty Reduction	1
Conflict Management	1
Development; Gender; Governance	1
Development; Human rights	1
Development; SMME; Gender	1
Development; Sustainability	1
Disaster Relief	1
Empowerment	1
Financial	1
Fisheries	1
Food Security; Humanitarian; Climate Change	1
Food Security; Nutrition	1
Forestry	1

Gender; Human Rights; Skills Development	1
Institutional Development; Rural Development; Vocational Training	1
Organizations	1
Policy Implementation	1
Post-School Education and Training	1
Poverty Reduction	1
Skills Development	1
Taxation	1
Telecommunications	1
Trade	1
Vulnerable Population; Science Engagement	1
Women empowerment; Vulnerable Populations	1

The next two tables cross tabulate the selected areas of work by gender and age of respondents.

Table 2.30: Evaluation work and gender

Areas in which evaluation work has been done:	Gender					
	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
Disaster/Emergency management	38	77.6%	11	22.4%	49	100.0%
Business and industry	45	70.3%	19	29.7%	64	100.0%
Water	43	68.3%	20	31.7%	63	100.0%
Economic development	90	67.2%	44	32.8%	134	100.0%
Agriculture	87	66.4%	44	33.6%	131	100.0%
Urban development	30	65.2%	16	34.8%	46	100.0%
Education: Early Childhood Development	51	63.0%	30	37.0%	81	100.0%
Public policy/Public administration	93	61.2%	59	38.8%	152	100.0%
Social work	56	59.6%	38	40.4%	94	100.0%
Education: Schooling	72	58.5%	51	41.5%	123	100.0%
Organizational behaviour	38	58.5%	27	41.5%	65	100.0%
Health/Public health	124	56.6%	95	43.4%	219	100.0%
Youth development	63	53.4%	55	46.6%	118	100.0%
Education: Other	68	53.1%	60	46.9%	128	100.0%

The majority of respondents indicated that they have done evaluation work in the field of Health/Public Health (n=219). Of these, 56.6% were male and 43.4% were female. Compared to all other areas of work, 'urban development' was selected by a smaller number of respondents (n=46). Of these respondents, 43 were male and 20 were females. Other areas of work were excluded from this analysis because of the very

small numbers e.g. lesbian, gay, bisexual and transgender issues (n=3), media (n=6) and arts and culture (n=6)

Table 2.31: Evaluation work and age

Areas in which evaluation work has been done:	Age of respondents											
	30 and below		31-40		41-49		50-59		60-69		70-79	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Agriculture	14	10.7%	54	41.2%	32	24.4%	18	13.7%	9	6.9%	4	3.1%
Business and industry	10	15.6%	20	31.3%	13	20.3%	16	25.0%	2	3.1%	3	4.7%
Disaster/Emergency management	2	4.3%	25	53.2%	11	23.4%	5	10.6%	4	8.5%	0	0.0%
Economic development	8	6.0%	57	42.9%	41	30.8%	19	14.3%	4	3.0%	4	3.0%
Education: Early Childhood Development	11	13.8%	31	38.8%	21	26.3%	13	16.3%	3	3.8%	1	1.3%
Education: Schooling	11	9.0%	43	35.2%	37	30.3%	18	14.8%	10	8.2%	3	2.5%
Education: Other	12	9.5%	41	32.5%	37	29.4%	25	19.8%	10	7.9%	1	0.8%
Health/Public health	15	7.0%	92	42.8%	59	27.4%	35	16.3%	11	5.1%	3	1.4%
Organizational behaviour	3	4.8%	16	25.8%	23	37.1%	14	22.6%	4	6.5%	2	3.2%
Public policy/Public administration	10	6.7%	47	31.5%	51	34.2%	29	19.5%	8	5.4%	4	2.7%
Social work	9	9.6%	40	42.6%	31	33.0%	12	12.8%	1	1.1%	1	1.1%
Urban development	2	4.3%	24	52.2%	7	15.2%	8	17.4%	5	10.9%	0	0.0%
Water	2	3.3%	25	41.0%	15	24.6%	13	21.3%	3	4.9%	3	4.9%
Youth development	10	8.3%	54	45.0%	38	31.7%	14	11.7%	3	2.5%	1	0.8%

1.11.5 Areas in which evaluation work has been done by nature of evaluation service offered

Table 2.32: Evaluation work and nature of evaluation services provided

Areas in which evaluation work has been done:		Nature of the evaluation services provided			
		Primarily where evaluation services are external to the organization	Primarily where evaluation services are internal to the organization	A mix of both internal and external evaluation	Subtotal
Agriculture	Count	51	29	45	125
	Row N %	40.8%	23.2%	36.0%	100.0%
Business and industry	Count	31	11	19	61
	Row N %	50.8%	18.0%	31.1%	100.0%
Disaster/Emergency management	Count	15	10	19	44
	Row N %	34.1%	22.7%	43.2%	100.0%
Economic development	Count	59	21	48	128
	Row N %	46.1%	16.4%	37.5%	100.0%
Education: Early Childhood Development	Count	29	12	35	76
	Row N %	38.2%	15.8%	46.1%	100.0%
Education: Schooling	Count	41	19	47	107
	Row N %	38.3%	17.8%	43.9%	100.0%
Education: Other	Count	33	36	49	118
	Row N %	28.0%	30.5%	41.5%	100.0%
Health/Public health	Count	73	53	75	201
	Row N %	36.3%	26.4%	37.3%	100.0%
Organizational behaviour	Count	20	9	28	57
	Row N %	35.1%	15.8%	49.1%	100.0%
Public policy/Public administration	Count	52	38	51	141
	Row N %	36.9%	27.0%	36.2%	100.0%
Social work	Count	27	24	33	84
	Row N %	32.1%	28.6%	39.3%	100.0%
Urban development	Count	23	5	10	38
	Row N %	60.5%	13.2%	26.3%	100.0%
Water	Count	20	14	23	57
	Row N %	35.1%	24.6%	40.4%	100.0%
Youth development	Count	36	19	55	110
	Row N %	32.7%	17.3%	50.0%	100.0%

2.6 Evaluation Rationale, Approaches and Methods

High-level findings:

- The least common purpose of evaluation was accounting to donors/ funders/ commissioners (24% never used)
- 94% either frequently or occasionally carried out evaluations for decision-making
- The most common evaluation approach listed was participatory evaluation (88% frequently or occasionally used)
- The least common evaluation approach was feminist evaluation (76% never used)

- The most common type of evaluation was programme monitoring and process evaluation (93% frequently or occasionally used)
- The least common type of evaluation was evaluability assessment (44% never used)
- The most common evaluation method utilized was face-to-face interviews (98% frequently or occasionally used)

2.6.1 Purposes of evaluation

The results on the question about the main purpose of evaluations conducted by respondents are very interesting. According to the respondents they frequently conduct evaluations for decision-making (summative intent) followed by evaluations to improve practice (formative intent). Perhaps not surprisingly, fewer respondents indicated that they conduct evaluations to general knowledge.

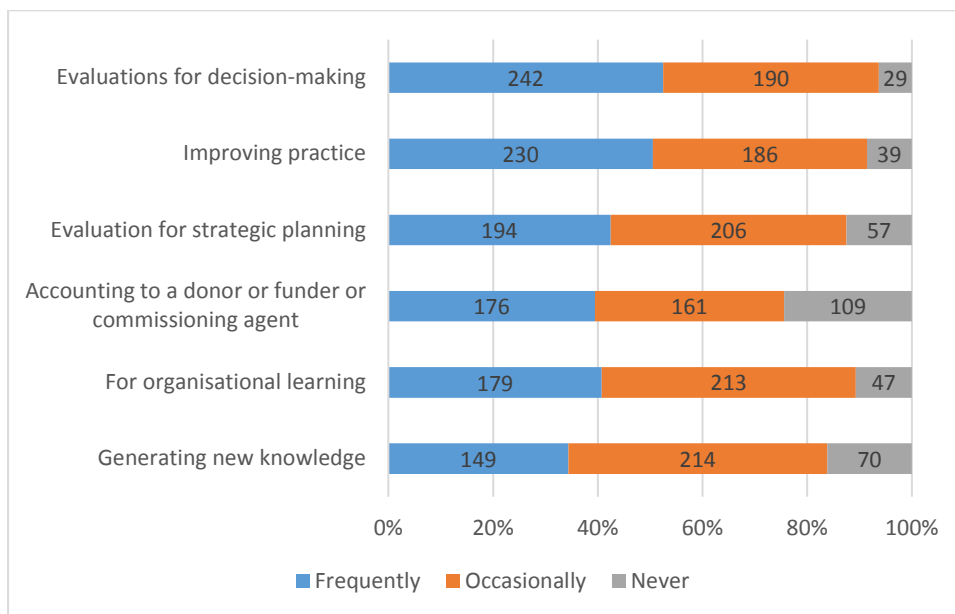


Figure 2.10: Purposes of evaluations conducted

Other purposes of evaluation

Table 2.33 Other purposes of evaluation studies as reported

	Frequency
Assess Performance	3
Identifying Impact	3
Compliance	1
Inform Research	1
Policy Making	1
Programme Adaptability	1
Research	1
Review and Assessment	1
Risk management	1

1.12.1 Purposes of evaluation by gender**Table 2.34: Evaluation purpose by gender**

Purposes of evaluation	Gender					
	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
Evaluations for decision-making	154	64.2%	86	35.8%	240	100.0%
Evaluation for strategic planning	119	61.7%	74	38.3%	193	100.0%
For organisational learning	110	61.8%	68	38.2%	178	100.0%
Generating new knowledge	98	66.2%	50	33.8%	148	100.0%
Improving practice	140	61.1%	89	38.9%	229	100.0%

The highest number of respondents (n=240) identified ‘decision making’ as the purpose of the evaluations they have conducted. Males accounted for 64.2% of that category and females 35.8%. This is followed by those that indicate ‘improving practice’ (n=229) as the purpose of the evaluation. Again, there were more males than females in this category (61.1% and 38.9% respectively). In comparison, there were fewer respondents who identified ‘generating new knowledge’ as a purpose for the evaluations (n=148). Of these respondents, 66.2% were male and 33.8% female.

2.6.2 Evaluation approaches used

Table 2.35: Evaluation approaches used by respondents

		Count	Column N %
Appreciative inquiry	Never	177	45.2%
	Occasionally	138	35.2%
	Frequently	77	19.6%
Empowerment evaluation	Never	154	40.8%
	Occasionally	143	37.9%
	Frequently	80	21.2%
Feminist evaluation	Never	277	75.7%
	Occasionally	72	19.7%
	Frequently	17	4.6%
Most significant change approach	Never	148	37.7%
	Occasionally	163	41.5%
	Frequently	82	20.9%
Naturalistic evaluation	Never	244	70.5%
	Occasionally	80	23.1%
	Frequently	22	6.4%
Participatory evaluation	Never	53	11.9%
	Occasionally	145	32.7%
	Frequently	246	55.4%
RCT (Randomised control trials)	Never	218	58.0%
	Occasionally	115	30.6%
	Frequently	43	11.4%
Realist evaluation	Never	200	55.2%
	Occasionally	116	32.0%
	Frequently	46	12.7%
Responsive evaluation	Never	176	48.5%
	Occasionally	129	35.5%
	Frequently	58	16.0%
Theory- based evaluation	Never	106	25.3%
	Occasionally	176	42.0%
	Frequently	137	32.7%
Utilization-focused evaluation	Never	125	31.4%
	Occasionally	141	35.4%
	Frequently	132	33.2%

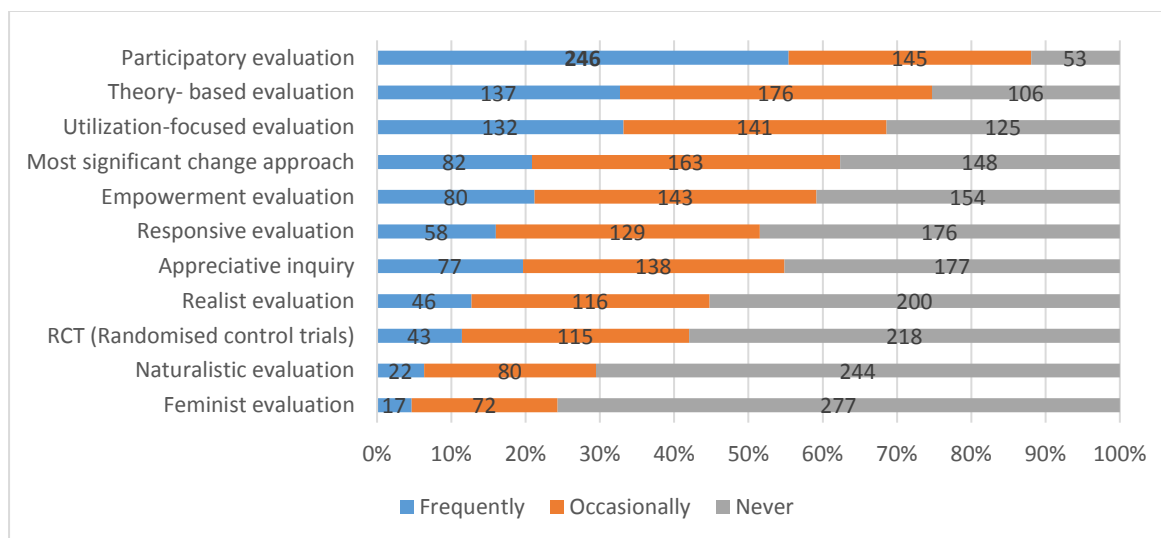


Figure 2.11: Evaluation approaches used

Other evaluation approaches used

Table 2.36: Other evaluation approaches used by respondents

Approach	Frequency
Academic Evaluation	1
Case Studies; Content Analysis; Triangulation	1
Formative Evaluations; Impact Evaluations	1
Impact Evaluations; Social Return on Investment Evaluation	1
Implementation Evaluation; Summative Evaluations	1
Meta evaluation	1
Mixed Methods	4
No formal theoretical approach	1
Non-experimental (counterfactual)	1
Outcome Harvesting	3
Outcome Mapping	1
Outcome Mapping; Outcome Harvesting; Case Study	1
Outcome Mapping; Systems Evaluation	1
Participatory Evaluation	1
Process Evaluation	2
Process Evaluation; Outcome Evaluation	1
Quasi-experimental	2
Quasi-experimental; Impact Assessment	1

Quasi-experimental; Qualitative	1
Results framework; Theory of change	1
Significant Change	1
Surveys	1
Systemic intervention mapping	1
Various	1

2.6.3 Evaluation approaches used by gender

Table 2.37: Evaluation approaches used by gender of respondents

Evaluation approach used	Gender					
	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
RCT (Randomised control trials)	35	81.4%	8	18.6%	43	100.0%
Responsive evaluation	47	81.0%	11	19.0%	58	100.0%
Naturalistic evaluation	15	68.2%	7	31.8%	22	100.0%
Realist evaluation	31	67.4%	15	32.6%	46	100.0%
Empowerment evaluation	49	62.0%	30	38.0%	79	100.0%
Appreciative inquiry	46	60.5%	30	39.5%	76	100.0%
Most significant change approach	47	58.8%	33	41.3%	80	100.0%
Utilization-focused evaluation	77	58.8%	54	41.2%	131	100.0%
Participatory evaluation	142	58.2%	102	41.8%	244	100.0%
Theory- based evaluation	77	56.6%	59	43.4%	136	100.0%
Feminist evaluation	6	35.3%	11	64.7%	17	100.0%

If one considers that the gender split for our sample is 55:45 (male to female), Table 2.37 shows quite clear preferences for specific evaluation approaches by gender. Male respondents overwhelmingly selected RCT's, responsive evaluation, naturalistic evaluation, empowerment evaluation and appreciative inquiry, whereas female respondents were more likely to select feminist evaluation, TBE and participatory evaluation.

1.12.2 Evaluation approaches used by age

Table 2.38: Evaluation approaches used by age of respondents

Evaluation approach	Age of respondents													
	30 and below		31-40		41-49		50-59		60-69		70-79		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Appreciative inquiry	10	13.3 %	33	44.0 %	18	24.0 %	8	10.7 %	5	6.7 %	1	1.3 %	75	100.0 %
Empowerment evaluation	7	8.9%	39	49.4 %	20	25.3 %	10	12.7 %	1	1.3 %	2	2.5 %	79	100.0 %
Feminist evaluation	2	12.5 %	4	25.0 %	4	25.0 %	4	25.0 %	1	6.3 %	1	6.3 %	16	100.0 %
Most significant change approach	8	9.9%	43	53.1 %	16	19.8 %	11	13.6 %	2	2.5 %	1	1.2 %	81	100.0 %
Naturalistic evaluation	2	10.0 %	10	50.0 %	7	35.0 %	0	0.0%	1	5.0 %	0	0.0 %	20	100.0 %
Participatory evaluation	26	10.7 %	90	37.2 %	69	28.5 %	38	15.7 %	16	6.6 %	3	1.2 %	242	100.0 %
RCT (Randomised control trials)	3	7.1%	17	40.5 %	11	26.2 %	9	21.4 %	2	4.8 %	0	0.0 %	42	100.0 %
Realist evaluation	5	11.1 %	14	31.1 %	14	31.1 %	10	22.2 %	1	2.2 %	1	2.2 %	45	100.0 %
Responsive evaluation	7	12.1 %	29	50.0 %	11	19.0 %	8	13.8 %	2	3.4 %	1	1.7 %	58	100.0 %
Theory-based evaluation	16	11.9 %	44	32.6 %	39	28.9 %	23	17.0 %	10	7.4 %	3	2.2 %	135	100.0 %

When analysed by age, Participatory Evaluation remains the approach that has been frequently used by the majority of respondents (n=242) followed by Theory-based Evaluation (n=135). Respondents between the ages of 31 and 40 accounted for the largest number of those who indicated that they have frequently used Participatory Evaluation (37.2%). Compared to other evaluation approaches, most respondents that were 30 years and below indicated that they had frequently used Participatory Evaluation (n= 26). On the other hand very few respondents in the same age category indicated that they used Feminist Evaluation and Naturalistic Evaluation (n=2 for both).

2.6.4 Types of evaluation used

The responses to the question on the types of evaluations being undertaken are perhaps not surprising. It does show the continued dominance of programme monitoring studies over evaluations. But the second and third most frequently undertaken studies are process and impact evaluations.

Table 2.39: Types of evaluation designs conducted

		Count	Column N %
Clarificatory Evaluation (focus on design)	Never	138	35.4%
	Occasionally	169	43.3%
	Frequently	83	21.3%
Economic Evaluation (Cost Analysis, Cost-Effectiveness Evaluation, Cost-Benefit Analysis, Cost-Utility Analysis)	Never	148	37.3%
	Occasionally	167	42.1%
	Frequently	82	20.7%
Evaluability Assessment	Never	167	44.2%
	Occasionally	153	40.5%
	Frequently	58	15.3%
Impact Evaluation	Never	44	9.5%
	Occasionally	218	47.2%
	Frequently	200	43.3%
Process Evaluation	Never	33	7.3%
	Occasionally	158	35.0%
	Frequently	261	57.7%
Programme Monitoring	Never	31	6.6%
	Occasionally	117	24.7%
	Frequently	325	68.7%

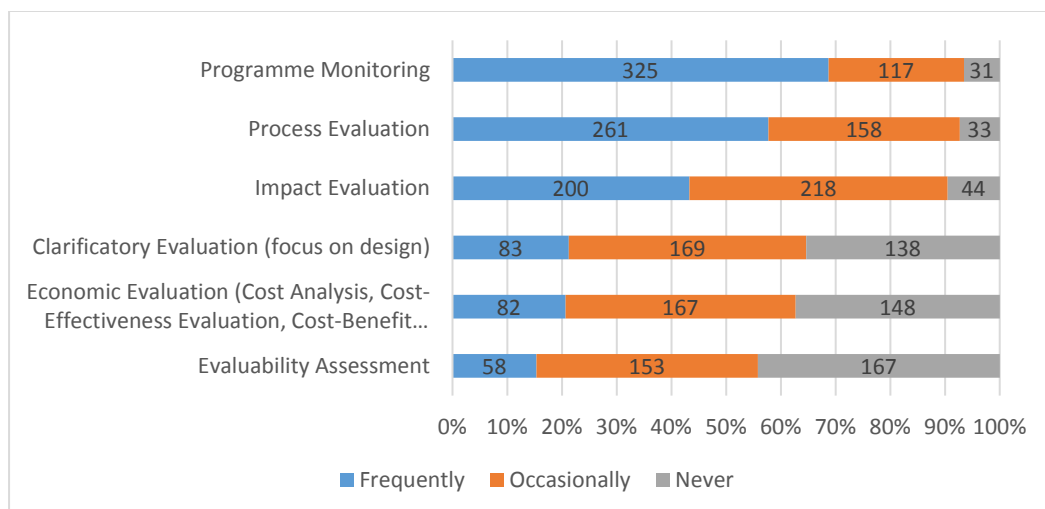


Figure 2.12: Types of evaluations undertaken

Other types of evaluation used

Table 2.40: Other types of evaluation designs conducted

	Frequency
Baseline Studies	1
Case Studies; Longitudinal Studies	1
Developmental Evaluation; Mixed methods evaluation	1
Diagnostic Evaluation; Outcome Evaluation	2
Evaluation Synthesis	1
Goal Free Evaluation	1
Meta Evaluation	1
Needs Evaluation	1
Outcomes Evaluation	3
Project Terminal Evaluation	1
Relevance of the Design, Impact Evaluation; Process Evaluation	1
Thematic Evaluation	1
Training	1

Table 2.41: Types of evaluation used by gender

Evaluation type	Gender
-----------------	--------

	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
Economic Evaluation (Cost Analysis, Cost-Effectiveness Evaluation, Cost-Benefit Analysis, Cost-Utility Analysis)	60	73.2%	22	26.8%	82	100.0%
Evaluability Assessment	40	70.2%	17	29.8%	57	100.0%
Impact Evaluation	126	63.3%	73	36.7%	199	100.0%
Process Evaluation	163	62.9%	96	37.1%	259	100.0%
Clarificatory Evaluation (focus on design)	51	61.4%	32	38.6%	83	100.0%
Programme Monitoring	193	59.6%	131	40.4%	324	100.0%

Table 2.42: Types of evaluation by years of experience

Evaluation type	Years of experience													
	0-5		6-10		11-15		16-20		21-25		26 and above		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Clarificatory Evaluation (focus on design)	27	33.3%	36	44.4%	7	8.6%	6	7.4%	4	4.9%	1	1.2%	81	100.0%
Economic Evaluation (Cost Analysis, Cost-Effectiveness Evaluation, Cost-Benefit Analysis, Cost-Utility Analysis)	28	34.6%	26	32.1%	15	18.5%	7	8.6%	3	3.7%	2	2.5%	81	100.0%
Evaluability Assessment	16	27.6%	26	44.8%	9	15.5%	5	8.6%	2	3.4%	0	0.0%	58	100.0%
Impact Evaluation	71	36.0%	68	34.5%	33	16.8%	11	5.6%	10	5.1%	4	2.0%	197	100.0%
Process Evaluation	85	32.8%	91	35.1%	43	16.6%	21	8.1%	14	5.4%	5	1.9%	259	100.0%
Programme Monitoring	118	36.5%	117	36.2%	54	16.7%	17	5.3%	10	3.1%	7	2.2%	323	100.0%

Analysis according to years of experience shows that the majority of respondents across all the categories (n=323) have frequently conducted Programme Monitoring. Of the 259 respondents who indicated that they have frequently conducted Process Evaluation, the majority have between 6 to 10 years of experience. Within the 16 to 20 years of experience category, the majority of respondents (n=21) indicated that they have frequently conducted Process Evaluation.

Table 2.43: Types of evaluation by professional identity

Evaluation types	Professional identity							
	Evaluation forms a small part of my professional identity after various other disciplines		Evaluation is my primary professional identity		Evaluation is my secondary professional identity after another discipline		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Clarificatory Evaluation (focus on design)	4	5.1%	57	73.1%	17	21.8%	78	100.0%
Economic Evaluation (Cost Analysis, Cost-Effectiveness Evaluation, Cost-Benefit Analysis, Cost-Utility Analysis)	10	13.2%	45	59.2%	21	27.6%	76	100.0%
Evaluability Assessment	2	3.6%	41	74.5%	12	21.8%	55	100.0%
Impact Evaluation	25	13.3%	106	56.4%	57	30.3%	188	100.0%
Process Evaluation	19	7.6%	154	61.8%	76	30.5%	249	100.0%
Programme Monitoring	41	13.3%	171	55.5%	96	31.2%	308	100.0%

Compared to the other evaluation types, there were fewer respondents (n=55) who indicated that they have frequently conducted Evaluability Assessments. The majority of these respondents, 74.5% regard evaluation as their primary professional identity and 21.8% regard evaluation as a secondary professional identity after another discipline. Across all other evaluation types, the majority of respondents regard evaluation as their primary professional identity. For instance, of the 249 respondents who indicated that they have frequently conducted Process Evaluation, 61.8% regard evaluation as their primary professional identity while 30.5% regard evaluation as their secondary identity after another discipline.

2.6.5 Evaluation methods used

At the level of methods, it is interesting that more qualitative methods (individual, focus group and stakeholder interviews) dominate. The two quantitative approaches (surveys and testing) are clearly less frequently employed.

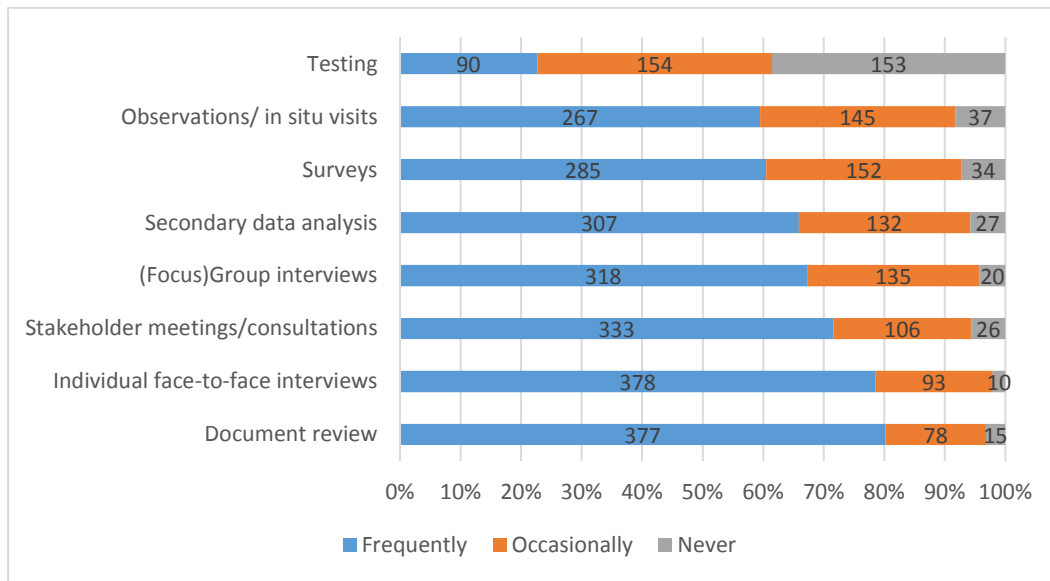


Figure 2.13: Evaluation methods employed

Other evaluation methods used

Table 2.44: Other evaluation methods used as reported by respondent

	Frequency
Evaluation of Awards	1
Outcomes Harvesting; Social Network Analysis	1
Participatory Methodologies	1
Stakeholder Workshops	1
Transect Walks; Mind Mapping; Data Visualisation	1
Written Assessments	1

Evaluation methods used by gender

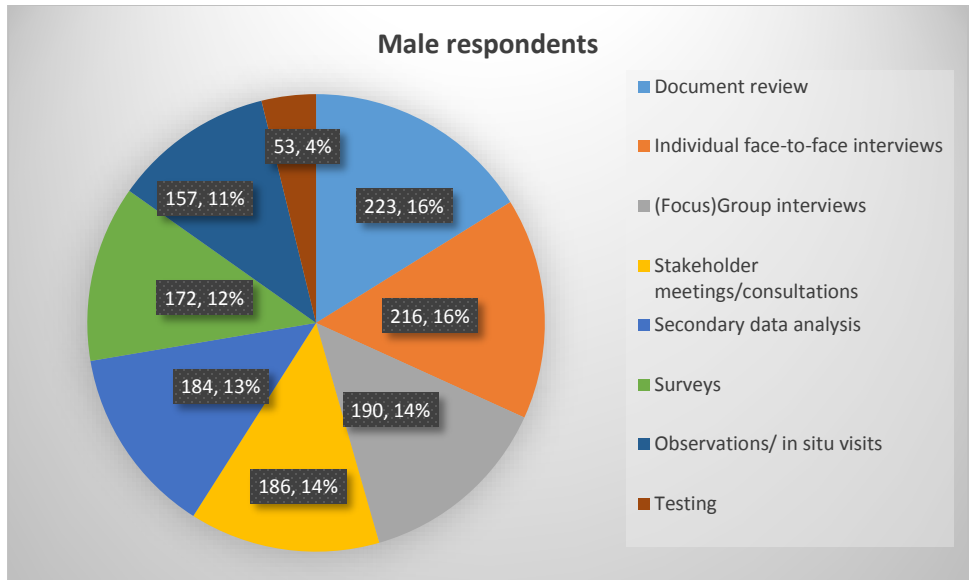


Figure 2.14: Evaluation methods: Male respondents

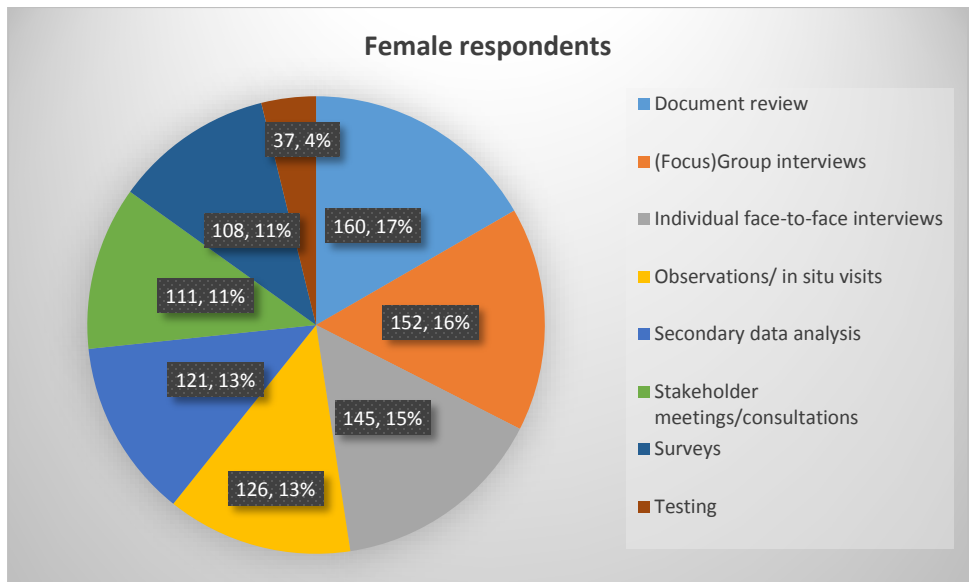


Figure 2.15: Evaluation methods: Female respondents

1.12.4 Evaluation methods used by years of experience

Table 2.45: Evaluation methods used as reported by respondent and years of experience in the field of evaluation

Evaluation method	Years of experience													
	6-10		11-15		16-20		21-25		26 and above		0-5		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Document review	125	33.5 %	64	17.2 %	30	8.0 %	14	3.8 %	9	2.4 %	131	35.1 %	373	100.0 %
(Focus)Group interviews	111	35.1 %	54	17.1 %	24	7.6 %	9	2.8 %	7	2.2 %	111	35.1 %	316	100.0 %
Individual face-to-face interviews	133	35.5 %	65	17.3 %	30	8.0 %	12	3.2 %	8	2.1 %	127	33.9 %	375	100.0 %
Observations/ in situ visits	93	35.1 %	58	21.9 %	23	8.7 %	11	4.2 %	4	1.5 %	76	28.7 %	265	100.0 %
Secondary data analysis	105	34.7 %	57	18.8 %	24	7.9 %	7	2.3 %	6	2.0 %	104	34.3 %	303	100.0 %
Stakeholder meetings/consultations	113	34.2 %	58	17.6 %	26	7.9 %	13	3.9 %	7	2.1 %	113	34.2 %	330	100.0 %
Surveys	104	36.6 %	47	16.5 %	20	7.0 %	9	3.2 %	4	1.4 %	100	35.2 %	284	100.0 %
Testing	40	45.5 %	15	17.0 %	4	4.5 %	4	4.5 %	1	1.1 %	24	27.3 %	88	100.0 %

Individual face-to-face interviews is the method that has been frequently used by respondents with 6 to 10 years of experience (n=133). The same applies for respondents with 11 to 15 years of experience. The majority of respondents in this category (n=65) indicated that they had frequently used this method, followed closely by those who had frequently used 'document review' (n=64). Meanwhile, most of the respondents with 0 to 5 years of experience (n=131) indicated that they had frequently used 'document review' and 127 had frequently used 'individual face-to-face interviews'.

2.7 Experience

High-level findings:

- 41% of our respondents have only between 1 and 5 years of experience doing evaluation work
- One third of our respondents indicated that between 25% and 50% of their work is evaluation-related

2.7.1 Experience

The average respondent indicated that they have about 8 years' of experience working in the field of evaluation (although the median value = 7 years)

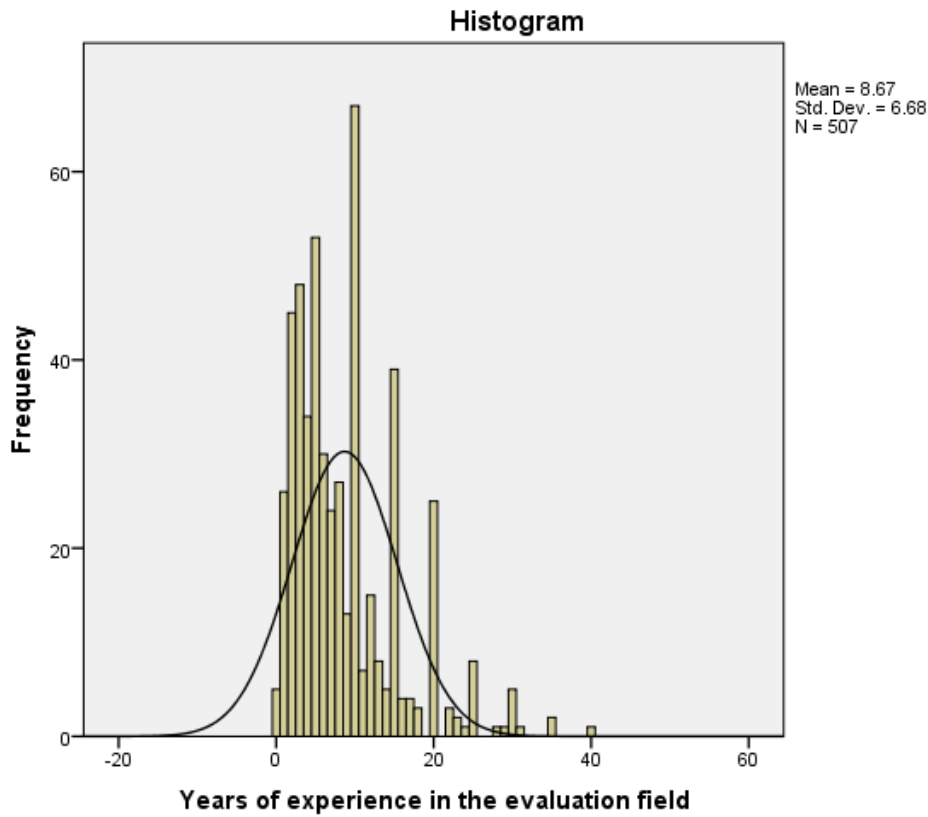


Figure 2.16: Distribution of respondents by years of experience in the field

The breakdown by gender does not show statistically significant differences between male and female respondents.

Table 2.46: Years of experience in the field of evaluation BY gender

Years of experience in the evaluation field				
Gender	Mean	N	Std. Deviation	Median
Male	9.28	283	6.864	8.00
Female	7.94	222	6.397	6.00
Other	4.00	1	.	4.00
Total	8.68	506	6.686	7.00

However, cross tabulation by highest degree did show a highly significant relationship between degree and years of evaluation experience (as one would expect)

Table 2.47: Years of experience in evaluation BY highest qualification

Years of experience in the evaluation field				
Highest qualification	Mean	N	Std. Deviation	Median
Bachelor's Degree	5.41	54	3.998	5.00
Diploma	7.67	6	5.317	9.00
Doctorate	14.49	88	8.106	15.00
Honour's Degree	5.51	59	4.066	5.00
Master's Degree	8.19	288	5.992	7.00
Professional Degree	10.11	9	5.904	10.00
Total	8.71	504	6.685	7.00

A similar result was obtained when we analyzed the Years of experience in the field BY highest qualification in the field of evaluation studies.

Table 2.48: Years of experience in the field of evaluation BY highest qualification in the field

Years of experience in the evaluation field				
Highest qualification in Evaluation	Mean	N	Std. Deviation	Median
Bachelor's Degree	7.33	9	4.213	7.00
Diploma	6.76	123	4.496	6.00
Doctorate	13.20	10	6.494	15.00
Honour's Degree	7.63	27	5.478	7.00
Licentiate	8.06	17	7.172	6.00
Master's Degree	8.74	74	5.083	8.50
Total	7.77	260	5.188	7.00

The results in Tables 2.47 and 2.48 show that those with the highest qualifications, Doctorate and (to some extent Masters degrees), also tend to have the most years of experience in the field of evaluation. This could, of course, simply be a spurious relationship between Age of respondent and Years of Experience. A three-way contingency table (Table 28) shows that the picture is slightly more complex. On the one hand, it quite clearly shows that years of experience is in fact positively correlated with age (pretty

much in all age categories). At the same time, for those respondents who have a Doctorate degree (and to a lesser extent those who have a Master’s degree), the average years of experience is much higher than in the other age categories. To take one comparison: If you have a Master’s degree and are between the ages of 60 and 69, your average years of experience in the evaluation field is 14 years compared to 22 years on average for those in the same age category with Doctorate degrees.

Table 2.49: Years of experience in the field of evaluation BY highest qualification in the field and BY Age interval

				Years of experience in the evaluation field
				Mean
Highest qualification	Bachelor's Degree	Age intervals	30 and below	3
			31-40	5
			41-49	7
			50-59	7
			60-69	.
			70-79	8
	Diploma	Age intervals	30 and below	2
			31-40	8
			41-49	10
			50-59	9
			60-69	.
			70-79	.
	Doctorate	Age intervals	30 and below	.
			31-40	10
			41-49	11
			50-59	14
			60-69	22
			70-79	30
	Honour's Degree	Age intervals	30 and below	3
			31-40	6
			41-49	8
			50-59	5
			60-69	5
			70-79	.
	Master's Degree	Age intervals	30 and below	3
			31-40	6
			41-49	9
			50-59	13
60-69			14	
70-79			18	
Professional Degree	Age intervals	30 and below	.	
		31-40	6	
		41-49	5	
		50-59	15	
		60-69	13	
		70-79	.	

2.7.2 Extent of evaluation-related work

Our sample is nearly evenly split on the question about the proportion of their work devoted to evaluation: A slight majority of respondents (57%) indicated that devoted less than 50% of their work to evaluation related work compared to 43% that indicated that they spent more than 50% of their work on evaluations.

Table 2.50 Proportion of work devoted to evaluation related work

		Frequency	Valid Percent
Valid	1-25	119	23.7
	26-50	168	33.5
	51-75	95	18.9
	76-100	120	23.9
	Total	502	100.0
Missing	System	62	
Total		564	

Table 2.51: Proportion of work devoted to evaluation related work by gender

Proportion	Gender					
	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
1-25	66	55.5%	53	44.5%	119	100.0%
26-50	96	57.1%	72	42.9%	168	100.0%
51-75	57	60.6%	37	39.4%	94	100.0%
76-100	62	52.1%	57	47.9%	119	100.0%

When analysed according to gender, there were more male than female respondents in each category. For example, of the 119 respondents that indicated that they devote 1 to 25% of their work to evaluation related work, 55.5% are male while 44.5% are female. A similar pattern is observed with respondents who indicated devoting 76 to 100% of their work to evaluation related work. Out of a similar total of 119 respondents in this category, 52.1% are male and 47.9% are female. Among female respondents the majority (n=72) devoted 26 to 50% of their work to evaluation related work.

2.8 Perceived Role of Evaluators

High-level findings:

- The overwhelming majority believe evaluators should involve stakeholders in the process (nearly 100%)
- 99% believe it is moderately or very important to facilitate organizational learning and formulate recommendations
- 23% believe it is not important at all to become programme advocates

2.8.1 Roles of the evaluator

The ranking of responses to the question on the roles of evaluators (Figure 2.14) clearly illustrates that African evaluators are sensitive to the needs and interests of all stakeholders in the evaluation process. Other roles that were rated to be very important point to the need to make recommendations and maximizing use as well the formative and capacity-building roles of the evaluator. However, it is also interesting that African evaluators do not believe that evaluators should take on the role of becoming an advocate for the programme being evaluated.

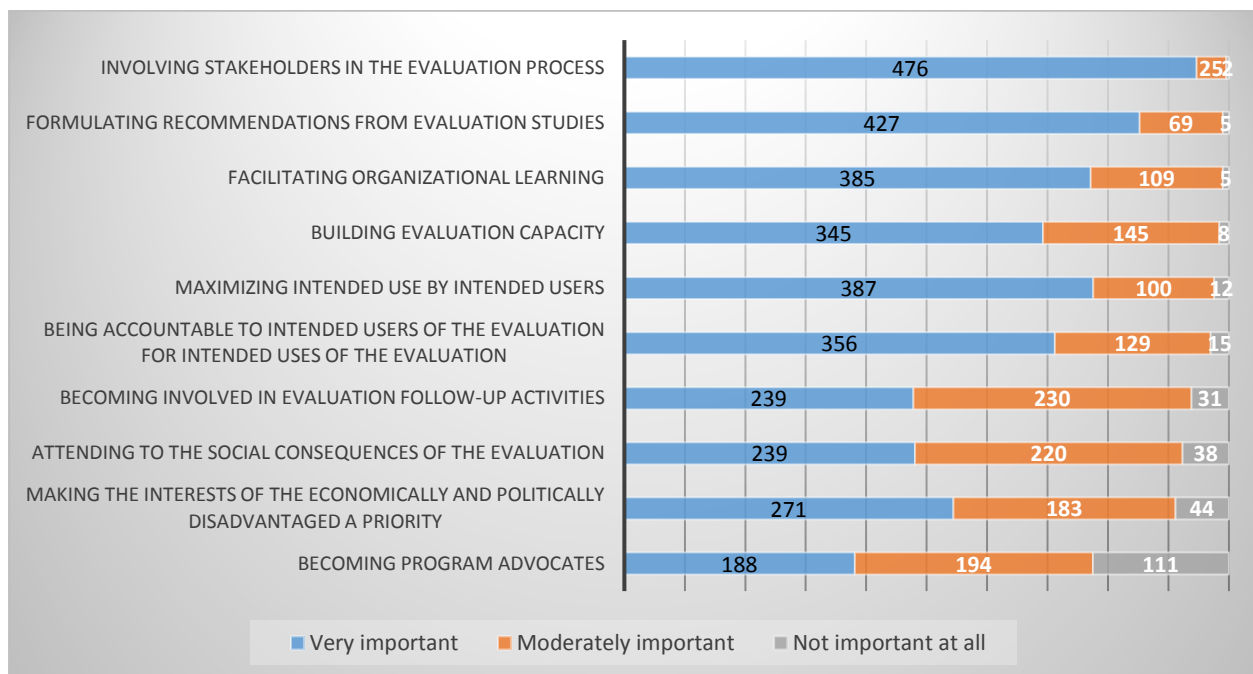


Figure 2.14: Roles of the evaluator

Other roles of the evaluator

Table 2.52: Other roles of the evaluator

	Frequency
Adhering to professional standards	4
Dissemination of findings	1
Empowering intended users	2
Encouraging best practices in programme formulation and implementation	1
Facilitating utilization of findings	1

Table 2.53: Perceived roles of evaluator's ratings by gender

Evaluator roles	Gender					
	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
Involving stakeholders in the evaluation process	270	57.0%	204	43.0%	474	100.0%
Maximizing intended use by intended users	212	55.1%	173	44.9%	385	100.0%
Formulating recommendations from evaluation studies	241	56.7%	184	43.3%	425	100.0%
Building evaluation capacity	191	55.5%	153	44.5%	344	100.0%
Being accountable to intended users of the evaluation for intended uses of the evaluation	191	54.0%	163	46.0%	354	100.0%
Becoming involved in evaluation follow-up activities	140	59.1%	97	40.9%	237	100.0%
Attending to the social consequences of the evaluation	128	53.6%	111	46.4%	239	100.0%
Making the interests of the economically and politically disadvantaged a priority	151	55.7%	120	44.3%	271	100.0%
Becoming program advocates	101	54.0%	86	46.0%	187	100.0%
Facilitating organizational learning	215	56.1%	168	43.9%	383	100.0%

Respondents were asked to rate perceived evaluator roles in terms of importance. The table above looks at ratings of 'very important' for the different roles as indicated by the respondents. The majority of respondents (n=474) indicated that it is very important for an evaluator to play the role of involving stakeholders in the evaluation process. Compared to the other roles, fewer respondents indicated that it is very important for an evaluator to become a programme advocate (n=187). Most male respondents indicated that it is very important for an evaluator to play the role of involving stakeholders in the evaluation process (n=270) followed by the role of formulating recommendations from evaluation studies (n=241). The same trend can be seen for female respondents where the highest number of females (204) indicated that it

is very important for an evaluator to involve stakeholders in an evaluation process. This is followed by the evaluator formulating recommendations from evaluation studies (n=184).

2.9 Commissioning Evaluations

High-level findings:

- 38% principally work in South Africa
- 78% are contracted by national NGOs (national); 70% are contracted by the state (national) and 69% by international development agencies

2.9.1 Principal country worked/working in

Table 2.54: Principal country worked in

		Frequency	Percent	Valid Percent
Valid	South Africa	215	38.1	46.4
	Ghana	51	9.0	11.0
	Ethiopia	33	5.9	7.1
	Zimbabwe	20	3.5	4.3
	Nigeria	18	3.2	3.9
	Kenya	17	3.0	3.7
	Namibia	17	3.0	3.7
	Uganda	14	2.5	3.0
	Tanzania	12	2.1	2.6
	Zambia	10	1.8	2.2
	Botswana	8	1.4	1.7
	Lesotho	7	1.2	1.5
	Swaziland	6	1.1	1.3
	UK	4	.7	.9
	Australia	2	.4	.4
	Benin	2	.4	.4
	Cameroon	2	.4	.4
	Cote d'Ivoire	2	.4	.4
	Malawi	2	.4	.4
Rwanda	2	.4	.4	

	South Korea	2	.4	.4
	Sudan	2	.4	.4
	Sweden	2	.4	.4
	Azerbaijan	1	.2	.2
	Canada	1	.2	.2
	Democratic Republic of the Congo	1	.2	.2
	Egypt	1	.2	.2
	Guinea	1	.2	.2
	Mozambique	1	.2	.2
	Nicaragua	1	.2	.2
	Norway	1	.2	.2
	Peru	1	.2	.2
	Somalia	1	.2	.2
	South Sudan	1	.2	.2
	Togo	1	.2	.2
	USA	1	.2	.2
	Total	463	82.1	100.0
Missing	System	101	17.9	
Total		564	100.0	

Table 2.55: Principal country worked/working in

Country	Gender					
	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
Ethiopia	28	84.8%	5	15.2%	33	100.0%
Ghana	46	90.2%	5	9.8%	51	100.0%
Kenya	10	58.8%	7	41.2%	17	100.0%
Namibia	10	58.8%	7	41.2%	17	100.0%
Nigeria	11	61.1%	7	38.9%	18	100.0%
South Africa	81	38.0%	132	62.0%	213	100.0%
Tanzania	9	75.0%	3	25.0%	12	100.0%
Uganda	13	92.9%	1	7.1%	14	100.0%
Zambia	9	90.0%	1	10.0%	10	100.0%
Zimbabwe	15	75.0%	5	25.0%	20	100.0%

South Africa was listed by the majority of respondents (n=213) as the country in which they had primarily conducted evaluation related work. Of these respondents, there were more females compared to males – 62% and 38% respectively. The second highest number of respondents indicated that they had conducted evaluation related work in Ghana (n=51). Males accounted for 90.2% of those respondents while females accounted for 9.8%. A glance across the 10 countries finds that there are more males than females conducting evaluation related work primarily in these African countries – with the exception of South Africa. It has to be noted that some countries such as Somalia and Swaziland were excluded from this analysis because of the small number.

2.9.2 Types of organizations contracted by

The results presented in Table 2.56 show that the majority of respondents are either contracted by national or international NGO's or state or local government. National consulting firms and universities are also significant contractors of evaluation work.

Table 2.56: Types of organizations contracted by respondent

	Yes Count	Yes %
NGO - National	224	78.3%
State or local government - National	194	70.3%
International development agencies - International	194	68.6%
NGO - International	191	64.3%
Consulting firms – National	144	59.0%
College/universities - National	117	50.4%
Consulting firms - International	116	47.5%
International development agencies - National	105	47.7%
Foundations - National	88	41.5%
Foundations - International	75	36.8%
State or local government - International	74	32.7%
College/universities - International	52	24.9%
Other - National	26	30.6%
Other - International	18	21.2%

Other types of organizations contracted by to do evaluation-related work

Table 2.57: Types of organizations contracted by respondent

	Frequency
Academic Institution	3
Donor	2
Evaluation Association	1
FBO in Ghana	1
Government - Local	2
Government - National	3
INGO	1
International Development Agency	1
International networks	1
NGO	2
Parastatal Organization	3
Private Sector	10
Total	616

Table 2.58: Types of organizations contracted by gender

Type of organisation	Gender					
	Male		Female		Subtotal	
	Count	Row N %	Count	Row N %	Count	Row N %
Consulting firms - National	100	70.4%	42	29.6%	142	100.0%
Consulting firms - International	81	70.4%	34	29.6%	115	100.0%
NGO - International	131	68.9%	59	31.1%	190	100.0%
NGO - National	134	60.4%	88	39.6%	222	100.0%
College/universities - International	29	55.8%	23	44.2%	52	100.0%
College/universities - National	72	62.1%	44	37.9%	116	100.0%
State or local government - International	52	71.2%	21	28.8%	73	100.0%
State or local government - National	121	63.0%	71	37.0%	192	100.0%
Foundations - International	49	66.2%	25	33.8%	74	100.0%
Foundations - National	48	55.8%	38	44.2%	86	100.0%
International development agencies - International	125	64.8%	68	35.2%	193	100.0%
International development agencies - National	68	66.0%	35	34.0%	103	100.0%

The majority of respondents indicated that they had been contracted by national NGOs to conduct evaluation work (n=222). Of these, 60.4% are male and 39.6% are female. In comparison, for those contracted to do evaluation work for the state or local government, 63% are male and 37% are female. A

high number of respondents (n=193) indicated that they have been contracted by international development agencies.

2.10 African Research Agenda

High-level findings:

- 64% do not believe that there is a “made in Africa” body of research

One question was put to respondents to established whether there is a “made in Africa” body of research. Nearly two thirds of respondents indicated that they do not think that this is the case.

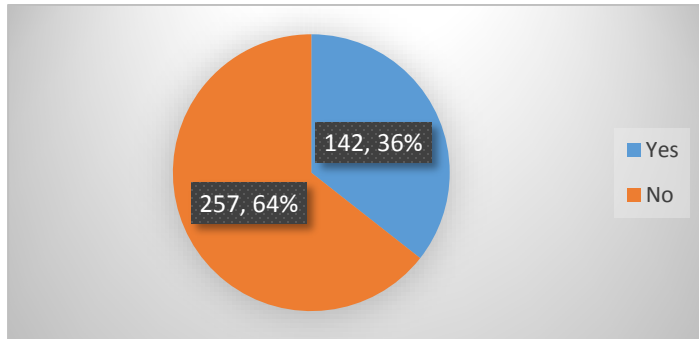


Figure 2.15: Proportions of respondents who believe that there is a “made in Africa” body of work

The disaggregation by gender did not show any statistically significant differences between respondents on this question. The disaggregation by age produced a statistically significant result with those agreeing with this statement being slightly older (average age of 45) compared to those who disagree with the statement (average age 42).

Appendices

2.11 Appendix I Survey Instrument



Survey on African evaluators and Evaluation Studies

General Questions

1. What is your first name?

2. What is your family (last) name?

3. What is your gender? *(Select only one from drop down)*

4. In what year were you born? *(enter 4-digit birth year; for example, 1976)*

5. In which country do you currently reside?*(Select only one from drop down)*

6. What is your country of birth? *(Select only one from drop down)*

7. What is your preferred email address?

Email address:

8. How would you describe your professional identity?*(Select only one from drop down)*

clear



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Survey on African evaluators and Evaluation Studies

Employment and Education

9. What is the highest qualification you have obtained? *(Select only one from drop down)*

Other (please specify)

10. What is the name of this degree? *(Type text below)*

11. Have you received specialized training in evaluation that led to a certificate of some kind? *(Select only one)*

12. What is the highest qualification, within the field of Evaluation, that you

have obtained?(Select only one from drop down)

13. What is the name of this degree? (Type text below)

14. Where are you currently employed? (Type text below)

15. What is your position? (Type text below)

16. What is currently your professional identity in the evaluation field?(Select all appropriate options)

- Evaluator (in any capacity)
- Trainer
- Student involved in evaluation (paid or unpaid)
- College or university faculty member or instructor
- Manage evaluations Commission evaluations
- Retired but still active in the evaluation field in some way(s)
- Researcher
- Retired but not active in the evaluation field anymore

Other (please specify)

17. Considering only your evaluation-related work, how are you primarily employed or involved in evaluation? If you are unemployed or retired, please select your most recent employment/involvement in evaluation. *(Select only one)*

18. Which of these types of evaluation-related work do you do? (If you are unemployed or retired, please select your most recent employment/involvement in evaluation.) *(Check all that apply.)*

- | | |
|---|---|
| <input type="checkbox"/> Conducting evaluations | <input type="checkbox"/> Technical assistance |
| <input type="checkbox"/> Planning/contracting for evaluations (that others conduct) | <input type="checkbox"/> Training |
| <input type="checkbox"/> Student in evaluation | <input type="checkbox"/> others in evaluation |
| <input type="checkbox"/> Teaching evaluation | <input type="checkbox"/> Writing about evaluation |
| | <input type="checkbox"/> Not applicable |
| | <input type="checkbox"/> |
| Other (please specify) | |

19. Which of the following best describes your typical role in conducting evaluations? If you are unemployed or retired, please select your most recent employment/involvement in evaluation. *(Select only one)*

20. Considering only your evaluation-related work, how would you characterize the nature of the evaluation services you provide? (If you are unemployed or retired, please describe your most recent employment/involvement in evaluation.) *(Select only one.)*

▼

21. In which areas do you do your evaluation-related work? *(Check all that apply)*

- | | | |
|--|--|--|
| <input type="checkbox"/> Agriculture
<input type="checkbox"/> Arts and culture
<input type="checkbox"/> Business and industry
<input type="checkbox"/> Disaster/Emergency management
<input type="checkbox"/> Economic development
<input type="checkbox"/> Education: Early Childhood
<input type="checkbox"/> Development
<input type="checkbox"/> Education: Schooling
<input type="checkbox"/> Education: Other
<input type="checkbox"/> Energy
<input type="checkbox"/> | <input type="checkbox"/> Environment
<input type="checkbox"/> Health/Public health
<input type="checkbox"/> Human development
<input type="checkbox"/> Indigenous peoples
<input type="checkbox"/> Information systems
<input type="checkbox"/> Law/Criminal justice
<input type="checkbox"/> Lesbian, gay, bisexual and transgender issues
<input type="checkbox"/> Media
<input type="checkbox"/> Medicine | <input type="checkbox"/> Organizational behaviour
<input type="checkbox"/> Public policy/Public administration
<input type="checkbox"/> Sanitation
<input type="checkbox"/> Science, technology, engineering, math (STEM)
<input type="checkbox"/> Social work
<input type="checkbox"/> Urban development
<input type="checkbox"/> Water
<input type="checkbox"/> Youth development |
|--|--|--|

Other (please specify)

22. In which African countries have you undertaken evaluation research? (Check all that apply.)

- | | | | | | |
|--------------------------|-------------------------------------|--------------------------|---------------|--------------------------|-----------------------|
| <input type="checkbox"/> | Algeria | <input type="checkbox"/> | Ethiopia | <input type="checkbox"/> | Niger |
| <input type="checkbox"/> | Angola | <input type="checkbox"/> | Gabon | <input type="checkbox"/> | Nigeria |
| <input type="checkbox"/> | Benin | <input type="checkbox"/> | Gambia | <input type="checkbox"/> | Rwanda |
| <input type="checkbox"/> | Botswana | <input type="checkbox"/> | Ghana | <input type="checkbox"/> | Rwanda |
| <input type="checkbox"/> | Burkina Faso | <input type="checkbox"/> | Guinea | <input type="checkbox"/> | Rwanda |
| <input type="checkbox"/> | Burundi | <input type="checkbox"/> | Guinea-Bissau | <input type="checkbox"/> | Sao Tome and Principe |
| <input type="checkbox"/> | Cabo Verde | <input type="checkbox"/> | Kenya | <input type="checkbox"/> | Senegal |
| <input type="checkbox"/> | Cameroon | <input type="checkbox"/> | Lesotho | <input type="checkbox"/> | Seychell |
| <input type="checkbox"/> | Central African Republic (CAR) Chad | <input type="checkbox"/> | Liberia Libya | <input type="checkbox"/> | es |
| <input type="checkbox"/> | Comoros | <input type="checkbox"/> | Madagascar | <input type="checkbox"/> | Sierra |
| <input type="checkbox"/> | Democratic Republic of the Congo | <input type="checkbox"/> | Malawi | <input type="checkbox"/> | Leone |
| <input type="checkbox"/> | Republic of the Congo | <input type="checkbox"/> | Mali | <input type="checkbox"/> | Somalia |
| <input type="checkbox"/> | Cote | <input type="checkbox"/> | Mauritania | <input type="checkbox"/> | South |
| <input type="checkbox"/> | d'Ivoire | <input type="checkbox"/> | Mauritius | <input type="checkbox"/> | Africa |
| <input type="checkbox"/> | Djibouti | <input type="checkbox"/> | Morocco | <input type="checkbox"/> | South |
| <input type="checkbox"/> | Egypt | <input type="checkbox"/> | Mozambique | <input type="checkbox"/> | Sudan |
| <input type="checkbox"/> | Equatorial Guinea | <input type="checkbox"/> | Namibia | <input type="checkbox"/> | Sudan |
| <input type="checkbox"/> | Eritrea | <input type="checkbox"/> | | <input type="checkbox"/> | Swazila |
| | | | | <input type="checkbox"/> | nd |
| | | | | <input type="checkbox"/> | Tanzani |
| | | | | <input type="checkbox"/> | a Togo |
| | | | | <input type="checkbox"/> | Tunisi |
| | | | | <input type="checkbox"/> | a |
| | | | | <input type="checkbox"/> | Ugand |
| | | | | <input type="checkbox"/> | a |
| | | | | <input type="checkbox"/> | Zambi |
| | | | | <input type="checkbox"/> | a |
| | | | | | Zimba |
| | | | | | bwe |



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Evaluation Rationale, Approaches and Methods in various African countries

23. How often have you carried out evaluations for the following purposes?(*select only one per row*)

	Frequently	Occasionally	Never
Accounting to a donor or funder or commissioning agent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations for decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation for strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For organisational learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generating new knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

24. How often have you used the following Evaluation approaches? *(Select only one per row)*

	Frequently	Occasionally	Never
Appreciative inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empowerment evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feminist evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most significant change approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Naturalistic evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participatory evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RCT (Randomised control trials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realist evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsive evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theory- based evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilization-focused evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/> Other (please specify)			
<input type="text"/>			

25. How often have you carried out the following types of evaluation? *(Select only one per row)*

	Frequently	Occasionally	Never
Clarificatory Evaluation (focus on design)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economic Evaluation (Cost Analysis, Cost-Effectiveness Evaluation, Cost-Benefit Analysis, Cost-Utility Analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluability Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme Monitoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)



26. How often have you used the following evaluation methods? *(Select only one per row)*

	Frequently	Occasionally	Never
Document review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Focus)Group interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual face-to-face interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observations/ in situ visits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stakeholder meetings/consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

27. How many years of experience do you have in the evaluation field? (Enter numerals)

Number of years:

28. Over the past two years (2015 and 2016), approximately what percentage of your work was devoted to evaluation-related work? *(Please omit the percentage sign - e.g. 20 NOT 20%)*

Percentage:

Survey on African evaluators and Evaluation Studies

Perceived role of evaluators

29. Please rate the following Roles of the evaluator in terms of importance

	Very Important	Moderately Important	Not Important	at all
Involving stakeholders in the evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Facilitating organizational learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Maximizing intended use by intended users	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Formulating recommendations from evaluation studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Building evaluation capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Being accountable to intended users of the evaluation for intended uses of the evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Becoming involved in evaluation follow-up activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Attending to the social consequences of the evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Making the interests of the economically and politically disadvantaged a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Becoming program advocates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Other (please specify)

clear

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Survey on African evaluators and Evaluation Studies

Commissioning evaluations

30. In which country do you primarily work on evaluations? *(Select only one from drop down)*

31. What types of organizations have **contracted you** to do evaluation-related work in the country you selected above? *(Check all that apply.)*

Consulting firms	<input type="checkbox"/>	<input type="checkbox"/>
NGO	<input type="checkbox"/>	<input type="checkbox"/>
College/universities	<input type="checkbox"/>	<input type="checkbox"/>
Government	<input type="checkbox"/>	<input type="checkbox"/>
Foundations	<input type="checkbox"/>	<input type="checkbox"/>
International Development Agencies	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

32. According to your experience who are the main commissioners of evaluation research in the country in which you primarily work? *(Type text below)*

33. According to your experience who are the main managers (or lead evaluators) of evaluation research in the country in which you primarily work? *(Type text below)*

34. According to your experience who are the main clients of evaluations undertaken in the country in which you primarily work? *(Type text below)*



Survey on African evaluators and Evaluation Studies

African research agenda

35. What do you think is the key to large scale, quality evaluation capacity development in Africa?(Type text below)

36. Regarding a “Made in Africa” body of research work:

Yes or no

Are there any unique contributions to a “Made in Africa” body of research work, especially in the types of evaluation being conducted that you can identify?

If yes, please specify

37. What, in your opinion, are required focus areas for the research agenda in African countries (with respect to evaluations as a knowledge area)? (Type text below)

2.12 Appendix II Additional survey items

2.12.1 Name of highest degree obtained

Name of degree	
	Frequency
MBA	23
Masters Public Health	17
Postgraduate Diploma in Monitoring and Evaluation	14
MPhil Monitoring and Evaluation	10
BA	9
Development Studies	8
Masters Development Studies	7
DPhil	6
PhD Economics	5
PhD Public Health	5
Honours Development Studies	4
MA Development Studies	4
MPhil Monitoring and Evaluation Methods	4
MSc Development Studies	4
Public Health	4
Public Management	4
Agricultural Economics	3
Development Evaluation and Management	3
DPhil Social Sciences	3
Masters Population Studies	3
Masters Public Administration	3
Masters Social Work	3
Social Sciences	3
Social Work	3
BA Development Studies	2
BA Economics	2
Business Administration	2
Economics	2
Honours	2
Honours Psychology	2
MA	2
MA Project Planning and Management	2
MA Research Psychology	2

Masters Public and Development Management	2
Masters Statistics	2
MD	2
MD; PhD	2
Monitoring and Evaluation	2
MPhil	2
MPhil Programme Evaluation	2
MSc Development Evaluation and Management	2
MSc Health Monitoring and Evaluation	2
MSSc Social Work	2
PhD Epidemiology	2
Postgraduate Diploma in Monitoring and Evaluation Methods	2
Postgraduate Diploma in Public Health	2
Research Psychology	2
Statistics	2
Accounting and Finance	1
Agricultural Economic	1
Assessment and quality assurance	1
BA Economics and Political Science	1
BA Education	1
BA French & Linguistics	1
BA Public Governance	1
BA Sociology and Public Administration	1
Bachelors Agriculture	1
Bachelors Agriculture Management	1
Bachelors Business Science	1
Bachelors Environmental Health	1
Bachelors Political Science	1
Bachelors Social Sciences	1
Bachelors Statistics	1
Bachelors Technology in Management	1
Bachelors Social Work	1
BCom	1
BCom Economics	1
BSc	1
BSc Agricultural Engineering	1
BSc Agriculture; Certificate in Monitoring and Evaluation; Certificate in Microsoft Office	1
BSc Community Nutrition	1
BSc Human Resource Management	1
BSc Meteorology and Climate Science	1
BSc Quantitative Economics	1

BSc Telecom Engineering	1
BSC(HONS) Information Systems	1
BSocSc	1
BSocSc Business Administration	1
BSocSc Development Studies	1
BSocSc Industrial Organisational and Labour Studies	1
BSocSc Psychology	1
BSocSci	1
BTech Public Management	1
Business Management	1
Certificate in Evaluation and Geographic Information System	1
Certificate in Housing Policy Development and Management	1
Certificates with UNDP,IOM,UNICEF	1
Chemistry	1
Communication & Language Arts	1
Communication Studies	1
Community Development	1
Computing	1
D Phil in Political Science	1
Decentralized Forest Governance	1
Demography	1
Demography and Population Studies	1
DEPA: Diplome d'Etudes Professionnelles Approfondies en Gestion	1
Development Economics	1
Development Evaluation and Management	1
Development Policy and Planning (Economics)	1
Development Studies and International Relations	1
Diploma in Public Administration and Management	1
DLitt et Phil; DPhil in Linguistics	1
Doctorate Microbiology	1
Doctorate Public Administration	1
Doctorate Sociology	1
DPhil Environmental Impact Assessment	1
DPhil Law	1
DPhil Nursing	1
DPhil Social Studies	1
DPhil Social Work	1
DPhil Policy and Development Studies	1
Ecology	1
Educational Management and Policy Studies	1
Epidemiology Measurement and Evaluation	1

Fellowship in obstetrics and Gynaecology; MPhil in Health services management	1
Financial management	1
Frank Akafia	1
Geography	1
Graduate Certificate in Quality Assurance	1
Health Care Management	1
Health Monitoring and Evaluation	1
Health Policy, Planning and Financing	1
Higher Diploma in Education	1
Higher Diploma in Librarianship and Information Science	1
HIV/AIDS Management	1
Honours Administration and Development	1
Honours Development Planning and Development	1
Honours Education Management	1
Honours in Maths and Science	1
Honours Library and Information Science	1
Honours Library Science	1
Honours Life and Career Orientation	1
Honours Pharmacy	1
Honours Policy, Management and Planning	1
Honours Politics and Administration	1
Honours Public Administration	1
Honours Social Science	1
Honours Teaching and Learning	1
Human Resource Development	1
Human Resource Management	1
Industrial Psychology	1
Industrial Sociology and Social Anthropology	1
Information Systems	1
International Agricultural Extension	1
International Development	1
International health and Epidemiology	1
Juris Doctor (USA degree)	1
LLB	1
LLM	1
M.Com Development Economics	1
MA Child and Family Studies	1
MA Communications and International Development	1
MA Demography and Population Studies	1
MA Development Economics	1
MA Economic Policy & Planning	1

MA Economics	1
MA Economics and Finance	1
MA Education, Gender and international Development	1
MA Educational Management	1
MA Educational Policy	1
MA Environment and Development	1
MA Forced Migration Studies	1
MA in English Literature	1
MA Information Studies	1
MA International Affairs	1
MA International Development Management	1
MA International Relations	1
MA International Studies	1
MA Migration Studies	1
MA Organisational Leadership	1
MA Political Science and Economics	1
MA Political Science; MA European Studies; MSc Economics	1
MA Population Studies	1
MA Psychological Research	1
MA Psychology	1
MA public administration	1
MA Public Management and Governance	1
MA Public Policy	1
MA Public Policy Master with Merit	1
MA Regional integration	1
MA Research Consultation in Psychology	1
MA Rural sociology and community development	1
MA Social Sciences Development Studies	1
MA Sociology of Development	1
MA Sustainable International Development	1
MA Women and Gender studies	1
Magister Curations	1
Management of Sustainable Rural Development in the Tropics	1
Management, Monitoring and Evaluation	1
Managing Rural Change	1
Marketing management	1
Master's Language Teaching in African Languages	1
Masters Agricultural Development	1
Masters Agriculture Economics	1
Masters Applied Social Science	1
Masters City and Regional Planning	1

Masters Community Education	1
Masters Companies and Organization Management	1
Masters Decision, Risk and Policy Analysis	1
Masters Development Evaluation and Management	1
Masters Development Finance	1
Masters Development Management	1
Masters Economic Science	1
Masters Economics	1
Masters Economics and Social Studies in Development Policy and Planning	1
Masters Education	1
Masters Educational Technology	1
Masters Geography and Masters in Human Resource Management	1
Masters Global Health	1
Masters Human Resource	1
Masters Information Management	1
Masters International Cooperation for Development	1
Masters Journalism and Media within Globalisation	1
Masters Law	1
Masters Management Degree in Public and Development Management	1
Masters Management in Public and Development Sector Monitoring and Evaluation	1
Masters Managerial Psychology	1
Masters Medical Microbiology and Parasitology	1
Masters Medicine Family Medicine	1
Masters Monitoring and Evaluation	1
Masters Nutrition	1
Masters of Public Administration	1
Masters of Social Work	1
Masters Political Science, Philosophy and Economics	1
Masters Professional Studies in International Development	1
Masters Project Monitoring and Evaluation; Masters Human Resource Management	1
Masters Psychology of Education	1
Masters Public Administration	1
Masters Public Health in Monitoring and Evaluation	1
Masters Public Management and Governance	1
Masters Public Policy	1
Masters Public Relations Management	1
Masters Research and Public Policy	1
Masters Rural Development	1
Masters Science in Development Studies	1
Masters Social Science Method	1
Masters Sustainability Sciences	1

Maternal and Child Health	1
Mathematics	1
MBA Project Management Option	1
MBA Public Sector	1
MBA; MSc Development Evaluation and Management	1
MCom Economics	1
Medical Doctorate	1
Medical Entomology	1
Medical Laboratory Sciences	1
Medicine	1
Methods of Social Science Research	1
Microbiology Hons.	1
MMED Family Medicine	1
Monitoring and Evaluation Methods	1
MPhil Agribusiness	1
MPhil Agricultural Economics	1
MPhil Conflict and Conflict Management	1
MPhil Criminology	1
MPhil Demography	1
MPhil Development Management	1
MPhil Development Planning	1
MPhil Development Studies	1
MPhil HIV and AIDS Management	1
MPhil HIV/AIDS Management; Master's Diploma in Management of Development	1
MPhil HIV&AIDS Management	1
MPhil in Development Studies	1
MPhil in Monitoring and Evaluation; Masters in City and Regional Planning	1
MPhil Information and Knowledge Management	1
MPhil Monitoring and Evaluation Methods; MSc Development Studies	1
MPhil Monitoring and Evaluation Studies	1
MPhil Political Management	1
MPhil Political Science	1
MPhil Programme Evaluation; MSc Molecular & Cell Biology	1
MPhil Social Work	1
MPhil Sustainable Development	1
MPhil; MBA	1
MSc	1
MSc Agricultural Economics	1
MSc Biochemistry	1
MSC Demography	1
Msc Demography and Population Studies; MSc Agricultural Extension	1

MSc Demography and Social Statistics	1
Msc Development Finance	1
MSc Development Planning and Management	1
MSc Development Policy and Planning	1
MSc Economics	1
MSc Higher Education Management	1
MSc Human Rights; MPhil Monitoring and Evaluation	1
MSc in Population Studies	1
MSc International Development and Humanitarian Emergencies	1
MSc Maternal and Neonatal Health	1
MSc Peace and Development Studies	1
MSc Political Science	1
MSc Project Management	1
MSc Psychology	1
MSc Rural Development and Agricultural Extension	1
MSc Science and Technology (Development Studies)	1
MSc Statistics	1
MSc Strategic Planning and Management	1
MSc Transformation Management	1
MSc Tropical Diseases Control and Research Epidemiology	1
MSc Urban Development Planning	1
MSc Water and Environmental Management	1
MSc Water Supply and Environmental Sanitation	1
MSSc	1
MSSc Geographical and Environmental Sciences	1
MSSc Policy and Development	1
MSSc; Masters Business Leadership	1
NGO Studies and Management	1
Organisational Psychology	1
PhD Applied Linguistics	1
PhD Architecture	1
PhD Curriculum studies	1
PhD Development and Public Management	1
PhD Disability Studies	1
PhD Education	1
PhD English	1
PhD Epidemiology with Biostatistics	1
PhD Financial Economics	1
PhD Forest Economics	1
PhD Geography	1
PhD Immunology	1

PhD International Development Studies	1
PhD Local Development and Global Dynamics	1
PhD Mathematics Education	1
PHD Nutrition	1
PhD Philosophy	1
PhD Political Geography	1
PhD Psychology	1
PhD Public Governance and Management	1
PhD Public Management and Governance	1
PhD Research and Evaluation	1
PhD Science Education	1
PhD Sciences/Biology	1
PhD Social science Research Methodology	1
PhD Sociology	1
PhD Tropical Medicine	1
PhD Urban Planning	1
Philosophy	1
Policy Planning	1
Political Science	1
Political Science and Public Administration	1
Population Studies	1
Population Studies/Demography	1
Postgraduate Bachelor of Social Science Honours Degree in Monitoring and Evaluation	1
Postgraduate Certificate in Assessment and Evaluation	1
Postgraduate Degree in Education	1
Postgraduate Diploma in Business Management	1
Postgraduate Diploma in Business Project Management	1
Postgraduate Diploma in Computer Science; Postgraduate Diploma Monitoring and Evaluation	1
Postgraduate Diploma in Economic Principles	1
Postgraduate Diploma in Financial Management	1
Postgraduate Diploma in Management	1
Postgraduate Diploma in Nursing Education	1
Postgraduate Diploma in Performance Monitoring and Evaluation	1
Postgraduate Diploma in Project management	1
Postgraduate Diploma in Research Methods	1
Postgraduate Diploma teaching	1
Postgraduate Diploma in public sector monitoring and evaluation	1
Programme Evaluation and Political Management	1
Psychology Honors Degree	1
Public Administration	1
Public Administration and Political Science	1

Public Governance and Management	1
Public Health; Public & Development Management	1
Public Policy	1
Public Health Promotion	1
Research	1
Social Change and Development	1
Socio-Economic Planning	1
Sport Psychology	1
Tourism Management	1
Urban Development and Management	1

2.12.2 Name of highest evaluation degree obtained

Name of Evaluation related degree	
	Frequency
Postgraduate Diploma Monitoring and Evaluation	65
Postgraduate Diploma Monitoring and Evaluation Methods	21
MPhil Monitoring and Evaluation	12
Certificate	10
Monitoring and Evaluation	9
Certificate in Monitoring and Evaluation	8
MPhil Monitoring and Evaluation Methods	6
Development Evaluation and Management	4
IPDET	3
MSc Development Evaluation and Management	3
Postgraduate Diploma Management	3
Short Course	3
Certificate Results Based Monitoring & Evaluation	2
Executive Certificate Program Monitoring and Evaluation	2
Masters Public Health	2
MBA	2
MPhil Programme Evaluation	2
MSc Development Studies	2
MSc Health Monitoring and Evaluation	2
PhD Epidemiology	2
Advance Certificate in Monitoring and Evaluation	1
Advance Diploma in Monitoring and Evaluation	1
Agricultural economics - with special focus on impact assessment	1
BA Development Studies	1

Bachelor of Social Science	1
Bachelors studies and Masters	1
BPhil	1
Certificate in Evaluation	1
Certificate in Evidence-based and Gender responsive evaluation	1
Certificate in Impact Evaluation	1
Certificate Monitoring and Evaluation for Programme Managers	1
Certificate Monitoring, Evaluation and Research Skills	1
Certificate Quality Assurance	1
Certificate Training on Introduction to Evaluation	1
Certificate Whole School Evaluation	1
Certificates Monitoring & Evaluation Fundamentals; Research Evaluation; Research Impact Assessment	1
Development Policy and Planning	1
Development Studies	1
Diploma Certificate for Evaluation Specialists	1
Diploma Result Based Monitoring and Evaluation	1
Economics	1
Epidemiology; Measurement and Evaluation	1
Evaluation and Outcome Mapping	1
Evaluation Health Programmes	1
Evaluative Research	1
Evidence-Based Policy Making and Implementation	1
Fellowship in Monitoring and Evaluation	1
Health Monitoring and Evaluation	1
Honours	1
Honours Applied Social Sciences	1
Honours in Monitoring & Evaluation	1
Honours Monitoring and Evaluation	1
M Public Admin Performance management	1
MA in Public Management and Governance (Course Work In Police Monitoring and Evaluation)	1
MA International Development Management	1
Management, Monitoring and Evaluation	1
Masters Companies and Organization Management	1
Masters Development Evaluation and Management	1
Masters Higher Education Studies	1
Masters International Cooperation for Development	1
Masters Management in Public and Development Sector M&E	1
Masters Management Studies specializing in Monitoring and Evaluation	1
Masters Managerial Psychology with specialization in Performance Evaluation	1
Masters Project Monitoring and Evaluation	1

Masters Public Management and Governance - with a focus on Policy Monitoring and Evaluation)	1
Masters Sustainable International Development	1
Masters Evaluation	1
Medical Microbiology and Parasitology	1
MMED	1
Monitoring and evaluation	1
Monitoring and Evaluation Certificate	1
Monitoring and evaluation Methods	1
Monitoring and Evaluation Methods	1
MPhil	1
MPhil Development Management with specialization in Monitoring and Evaluation	1
MPhil Information and Knowledge Management	1
MPhil Monitoring and Evaluation	1
MPhil Monitoring and Evaluation Studies	1
MPhil Programme Monitoring and Evaluation	1
MPhil Research and M&E	1
MSc Demography	1
MSc Monitoring and Evaluation	1
MSc Psychology	1
MSW	1
Performance monitoring for public sector	1
PhD	1
PhD Assessment in English	1
PhD Psychology	1
PhD Social Science Research Methodology	1
Planning	1
Post graduate Diploma Evaluation Studies	1
Postgraduate Certificate Monitoring and Evaluation	1
Postgraduate Diploma Evaluation	1
Postgraduate Diploma Evaluation Methodologies	1
Postgraduate Diploma Evaluation Methods	1
Postgraduate Diploma Evaluation Studies	1
Postgraduate Diploma Management Development Sectors Monitoring and Evaluation	1
Postgraduate Diploma Monitoring and Evaluation Management	1
Postgraduate Diploma Monitoring and Evaluation; MA Monitoring and Evaluation	1
Postgraduate Diploma Public and Development Sector Monitoring and Evaluation	1
Professional Diploma in M and E	1
Programme Evaluation	1
Project Management and Evaluation	1
Project planning monitoring and evaluation	1
Public & Development Management	1

Public Administration and Political Science	1
public governance and management specialising in policy evaluations	1
Public health	1
Public Policy & Administration (Not yet obtained)	1
Public sector Monitoring & Evaluation NQF Level 8	1
Research methods	1
Social Science	1
Some short term training (3 days - 3 weeks)	1
Special Training on Evaluation Methodology	1
Statistics with minor computer Science	1
Technical Approaches in Conducting Impact Evaluations	1
Various Certificates	1

2.12.3 Place of employment

Where are you currently employed?
Abt Associates
Achieving Health Nigeria Initiative
Addis Ababa University
Addis Continental Institute of Public Health
Adonis Musati Project
Africa Health Placements
African Comprehensive HIV/AIDs Partnerships
African Development Bank
Agency for the Aged
Agricultural Research Council
Agricultural Transformation Agency
AgriSETA
AgTechnical Services Limited
AKEM Consulting Ltd
American International Health Alliance
Animal Welfare NGO
Anova Health Institute
Arts, Culture and Heritage sector
Asian Development Bank
ASSIT org
Barbara Klugman Concepts (PTY) Ltd
BirdLife International West Africa Regional Office
Blueprint Holdings PTY LTD
BORNEfonden

Boston University School of Public Health
BroadReach Corporation
Buthelezi EMS
Cambridge Education Tanzania Limited
Canada-Program Support Unit
Capacitate Social Solutions
Cape Peninsula University of Technology
CapeNature
Cardno Emerging Markets
CARE International
Catholic Relief Services
Cavendish University Uganda
CC&DW
Centre for Impacting Lives
Centres for Learning on Evaluation and Results
Chemonics
Chr. Michelsen Institute, Norway
Christian Social.Services Commission (CSSC)
CIETPRAM at McGill University on a project in Nigeria
CIP
Citizens Economic Empowerment Commission
City of Johannesburg
Clinton health access initiative
CNFA Feed the Future Farm Service Center Project
Coastal Resources Centre
Coffey
Compensation Fund - Department of Labour
Consultant
Copperbelt University - Zambia
Cornerstone Christian School
COWI A/S
Creative Consulting & Development Works
Creative Consulting and Development Works
CREST
Cross Border Road Transport Agency
DAI Ghana
Data Innovator
Debswana Mining Company
Deloitte (Professional Services Firm)
Dennis Hurley Peace Institute
Deodatus Mwingizi

Depart of Public Works, Roads & Infrastructure
Department of Agriculture
Department of Arts and Culture
Department of Basic Education
Department of Education
Department of Finance
Department of Health
Department of Higher Education and Training
Department of Labour
Department of Monitoring and Evaluation
Department of Planning Monitoring and Evaluation
Department of Public Works
Department of Rural Development and Land Reform
Department of Social Development
Department of Telecommunications and Postal Services
Department of Telecommunications and Postal Services (Public Sector)
Department of Transport and Public Works: Western Cape
Department of Transport KwaZuluNatal
Department of Telecommunications & Postal Services
Deputy Manager Monitoring and Evaluation
Desmonf Tutu TB Centre
Diageo Plc
DPME
Durban University of Technology
Ecosystems on Land Consult (T) LTD
Educare Trust, Nigeria (A Youth & Community Development NGO)
Ehlanzeni District Municipality
EKHC Ethiopia
Ekiti State Ministry of Health, Ado-Ekiti, Nigeria
Emerald East Africa Lintied Consulting
Enoch Mgijima Local municipality
Equal Education
Equispectives Research and Consulting Services
Eruditio Skills Development Consultants
ESAMI
esoko Ghana
Ethiopian Agricultural Transformation Agency
Ethiopian Economics Association
Evangelical Lutheran church in Tanzania North Western Diocese
Faculty of Medicine and Health Sciences, Stellenbosch University, Tygerberg, South Africa
Family Health International

Federal Urban Job Creation and Food Security Agency
FH-Ethiopia
Finance and Accounting Seta
Fiscus Limited UK
FK Norway Exchange Participant
Food and Drugs Authority
Foundation for Professional Development
Free State Provincial Government Department of Education
Free State Provincial Legislature
Freelance Researcher
Full time Phd Student at Potchefstroom Campus
Fundani Computer Institute
Gauteng Provincial Government
Gauteng Tourism Authority
Genesis Analytics
GEPF
GHANA EDUCATION SERVICE
Ghana Export Import Bank
Ghana Health Service
Ghana Institute of Management and Public Administration
Ghana Ministry of Finance on african Development Bank Projects and Programmes
Ghana School Feeding Programme
GIZ
Glemminge Development Research AB
Gordon Institute of Business Science (UP)
Government
Grassrootsoccer
Habitat for Humanity South Africa
Harare City Council
Heal Zimbabwe
Heal Zimbabwe Trust in Zimbabwe
Health and Welfare SETA
Health Department
Health Economics Research and Evaluation for Development Results Group (HEREG) & Faculty of Medicine and Biomedical Sciences, University of Yaoundé i
Health sector
Health System Trust
Home Affairs
Human Rights Network Uganda
Human Sciences Research Council
ikapadata

Imani Development
Impact Economix
Impact Research International P/L
Independent contractor (Verner Kristiansen Ltd)
Independent evaluator & Visiting Research Associate at CLEAR AA/Wits Uni
Independent Research Consultant
INDEPTH Network
Indufor
INGO
Institute for Health Measurement
Institute for New Economic Thinking
Institute of Development Management
International Food Policy Research institute
International Food Policy Research Institute
International Fund for Agricultural Development
International Institute of Tropical Agriculture
International Livestock Research Institute (ILRI), Addis Abeba
International Organization for Migration
International Union for Conservation of Nature
International Youth Foundation
IQ Business
Itad, UK
Jhpiego Ethiopia Office
Jhpiego, Burkina Faso Office
Jimma University
Joseph Ayodele Babalola University
Karolinska Institutet and Karolinska University Hospital, Sweden
Kenya Red Cross Society
Kenyatta University
Khulisa Management Services
Konrad Adenauer Stiftung (KAS), Cape Town Office
Kumasi Technical University
Kwame Nkrumah University of Science and Technology
Lagos State Government
Lesotho
LGSETA
Library
Litemba Consultancy and Services
Local Government Training Institute-Dodoma-Tanzania
London School of Economics and Political Science
Makerere University

Malawi National AIDS Commission
Management Systems International
Manstrat cc
Mbarara University of Science and Technology
Measure Value
Mediheal Hospital and Fertility Center
Michaelmas College
MIET Africa (Education development NGO)
Ministry of Agriculture and Food Security
Ministry of Agriculture and Natural resources
Ministry of Education
Ministry of Health and Social Services
Ministry of Sport, Youth and National Service
Monitoring and Evaluation Directorate, Ministry of Food and Agriculture, Ghana
Mott MacDonald
Municipal Government
NACOSA
Namibia Global Fund Programme Management Unit
Namibia Training Authority
Namibia University of Science and Technology
Namibia, Tsandi District Hospital
National Accreditation Board, Ghana
National AIDS Council-Zimbabwe
National Assembly of Zambia
National Democratic Institute
National Education Collaboration Trust
National Lotteries Commission
National Planning Commission
National Prosecuting Authority
National Research Foundation
National Strategy Office of Botswana
National TB Control Program
National Treasury, South Africa
National Youth Council of Namibia
Nepad Business Foundation
NERCHA
NGO
Nhlengani Engineers
Nigeria
NIRAS Indevelop
NMA Clothing

NMMU
Non profit organisation
Non-Formal Education Division
Nordic Consulting Group
North-West University
O. R Tambo District Municipality
Obafemi Awolowo University
OCP Africa
Office of the Premier (Provincial)
Ohio State University
Orbis International Ethiopia
Oromiya Disaster Risk Management Commission
Osun State Agency for Community and Social Development Project
Palladium
Parenting for lifelong health
Parliament RSA
Participatory Development Associate
PDA Ghana
Peasant Farmers Association of Ghana
Perinatal mental health project @UCT
Philani Maternal, Child health and Nutrition Trust
Phoenix Knowledge Consulting Ltd
Pincer Training and Research Institute
Plus 94
Policy Research Int
POPULATION COUNCIL
Population Services International-Zimbabwe
Presidency of Republic of Benin
President Office
Private Consultant
Private Enterprise Federation
Provincial Government
Public Health Institute
Public Service Commission
RAITH foundation
Redflank
Renavatio Business Services Limited
Research Institute
Retired
Rhodes University
Right to Care

Road Accident Fund
SABRE Charitable Trust
Saide
Salesians Life Choices
SANAC
Scanteam
Seattle University
Secondary School
Sedona, AZ
Self-employed
Self-employed; London School of Hygiene and Tropical Medicine
Sesotho Media and Development
Singizi
SLK Consultants
Social Development
Social Impact; EPMES
South African Government
Southern African Development Community
Southern Hemisphere
Southern Illinois University School of Medicine
Stanford University
State agency
Statistics South Africa
Strathmore University
Sustainable Livelihood Consult
Tearfund
TechnoServe
Tembisa Child and Family Welfare Society
Thanda After School
The Department of Transport
The Hunger Project
The Task Force for Global Health Inc.
Transport Sector Education and Training
Tshikululu Social Investments
Tshwane University of Technology
Uganda Govt Bilateral Aid programme
Uganda Local Government Finance Commission
Uganda Martyrs University
Uganda Technology and Management University
uMngeni Municipality
Umthombo Wobomi Trading

Unemployed
United Nations
United Nations Children's Fund
United Nations Children's Fund; PWC
United Nations Development Programme
United Nations Educational, Scientific and Cultural Organization
United Nations Environment
United Nations Environment Programme
United Nations Office for Project Services
United Nations World Food Programme
University
University Dar es Salaam College
University of Abomey-Calavi
University of Botswana
University of Calabar, Nigeria
University of Cape Coast
University of Cape Town
University of Cape Town; BFM&Assoc
University of Dar es Salaam
University of Energy and Natural Resources
University of Ghana
University of Jos
University of KwaZulu Natal
University of Namibia
University of North Carolina
University of Nottingham; Wits University
University of Pretoria
University of South Africa
University of Stellenbosch
University of Swaziland
University of Venda
University of Winneba
University of Zambia
University of Zimbabwe
University Research Co. LLC
USAID
Visiting Research Fellow
VSO International
Western Cape Government
Wienco Ghana Limited
Windhoek Namibia

Wits University
World Bank
World Cocoa Foundation
World Education
World Health Organization
World learning
World Vision
Yacar-Yacara Consults
Zimbabwe National Quality Assurance Program (ZINQAP) Trust
ZL
Zoomlion Ghana Ltd

2.12.4 Position (employment)

What is your position?	
	Frequency
Manager	63
Director	43
Consultant	37
Monitoring and Evaluation Officer	32
Specialist	27
Researcher	24
Lecturer	21
Advisor	18
Deputy Director	17
Coordinator	15
Professor	10
Assistant Director	8
Head	8
Programme Officer	8
Associate	5
Associate Professor	5
Evaluation Officer	5
Researcher; evaluator	5
Analyst	4
Assistant	4
Assistant Professor	4
Managing Director	4
Self-employed	4

Social Worker	4
Economist	3
Partner	3
Supervisor	3
Technical Officer	3
Deputy Registrar	2
Educator	2
Executive Director	2
Intern	2
Mentor	2
Occupational Therapist	2
Officer	2
Research Director	2
Retired	2
Teacher	2
Trainer; Coordinator	2
Trainer; Development Officer	2
Academic	1
Admin Officer	1
Advisor; Head of Evaluation	1
Assessor	1
Assistant Lecturer	1
Assistant Planning (Quality Assurance) Officer	1
Assistant Registrar	1
Associate Director	1
Associate Professor; Head of school	1
Chief Executive Officer	1
Chief Financial Officer	1
Chief of the Bureau	1
Co-Editor	1
Committee Secretary	1
Compliance Officer	1
Consultant; Manager	1
Curator	1
Deputy Chief of Party	1
Deputy Country Director	1
Deputy Executive Secretary	1
Director of Evaluations; M&E Advisor; evaluator	1
Director; evaluator; Researcher; Lecturer	1
Director; Founder	1
Economist; Deputy Director	1

Educational Development Practitioner	1
Educator; Curriculum implementer	1
Evaluation Specialist	1
Evaluator	1
Evaluator & Project Manager	1
Executive Dean	1
Executive Director; PI	1
Executive Support	1
Expert	1
Faculty member	1
Fellow	1
Finance Officer	1
Head; Consultant	1
Hospital Pharmacist	1
Human Resources Officer	1
InConsultant; Researcher	1
Laboratory Technician	1
Lecturer; Head of Department	1
Lecturer; Researcher	1
Lecturer; Specialist	1
M&E Analyst: Policies	1
Managing Consultant	1
Medical Officer	1
Medical Scientific Officer	1
Monitoring and Evaluation specialist	1
Monitoring and Evaluation Specialist	1
Monitoring and Evaluation Specialist - USAID Systems for Health project	1
Monitoring and Evaluation Specialist (Consultant)	1
Nutrition Officer	1
Occupational Health Manager	1
Owner	1
Owner; Director	1
Owner; Manager	1
Partnerships Developer	1
PHARMACIST	1
Planner; Coordinator	1
Planning Officer	1
Plant Scientist	1
Postdoctoral Fellow	1
Practitioner	1
President	1

Professional Officer	1
Professor; Head of department	1
Program Assistant	1
Programme Director	1
Programme Specialist	1
Project Manager	1
Proposal Writer	1
Public Health M&E Associate	1
Quality Assurer	1
Quality Officer	1
Regional Director	1
Research coordinator and specialist physician	1
Research Fellow/Quality Assurance Officer - Academic Affairs	1
Researcher; Cohort Collaboration Director	1
Researcher; M&E Practitioner	1
Risk Manager	1
Sales Analyst	1
School teacher	1
Senior associate	1
Social Performance Officer	1
Strategic Information Specialist	1
Student	1
Study Coordinator	1
Supervisor; librarian; Educator	1
Surveillance Officer	1
Survey Coordinator	1
Survey Statistician	1
Systems librarian	1
Systems Operations Officer	1
Teaching Assistant	1
Team Leader	1
Technical Lead Specialist	1
Technical M&E Specialist	1
Tutorial Assistant	1
Vice principal	1
Volunteer	1
Ward Councillor	1

2.12.5 The main commissioners of evaluation research

Main commissioners of evaluation research	
	Frequency
Government	95
Donors	48
International Development Agencies	44
NGOs	35
Government; NGOs	17
Academic Institutions	16
Donors; Government	15
International Development Agencies; NGOs	13
Programme Staff	11
Government; International Development Agencies	10
INGOs; International Development Agencies	10
Donors; NGOs	8
Government: International Development Agencies	8
Donors; International Development Agencies	7
INGOs	7
Academic Institutions; Government	4
Donors; Government; NGOs	4
Associations	3
Consulting Firms	3
Development Partners	3
Research Institutions	3
Development Partners; Government	2
Evaluators	2
Foundations; International Development Agencies	2
Foundations; NGOs	2
Government; INGOs	2
Government; INGOs; International Development Agencies	2
Government; International Development Agencies; NGOs	2
Academic Institutions; Accounting Body	1
Academic institutions; Development Organisations; Government; NGOs	1
Academic Institutions; Donors; Government; NGOs	1
Academic Institutions; Donors; International Development Agencies; NGOs; Programme Staff	1
Academic Institutions; Government; International Development Agencies	1
Academic Institutions; Government; NGOs	1
Academic Institutions; evaluators	1
Academic Institutions; Research Institutions	1
Associations; Foundations	1
Associations; Government	1

Consulting Firms; NGOs	1
Contractors; Government	1
Donors; Foundations	1
Donors; Foundations; INGOs; NGOs	1
Donors; Government; International Development Agencies	1
Donors; INGOs; NGOs	1
Donors; Programme Staff	1
Foundations	1
Foundations; Government; International Development Agencies; NGOs	1
Foundations; Government; International Development Agencies: NGOs	1
Foundations; International Development Agencies; NGOs	1
Foundations; International Development Agencies; NGOs; Parastatals	1
General Public	1
General Public; Government	1
General Public; International Development Agencies	1
Government; International Development Agencies; INGOs; NGOs	1
Government; International Development Agencies; NGOs; Private Sector	1
Government; Private Sector	1
Government; Programme Staff	1
INGOs; International Development Agencies; Think-tank	1
INGOs; NGOs	1
INGOs; NGOS	1
International Development Agencies; Programme Staff	1
Owners	1
Parastatals	1
Stakeholders	1

2.12.6 Main managers (or lead evaluators) of evaluation research

Main managers (or lead evaluators)	
	Frequency
Consultants	88
Academics	44
Government	43
Evaluators	31
NGOs	21
Programme Staff	13
Experts	10
International Development Agencies	10

Researchers	8
Evaluation Associations	6
Donors	5
Academics; Consultants	4
Academics; Researchers	4
Consultants; NGOs	4
Consultants	4
Specialists	4
Academics; NGOs	3
Associations	3
Government; NGOs	3
Professional evaluators	3
Consultants; Government	2
Consultants; Individual Consultants	2
Donors; Government	2
Executive Management	2
Government; Researchers	2
INGOs	2
Parastatal	2
Private Firms	2
Private Practitioners	2
Academics; Consultants; NGOs	1
Academics; Consultants; Research Institutions; Civil Society Organisations; Think-Tanks	1
Academics; Evaluation Bodies	1
Academics; Government	1
Academics; Government; NGOs	1
Academics; Parastatal	1
Academics; Researchers; Development Organisations	1
Associations; Donors	1
Commissioning Agencies	1
Commissioning Agencies; evaluators	1
Commissioning Agencies; Government	1
Consultants; Donors; Implementing Organisations	1
Consultants; Educational Institutions	1
Consultants; evaluators	1
Consultants; Experts	1
Consultants; Government; International Development Agencies	1
Consultants; Government; Researchers	1
Consultants; Parastatal	1
Consultants; Programme Staff	1
Consultants; Programme Staff; Researchers	1

Contractors	1
Consultants; Researchers	1
Development Partners; Government	1
Development Practitioners; Researchers	1
Directors	1
Donors; Government; Independent Firms	1
Donors; Government; NGOs	1
Donors; International Development Agencies	1
Donors; NGOs	1
ESA	1
Evaluators; Researchers	1
Experts; Government	1
Foundations	1
Foundations; International Development Agencies	1
Foundations; International Development Agencies; NGOs	1
Government; Programme Staff	1
INGOs; NGOs; Policy Implementers	1
International Development Agencies; NGOs	1
Lead organisation	1
Multinational Teams	1
National Coordinator	1
NGOs; Researchers	1
Non-Africans	1
Professional evaluators; Researchers	1
Research Managers	1
Review committee Members	1
Specialists; International Development Agencies; INGOs	1
Strategic Planning Managers	1
Think tanks	1
Unqualified Individuals	1

2.12.7 Main clients of evaluations undertaken

Main clients of evaluations undertaken	
	Frequency
Government	91
NGOs	57
Government; NGOs	28
Donors	21

International Development Agencies	14
Government; International Development Agencies	11
Communities	10
Donors; Government	9
INGOs	8
Academic Institutions	7
Government; International Development Agencies; NGOs	7
Health Sector	7
Donors; Government; NGOs	5
Donors; NGOs	5
General Public	5
Programme Beneficiaries	5
Government; International Development Agencies; NGOs	4
Implementing Organizations	4
INGOs; International Development Agencies	4
International Development Agencies; NGOs	4
Government; Implementing Organisations; Project Beneficiaries	3
Government; Private Sector	3
INGOs; NGOs	3
Vulnerable Community Members	3
Academic Institutions; Government	2
Academic Institutions; Research Institutions	2
Consulting Firms	2
Donors; Implementing Organizations	2
Donors; INGOs	2
Donors; International Development Agencies	2
Donors; International Development Agencies; NGOs	2
Donors; Programme Staff	2
General Public; Government	2
Government; INGOs; International Development Agencies	2
Government; Programme Staff	2
NGOs; Private Sector	2
Private Sector	2
Schools	2
Young people	2
Academic Institutions; Consulting Firms	1
Academic Institutions; Consulting Firms; Government	1
Academic Institutions; Donors; Foundations; Government; NGOs	1
Academic Institutions; Donors; Foundations; NGOs	1
Academic Institutions; Donors; Government	1
Academic Institutions; Government; NGOs; Private Companies	1

Academic Institutions; International Development Agencies	1
Academic Institutions; International Development Agencies; Vulnerable Community Members	1
Academic Institutions; NGOs; Research Institutions	1
Academic Institutions; Unemployed	1
Academics; Government; NGOs; Private Sector; Researchers	1
Agricultural sector	1
Associations	1
Associations; Government; International Development Agencies	1
Beneficiaries; INGOs; NGOs	1
Commissioners	1
Communities; Donors; Government; Implementing Organization; Programme Beneficiaries; Stakeholders	1
Communities; Donors; Government; Programme Beneficiaries	1
Communities; Stakeholders	1
Consultants	1
Consultants; Government	1
Consulting Firms; NGOs	1
Development Partners; Donors; INGOs; NGOs;	1
Donors; Foundations; Government; International Development Agencies; NGOs	1
Donors; Foundations; International Development Agencies	1
Donors; Foundations; International Development Agencies; NGOs	1
Donors; Government; Implementing Organizations	1
Donors; Government; International Development Agencies	1
Donors; Government; Programme Beneficiaries	1
Donors; Government; Programme Staff	1
Donors; Governments; NGOs	1
Donors; INGOs; NGOs	1
Donors; International Development Agencies; Stakeholders	1
Donors; NGO; Programme Staff	1
Education Sector; Government	1
Evaluation Agencies	1
Foundations; Government; NGOs	1
Foundations; International Development Agencies	1
Foundations; International Development Agencies; NGOs	1
General Public; Political Parties	1
General Public; Poor communities	1
Government, INGOs	1
Government; INGOs	1
Government; INGOs; International Development Agencies; NGOs	1
Government; INGOs; NGOs	1
Government; International Development Agencies; NGOs; Private Sector	1

Government; International Development Agencies; Private Sector	1
Government; Older Persons	1
Government; Programme Staff; NGOs	1
Government; Stakeholders	1
Health Sector; NGOs	1
INGOs; International Development Agencies; General Public	1
INGOs; International Development Agencies; NGOs	1
International Development Agencies; Media; NGOs	1
Local municipalities	1
Organisations	1
Parastatal	1
Parents; Schools	1
Programme Beneficiaries; Programme Staff	1
Programme Staff	1
Programmes	1
Project Beneficiaries	1
Project Owners	1
Research Centres	1
Rural Community Members	1
Shareholders	1