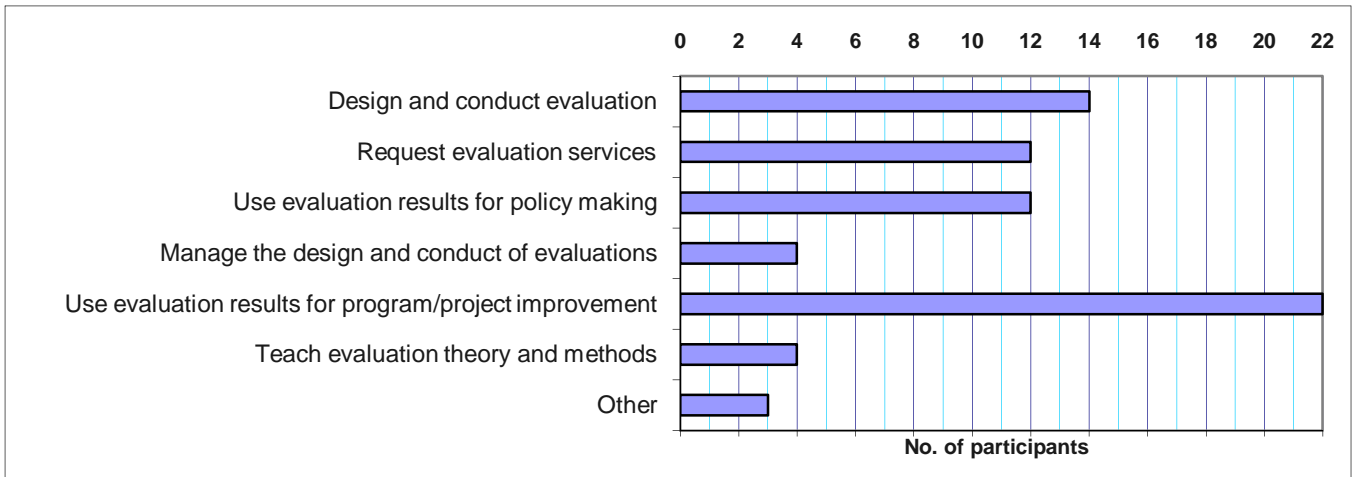


1. Which of the following describes your primary evaluation function? (Please check as many as appropriate)

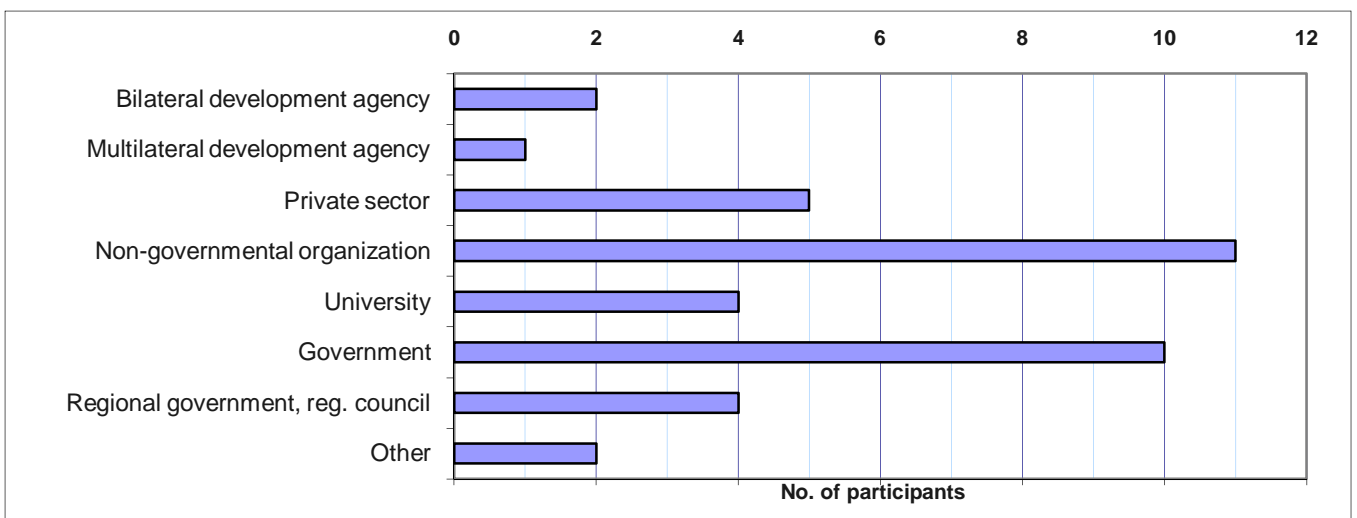
Design and conduct evaluation	14
Request evaluation services	12
Use evaluation results for policy making	12
Manage the design and conduct of evaluations	4
Use evaluation results for program/project improvement	22
Teach evaluation theory and methods	4
Other	3



Most of respondents use evaluation results for improvements of their own interventions, significant part is also designing evaluations, requesting evaluation services and/or using evaluation results for policy making.

2. In which type of organization do you work?

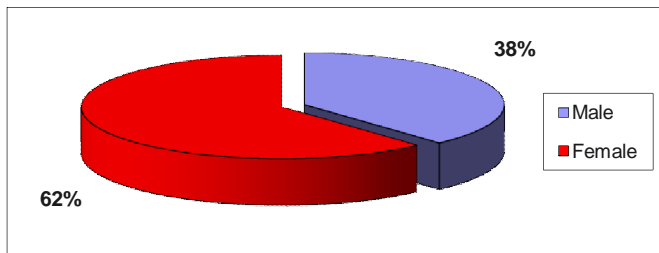
Bilateral development agency	2
Multilateral development agency	1
Private sector	5
Non-governmental organization	11
University	4
Government	10
Regional government, reg. council	4
Other	2



We received 34 questionnaires from 37 graduates (from 42 registered participants 2 people had to cancel their participation at last minute and 3 people did not finalize the training). 40,5 % of graduates represented the governments (including bilateral agencies), 32,4 % of graduates came from NGO sector. Some people work in different organisations (NGO + private sector/freelance experts, Government + university).

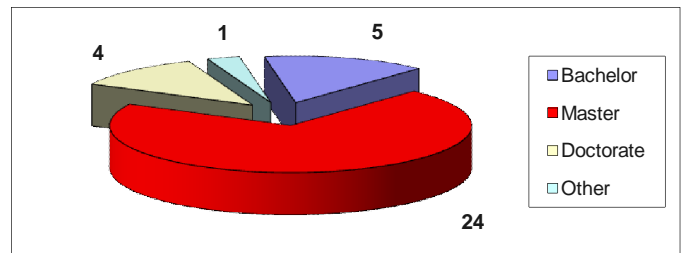
3. Gender

Male	13
Female	21



4. Academic degree

Bachelor	5
Master	24
Doctorate	4
Other	1



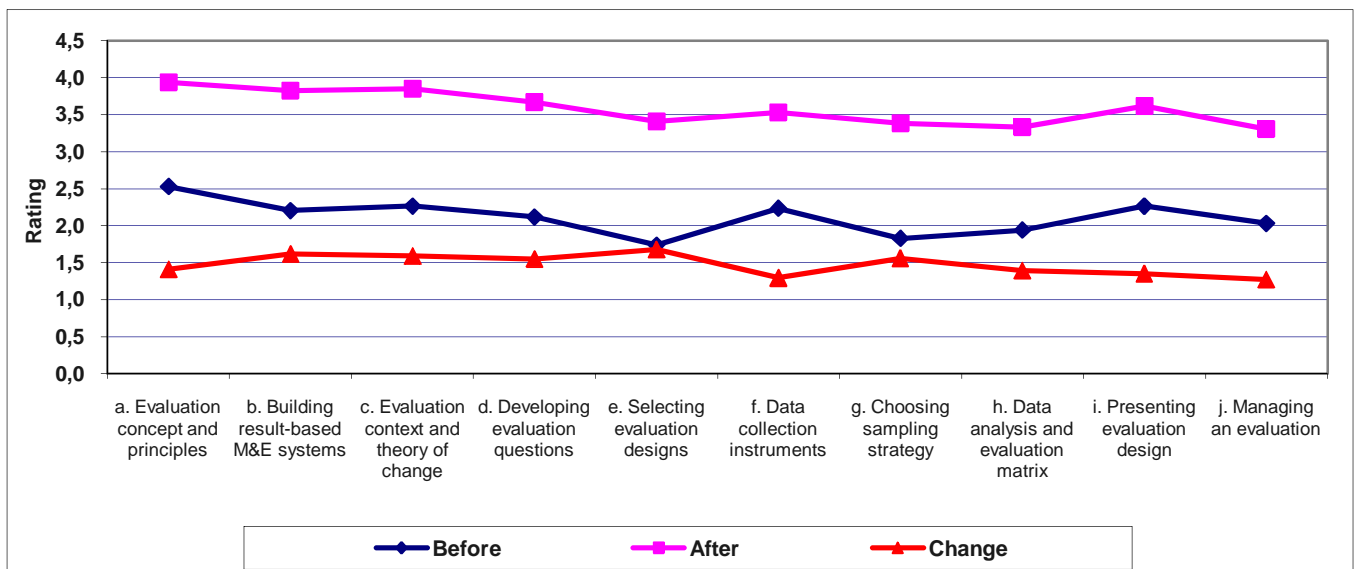
The questionnaire was responded by 13 men and 21 women.

Most of respondents (85 %) have completed Master or higher academic degree.

5. How much do you believe you have gained in knowledge and skills as a result of the training?

1 = Low → 5 = High

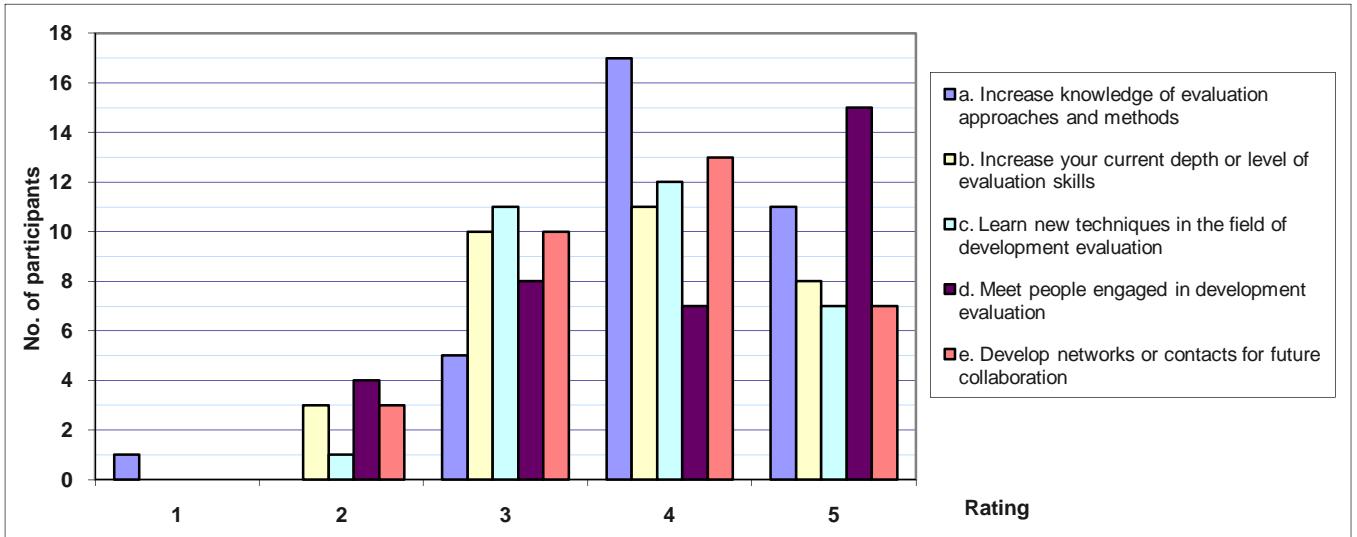
Knowledge	Before	After	Change	% change
a. Evaluation concept and principles	2,53	3,94	1,41	55,81
b. Building result-based M&E systems	2,21	3,82	1,62	73,33
c. Evaluation context and theory of change	2,26	3,85	1,59	70,13
d. Developing evaluation questions	2,12	3,67	1,55	73,15
e. Selecting evaluation designs	1,74	3,41	1,68	96,61
f. Data collection instruments	2,24	3,53	1,29	57,89
g. Choosing sampling strategy	1,82	3,38	1,56	85,48
h. Data analysis and evaluation matrix	1,94	3,33	1,39	71,88
i. Presenting evaluation design	2,26	3,62	1,35	59,74
j. Managing an evaluation	2,03	3,30	1,27	62,69
Mean	2,11	3,59	1,47	70,67



The participants believe that their knowledge and skills improved after the training per 71 % in relation to the original level - mainly in the field of selecting evaluation design (96,6 %). The highest level of knowledge/skills before and after the training was in the field of general evaluation concepts and principles (2,53 before and 3,94 after, on the scale 1-5). The lowest increase as well as lowest final level of knowledge and skills was indicated in managing an evaluation (which was the final lesson on Saturday morning).

6. To what degree has Czech DET helped you meet the following objectives?

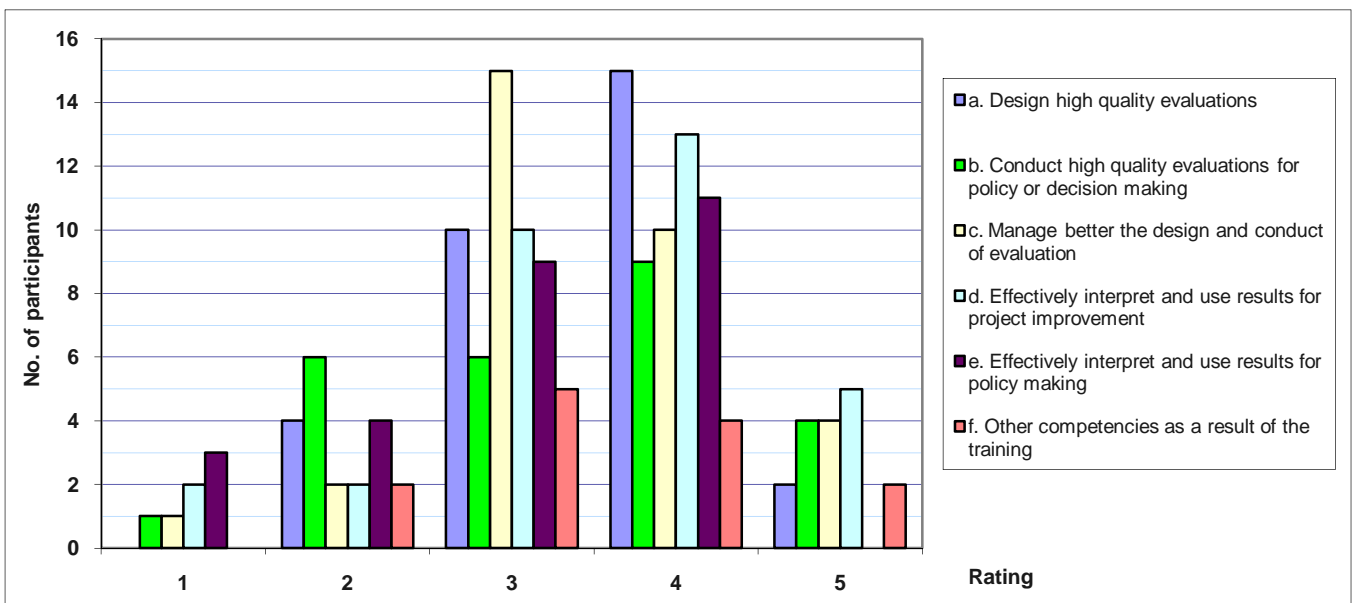
	Rating	%	n
a. Increase knowledge of evaluation approaches and methods	4,09	77,21	34
b. Increase your current depth or level of evaluation skills	3,75	68,75	32
c. Learn new techniques in the field of development evaluation	3,81	70,16	31
d. Meet people engaged in development evaluation	3,97	74,26	34
e. Develop networks or contacts for future collaboration	3,73	68,18	33



There was quite a high satisfaction with meeting specific objectives of Czech DET - rating varied between 3,73 (68,2 %) for developing networks and 4,09 (77,2 %) for increased knowledge of evaluation approaches & methods.

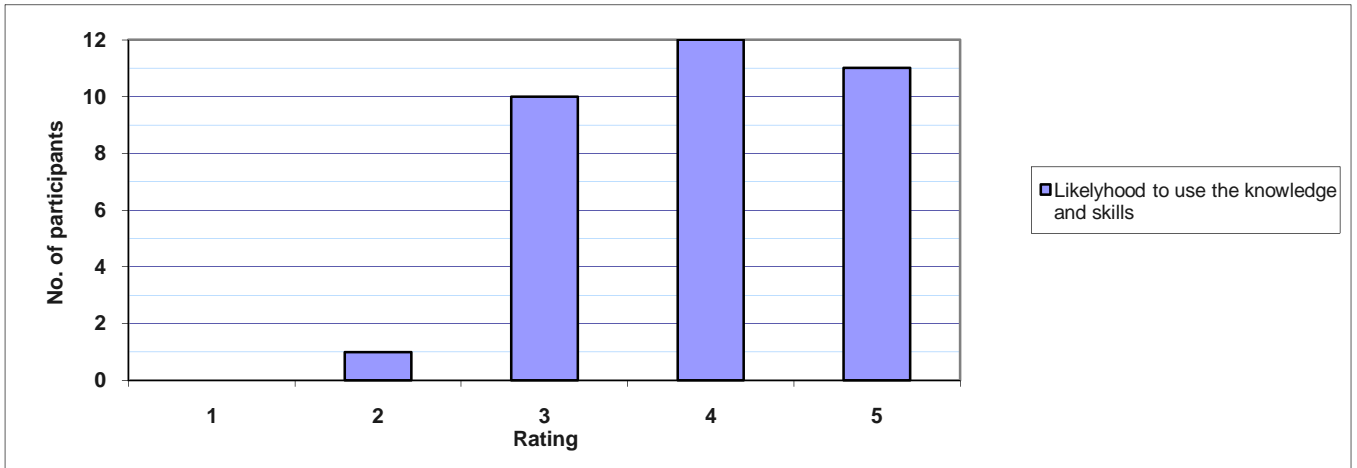
7. To what degree has Czech DET enhanced your abilities or competencies to do the following?

	Rating	%	n
a. Design high quality evaluations	3,48	62,10	31
b. Conduct high quality evaluations that produce sound knowledge for policy or decision making	3,35	58,65	26
c. Manage better the design and conduct of evaluation	3,44	60,94	32
d. Effectively interpret and use results for project improvement	3,53	63,28	32
e. Effectively interpret and use results for policy making	3,04	50,93	27
f. Other competencies as a result of the training	3,46	61,54	13



There is only a moderate enhancement of practical abilities and competencies expected by participants - the rating varies between 3,04 (50,9 %) and 3,53 (63,3 %).

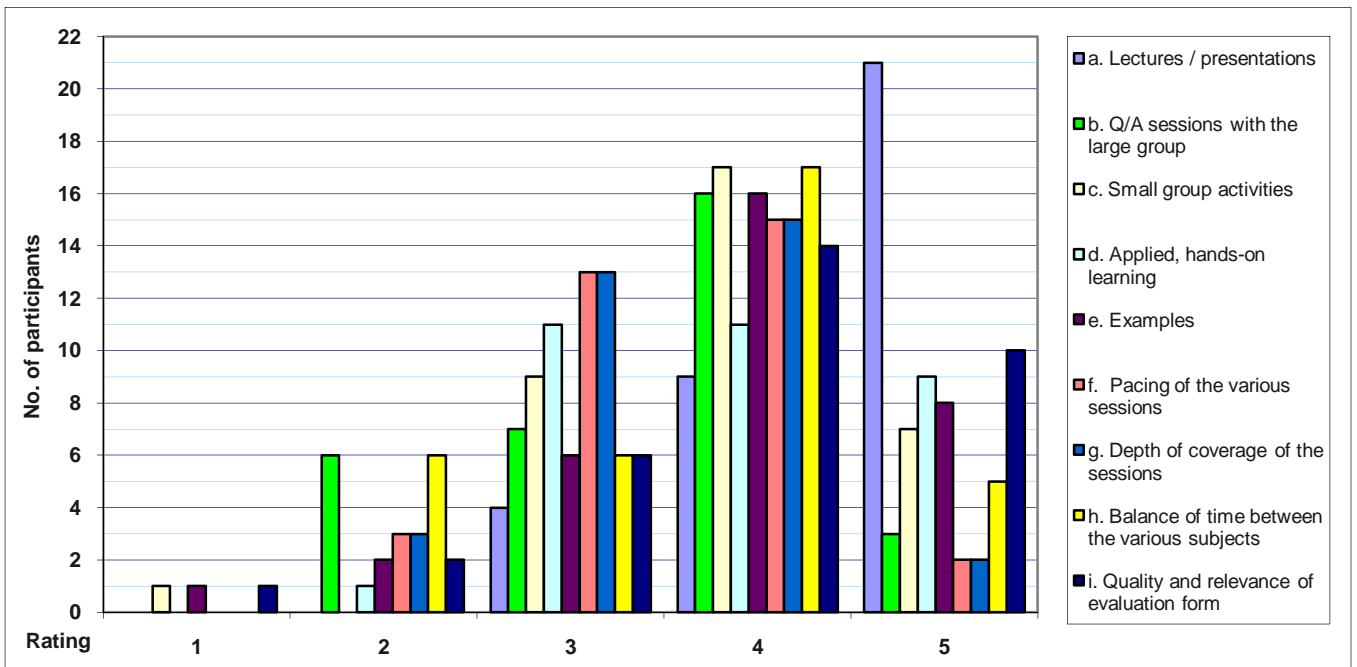
	Rating	%	n
8. What is the likelihood that you will use the knowledge and skills (obtained at the Czech DET)?	3,97	74,26	34



There is a high probability that the respondents will use the gained knowledge and skills (3,97 points = 74,3 %).

9. How would you rate the quality of the design and delivery of the program?

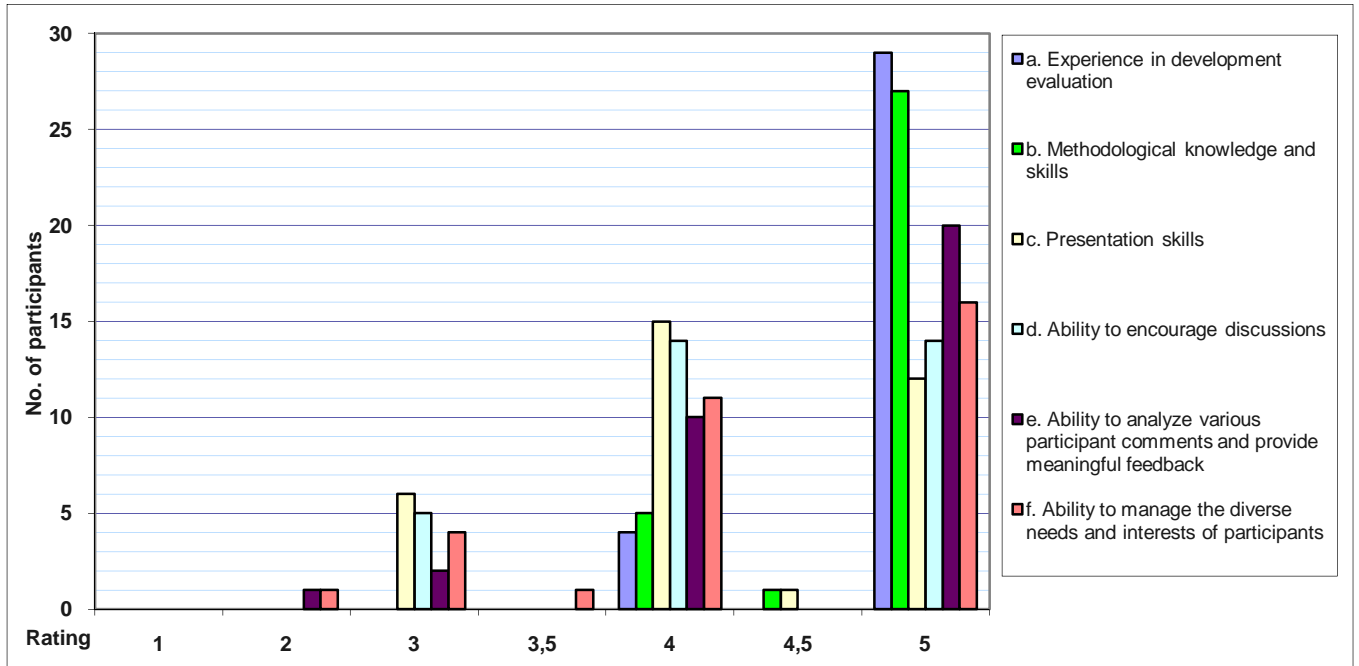
	Rating	%	n
a. Lectures / presentations	4,50	87,50	34
b. Question and answer sessions with the large group	3,50	62,50	32
c. Small group activities	3,85	71,32	34
d. Applied, hands-on learning	3,88	71,88	32
e. Examples	3,85	71,21	33
f. Pacing of the various sessions	3,48	62,12	33
g. Depth of coverage of the sessions	3,48	62,12	33
h. Balance of time between the various subjects	3,62	65,44	34
i. Quality and relevance of evaluation form	3,91	72,73	33



The lectures and presentations got a very high rating of 4,50 points (87,5 %), however even the other aspects got a positive response of 3,5 - 3,9 points (62,1 - 72,7 %).

10. How would you rate Czech DET lecturer Linda G. Morra on the following?

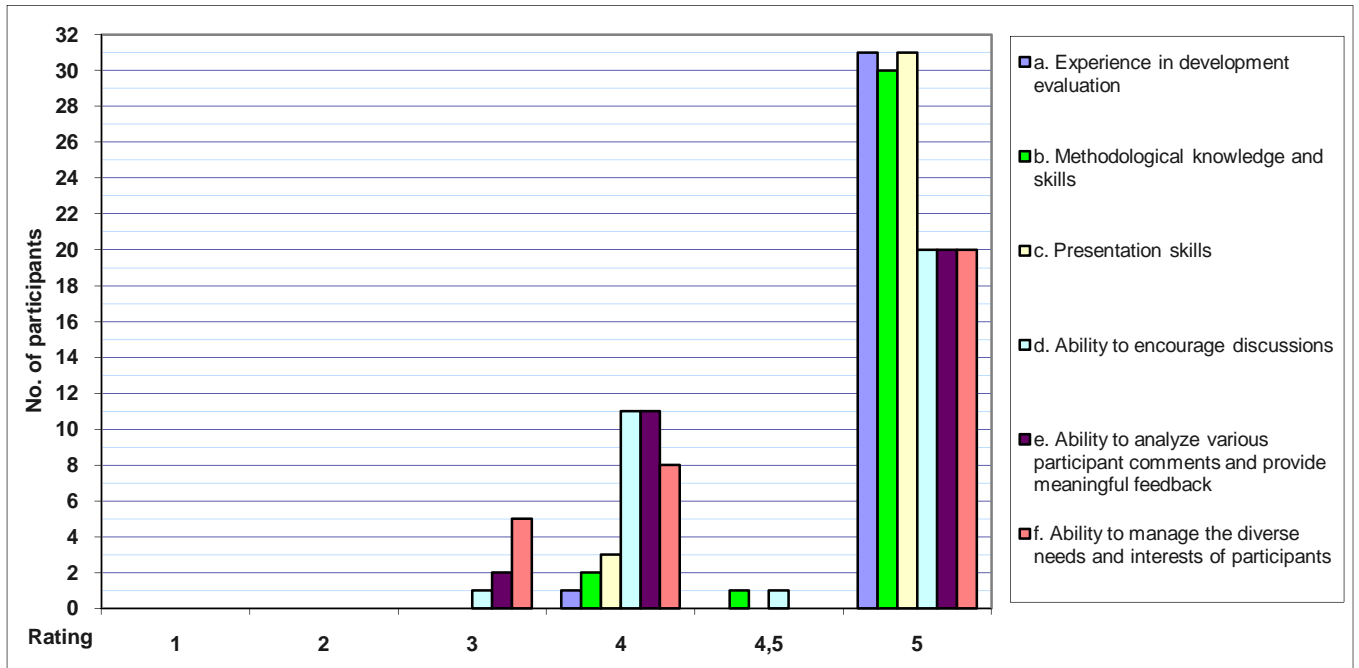
	Rating	%	n
a. Experience in development evaluation	4,88	96,97	33
b. Methodological knowledge and skills	4,83	95,83	33
c. Presentation skills	4,19	79,78	34
d. Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	4,27	81,82	33
e. Ability to analyze various participant comments and provide meaningful feedback	4,48	87,12	33
f. Ability to manage the diverse needs and interests of various participants	4,29	82,20	33



Evaluation of lecturers confirmed that Linda G. Morra Imas is a real professional (rating from 4,19 to 4,88 which means satisfaction between 79,8 and 97 %). Some improvements would be appreciated in presentation skills and in ability to encourage discussions, both related to the work with a big group of participants. However, the participants appreciated also clarity and presentations skills as well as empathy and readiness to listen to and to encourage and help participants. Strong knowledge and experience, huge practice and positive and friendly approach were appreciated by most of respondents. Slight problems occurred with worse understanding by individual participants while some others recommended to talk a bit faster. Need for no improvements and over-qualification for this level of training was mentioned, too. It was recommended to change some morning sessions with Ray Rist as the afternoon sessions after the lunch are more demanding both for lecturer and participants.

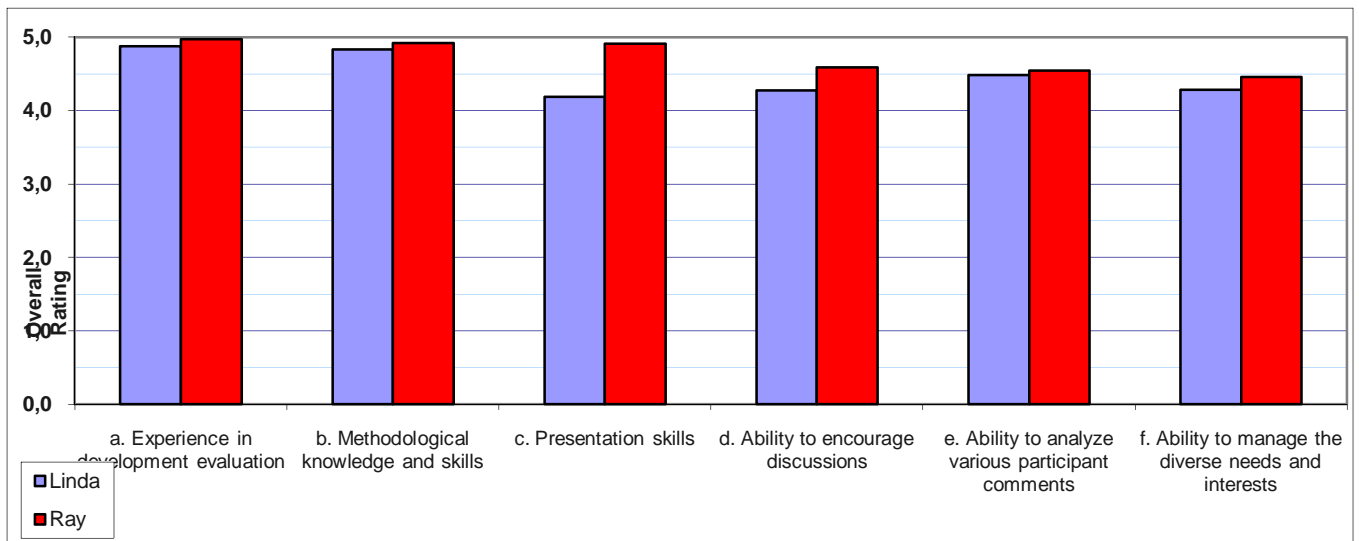
11. How would you rate Czech DET lecturer Ray C. Rist on the following?

	Rating	%	n
a. Experience in development evaluation	4,97	99,22	32
b. Methodological knowledge and skills	4,92	98,11	33
c. Presentation skills	4,91	97,79	34
d. Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	4,59	89,77	33
e. Ability to analyze various participant comments and provide meaningful feedback	4,55	88,64	33
f. Ability to manage the diverse needs and interests of various participants	4,45	86,36	33



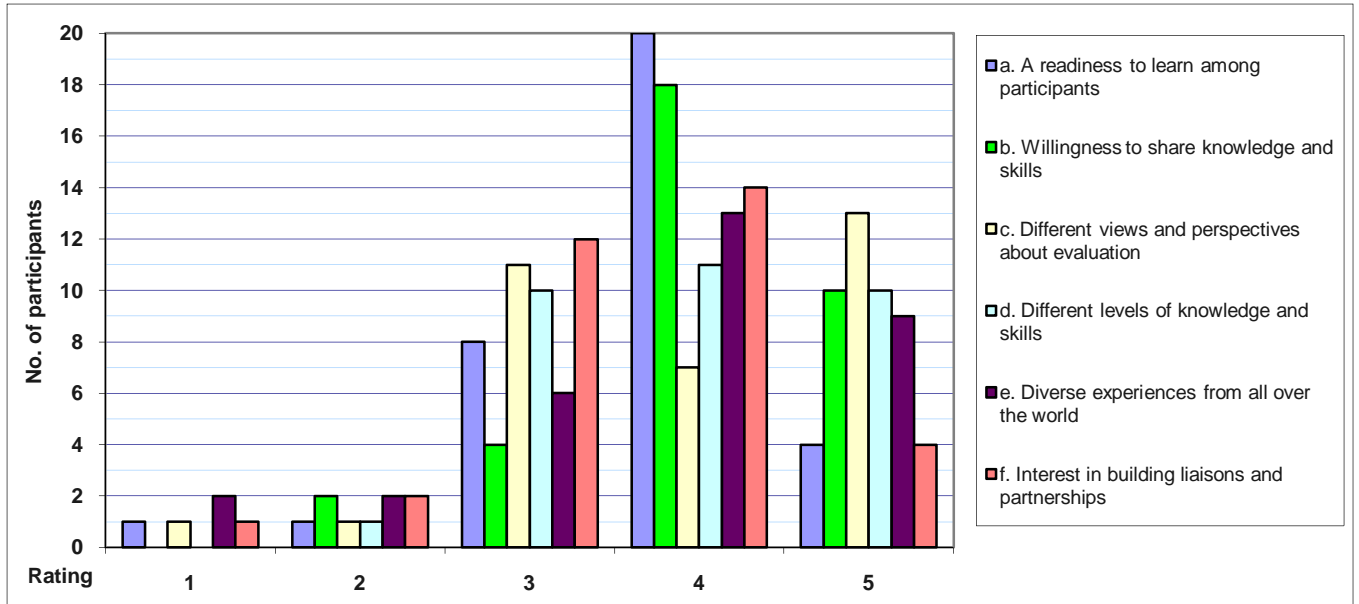
The evaluation of Ray C. Rist is exceptional (4,45 - 4,97 points which means satisfaction 86,4 - 99,2 %), only slight relative imperfections were linked to the work with a large group (ability to encourage discussions, analyze different participants comments and manage different needs and interests of participants) however more than 60 % of respondents gave the maximum rating of 5 points even in these categories.

Regarding special comments by respondents, strong experience, huge practice, excellent presentation skills, clear language with excellent examples, friendly approach, sense of humour and interactivity with participants encouraging their motivations were mentioned many times. Beside no need of improvements explicitly stated four times, overqualification was mentioned once as well as stories with a slowing down effect and, on the other hand, lack of examples. One practical recommendation concerns recognizing mushrooms :)



12. Please rate your fellow participants on the following characteristics:

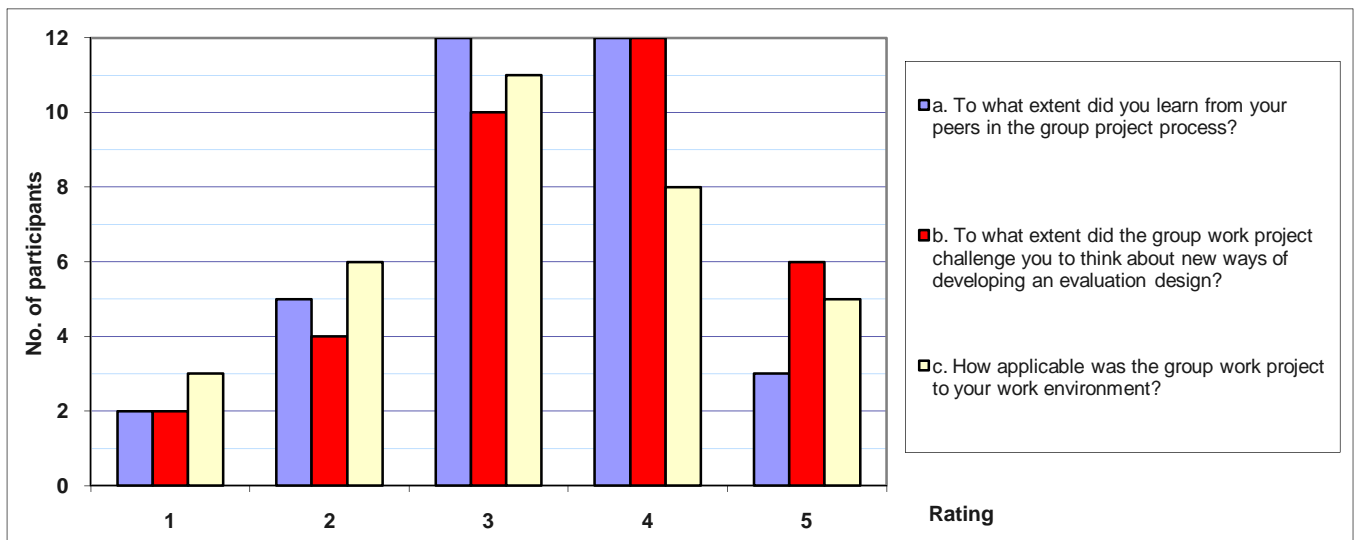
	Rating	%	n
a. A readiness to learn among participants	3,74	68,38	34
b. Willingness to share knowledge and skills	4,06	76,47	34
c. Different views and perspectives about evaluation	3,91	72,73	33
d. Different levels of knowledge and skills	3,94	73,44	32
e. Diverse experiences from all over the world	3,78	69,53	32
f. Interest in building liaisons and partnerships	3,55	63,64	33



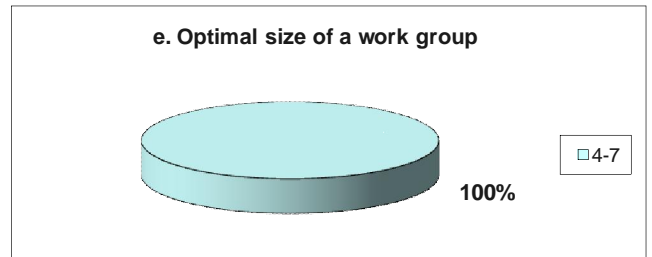
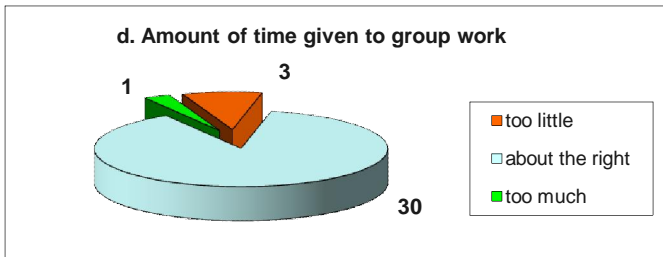
There is a balanced rating of good cooperation among participants (3,55 - 4,06 points, i.e. 63,6 - 76,5 %) with a slightly lower rating for interest in building liaisons and partnerships (3,55), readiness to learn among participants (3,74), and diverse experience from all over the world (3,78) which relates to the European character of Czech DET.

13. Group work project (team exercises)

	Rating	%	n
a. To what extent did you learn from your peers in the group project process?	3,26	56,62	34
b. To what extent did the group work project challenge you to think about new ways of developing an evaluation design?	3,47	61,76	34
c. How applicable was the group work project to your work	3,18	54,55	33



The evaluation of the group work slightly varies within a range of 3,18 - 3,47 (54,6 - 61,8 %). However, group work seems to be a challenging experience.

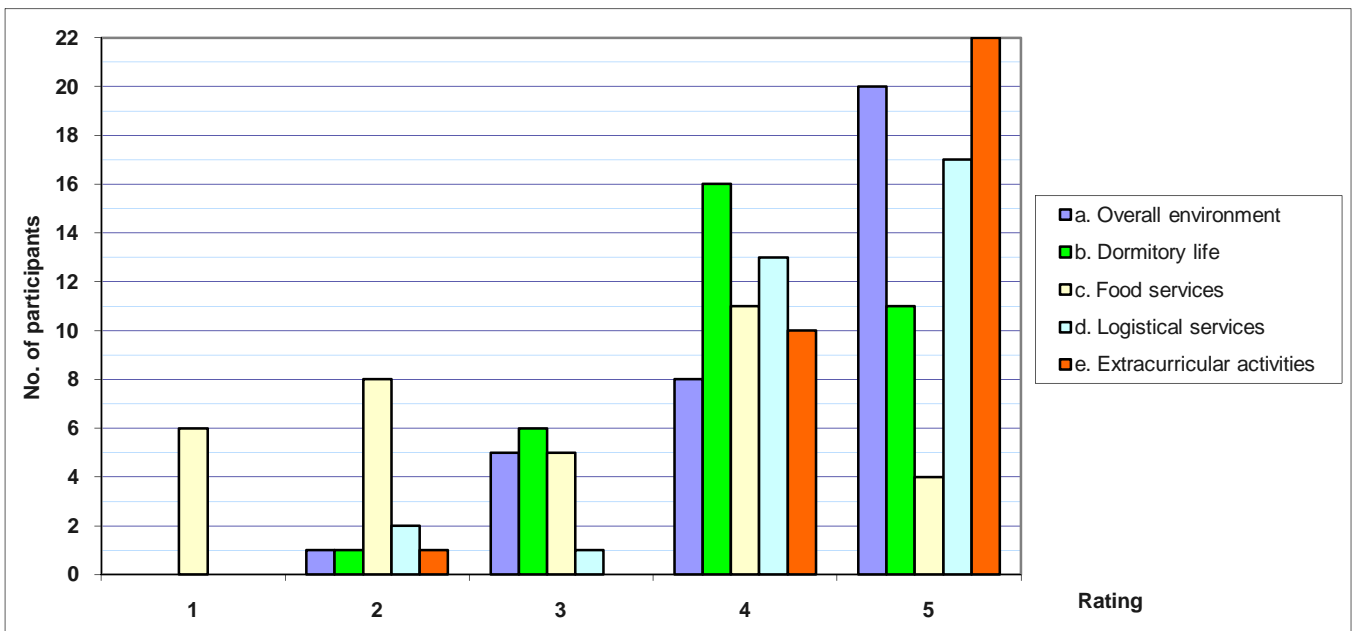


About 89 % of participants think there was about the right amount of time given to group work, 3 think it was too little and 1 it was too much.

All respondents agree that the size of 4 - 7 participants is optimal for group work.

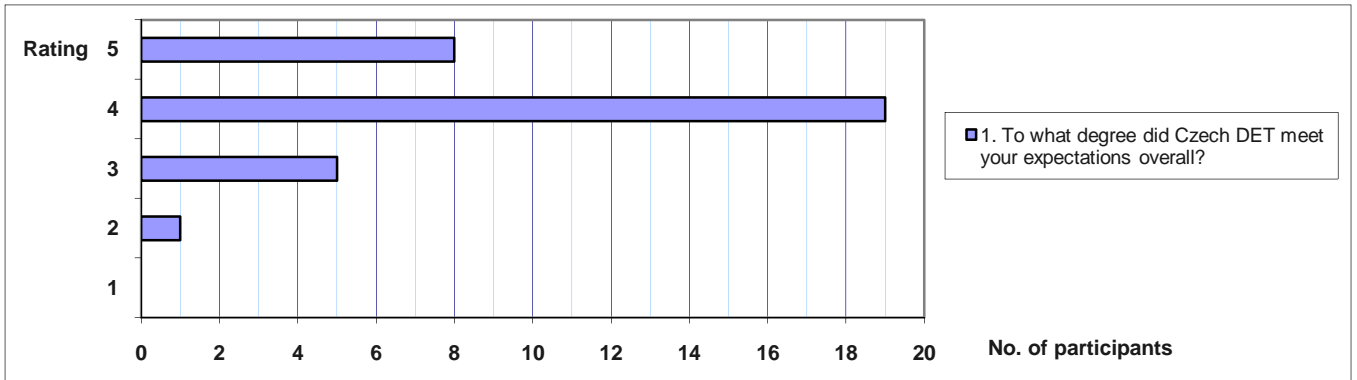
14. Please rate the quality of:

	Rating	%	n
a. Overall environment	4,38	84,56	34
b. Dormitory life	4,09	77,21	34
c. Food services	2,97	49,26	34
d. Logistical services (registration, DWW support, transport, etc.)	4,36	84,09	33
e. Extracurricular activities (sport, trip, graduation dinner, etc.)	4,61	90,15	33



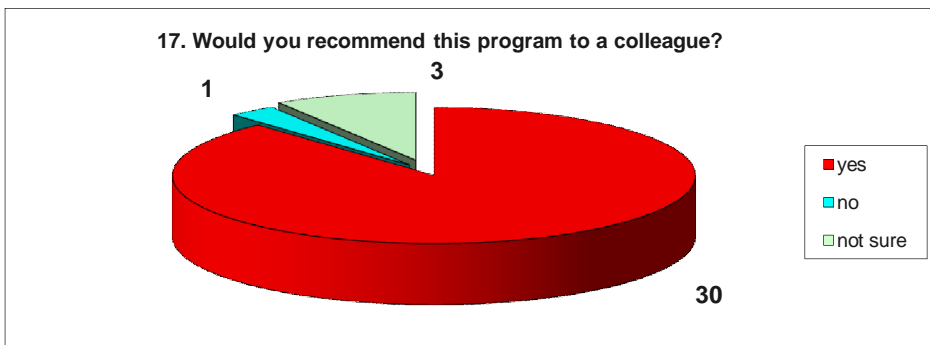
There was a positive response to overall organisation of Czech DET - rating from 4,09 / 77,2 % (accommodation) to 4,61 / 90,2 % (extracurricular activities) except for quality of food services - rating 2,97 means only "fair". Although the hotel staff was ready to respond the special needs of participants, the Czech cuisine was probably too "heavy" for some participants and the choice of vegetarian food was not sufficient. The choice of buffet meals for dinner was larger than only three options for dinners, but the budget limitations did not allow the buffet option for dinners (the hotel costs for buffet dinners are 60 % higher than for lunches). However, the new director of the hotel promised us much better conditions for the future in case the Czech DET will be repeated in the same hotel.

	Rating	%	n
15. To what degree did Czech DET meet your expectations overall?	4,03	75,76	33



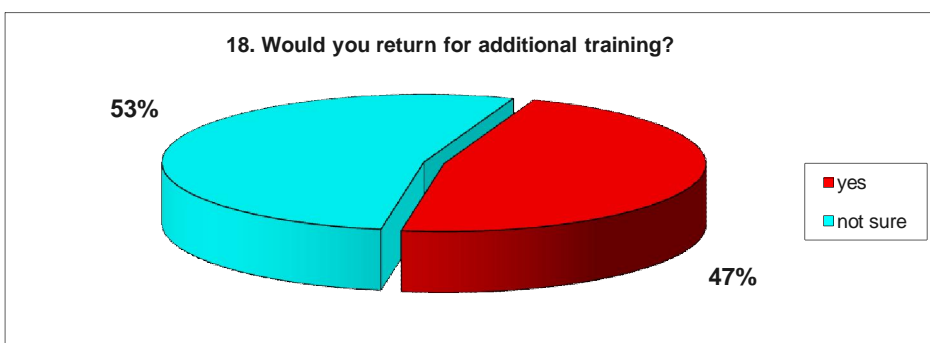
We are pleased by a high rating of 4,03 (75,8 %) for meeting overall expectations. This is very binding for us to keep or to even enhance the training quality in the next years.

16. Would you recommend this program to a colleague?	yes	no	not sure
	30	1	3



One of the most positive messages from respondents is that 30 (88,24 %) of them would recommend this program to a colleague and only 1 participant would not recommend it.

17. Would you return for additional training?	yes	not sure
	16	18



Around 47 % of respondents would return for an additional training, 53 % are not sure.

18. Would you recommend that we offer Czech DET next year?	yes	not sure
	29	5



85,3 % percent of respondents recommend to continue in providing DET next year, only 5 respondents (14,71 %) were not sure. In addition, the respondents estimate that around 55 their colleagues might be interested to participate in DET 2010 - there is an intention to carry it out in Slovakia (Slovak DET 2010). As also the second key precondition is fulfilled - both key lectures Linda and Ray confirmed their interest to participate next year, we will closely cooperate with Slovak partners in preparation of the next training.

19. What is your most useful take-away from Czech DET?

There are many positive responses to the added value of Czech DET. Besides "technical" aspects of the training - toolbox of methodologies (the book and presentations), contacts, practical skills etc., the participants appreciated mainly results-based monitoring and evaluations and a complex approach based on the theory of change (13 similar responses).

20. What did you find least useful from Czech DET?

Several times (11) the modules on sampling and data analysis were assessed as problematic (too basic for those with some statistical background and too quick for these untouched by statistics), on the other hand the participants of Czech DET 2008 highly recommended these specific modules and there was also quite active discussion during these modules at Czech DET 2009. Four respondents mentioned that all modules were useful.

One respondent proposes to establish the working groups according to focus, age, experience or type of organisation. From our point of view only a diversity of actors allows real and result-based discussions about evaluation principles and approaches, beyond the usual working stereotypes. Although we propose to continue with a "random distribution" of participants in the working groups, we also propose to select the cases to work with the next year from a real-life examples brought and presented by the participants.

Individual remarks concerned general comments and common sense issues, project and evaluation management, too little time for presentations and use of evaluation results and lot of things the participants were not able to cover. One respondent mentioned attending other trainings in evaluation methodology and thus little new in this course.

21. What are suggestions for improvements to enhance the effectiveness and usefulness of Czech DET?

Several comments concerned the length of the course and differ from offering shorter courses focused on 1-3 modules to longer courses or courses for level 2 or 3 for people with a deeper knowledge of evaluation methodology. Some others propose working with more examples / case studies and combination of individual and group work as well as different size of the working groups. These issues were already discussed by the Czech DET team and we have been already offering and providing special follow-up courses for specific target groups since 2008. The DET course should stay as a basic professional training allowing complex understanding of evaluation principles and approaches. From the financial point of view, it is not feasible to invite top lecturers from the U.S.A. to provide only a few days trainings for a limited number of participants. We also propose to start the next DET on Monday afternoon and finish on Sunday morning to allow arrivals on Monday morning.

Regarding comments on technical modules (sampling and analyses), we propose to merge these two modules into one for the next year - to provide only a general overview during the course (the details can be then found in the training publications or in the follow-up technical workshops). On the other hand, the modules on managing evaluations (preparing TOR etc.) and presenting evaluation results should be returned to the DET program. One comment on similar group members was already responded above - we do not consider it effective as all stakeholders should learn how to understand each other and how to work together.

Proposal to send all training materials in advance cannot be accepted from logistic and cost-effectiveness point of view (only sending one book *The Road to Results* /1,5 kg/ costs 300 CZK within Europe).

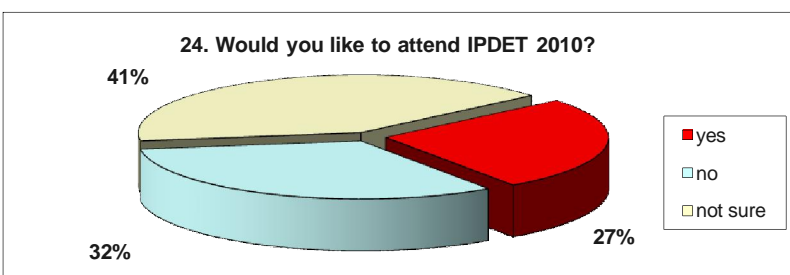
Another proposal concerns filling evaluation questionnaires on-line. We consider using this option as only an additional one, in particular for the evaluation of mid-term effects of the training. Regarding immediate response, the return rate would not probably reach 92 % like this year when using the printed questionnaire before departure of participants.

Some respondents expressed appreciation of the organisation and the structure and content of the lectures.

22. What did you like best about the week? Why?

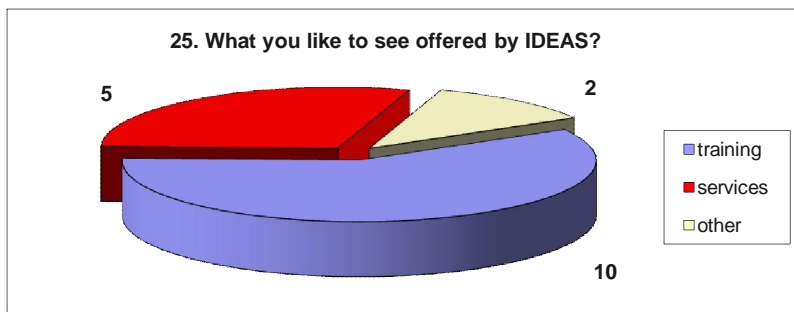
The respondents appreciated mainly the team spirit - good networking, professionalism and flexibility (11 similar responses) and, in particular, amazing, competent and quality lecturers and their personal approach (9 similar responses). The location (beautiful surroundings) and graduation dinner belong to other positives of the course. Individual respondents mentioned also opportunity to learn something new and think about it and to freely discuss anything; or examples, regular routine and right pacing. Regarding the modules, *Result-based Monitoring and Evaluation System* was explicitly mentioned.

23. Would you like to attend IPDET 2010 in Ottawa?	yes	no	not sure
	9	11	14



There is another positive response to Czech DET 2009 - 9 respondents (26 %) would like to attend IPDET 2010 in Ottawa and other 14 (42 %) are not sure. It was already agreed by the IPDET organisers that Czech DET graduates will have 5 % discount for IPDET fees.

24. What type of future training or services in evaluation would you like to see offered by IDEAS?	training	services	other
(response from 12 participants)	10	5	2



This question was answered only by 12 participants. The general comment is that training (capacity building) activities are most important, however some services - in particular consultations, on-line exchange or information or support for PhD students will be appreciated as well. Sharing knowledge, consultations and on-line tools were mentioned in the category "Other".

25. General comments and recommendations:

Besides appreciations of Czech DET 2009, beautiful region and good price of training, there were also some comments on problems.

*Two respondents mentioned bad quality of food and partially a high price of the food or accommodation. Although we got a significant group discount, we could not influence the prices in the region and we definitely were not able to arrange accommodation in single rooms without a significant increase of the participants fees. However, we can discuss an increase of the fees for the participants choosing accommodation in single rooms. It is also important to mention that the fee covers only 39 % at maximum of the total costs, while the rest is covered from the MFA grant (around 45 %) and from own DWW resources (including contribution from IDEAS). We also appreciate in-kind support of the World Bank (publications *The Road to Results* and their shipment to the Czech Republic). Shorter training proposed by one respondent cannot be arranged with the same lecturers but we offer specific training modules in the Czech Republic or neighbouring countries on request. Missing modules or on the other hand request for less technical details can be also responded by means of individual follow-up trainings or coaching services.*

Finally, we would like to thank all Czech DET 2009 graduates for an active approach to the training and for open and valuable discussions and cooperation. Friendly and creative atmosphere of Czech DET is a great asset and we believe that our cooperation will continue in the future. We are ready to do our best to strengthen evaluation capacities and impact of evaluations in the European region and at global level.

Daniel Svoboda
Czech DET coordinator
DWW Chairman
Vice-President of IDEAS

Marketa Brychtova
Czech DET administrator