

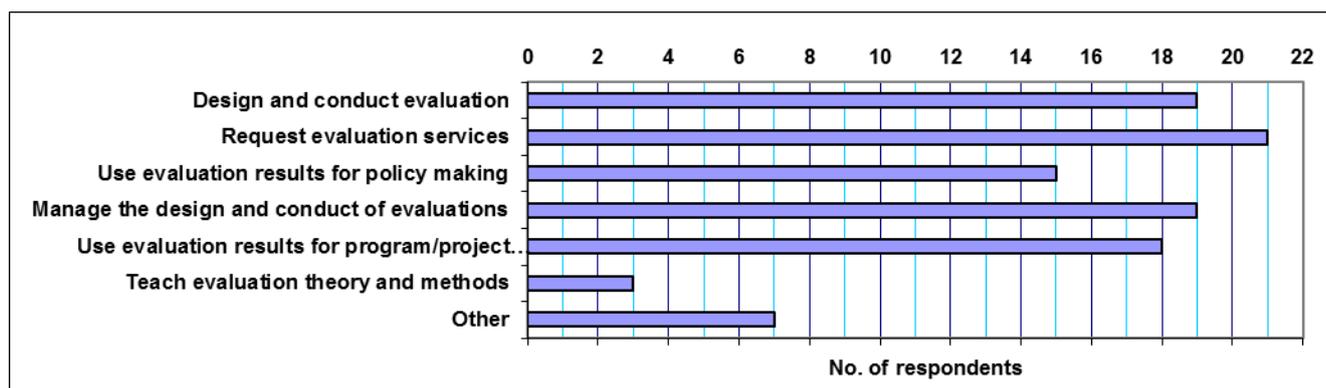
EPDET 2016 - EVALUATION
European Program for Development Evaluation Training
Prague, Czech Republic, September 04 - September 09, 2016

48 questionnaires received in total (from 56 participants)

Part I: General Information

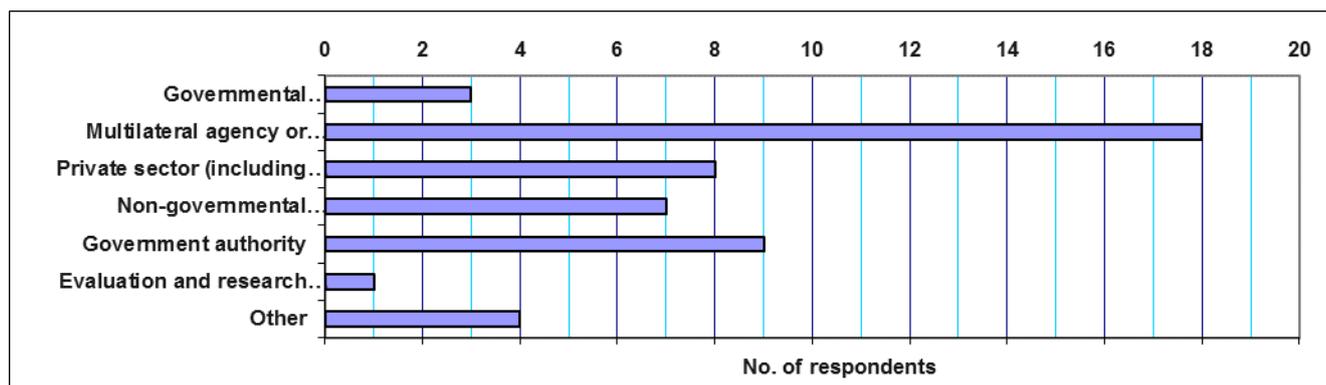
1. Which of the following describes your primary evaluation function? (Multiple choices)

Design and conduct evaluation (19)
Request evaluation services (21)
Use evaluation results for policy making (15)
Manage the design and conduct of evaluations (19)
Use evaluation results for program/project improvement (18)
Teach evaluation theory and methods (3)
Other primary functions (7): <i>To learn the principles of evaluation ... Develop M&E frameworks for the programs/projects ... Commission & communicate evaluations ... Improving program design, intervention design, measurements during implementation phase, within the project, impact assessment etc. ... Assessing project/program design for evaluability ... Follow-up the implementation of evaluation recommendation ... Strategic direction (use of evaluation results for) ...</i>



2. In which type of organization do you work? (Multiple choices)

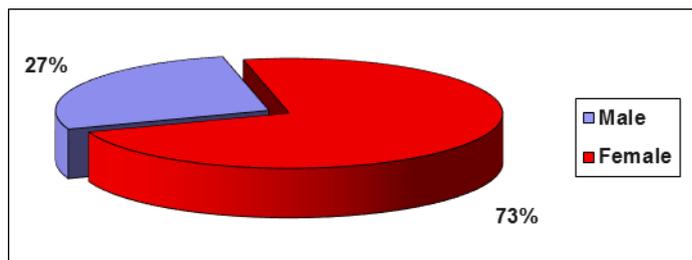
Governmental development agency (3)
Multilateral agency or program, including UN (18)
Private sector, including consultants (8)
Non-governmental organization (7)
Government authority (9)
Evaluation and research institution (1)
Other (4): <i>Student/Consultant ... EU Agency (ETF) ... Political organization ... Don't work currently ...</i>



3. Your gender:

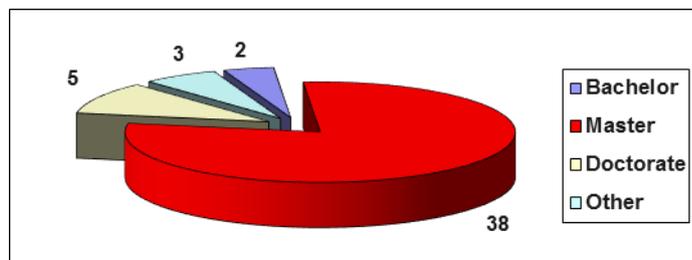
Male (13)	Female (35)
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In total, there were 41 women and 15 men in EPDET 2016.



4. Degree completed:

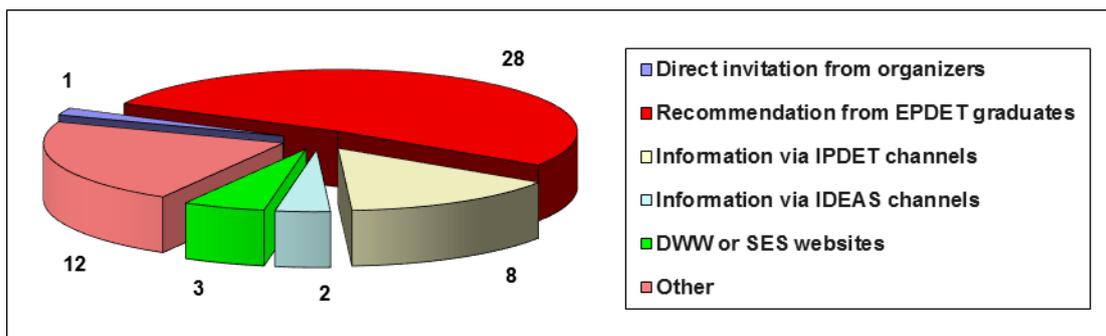
Bachelor (2)
Doctorate (5)
Master (38)
Other (3): Post university specialized studies ... Graduated from the 4-year university (Master equivalent) ... Doctorate in Business Administration candidate ...



The participants of EPDET 2016 brought experience from 33 countries in total (29 countries per origin, 21 countries per residence), from diverse sectors (from NGOs to UN agencies) and from all fields related to monitoring and evaluation. This confirmed again the added value of EPDET for experience exchange and for networking across countries and across sectors.

5. How did you get information about EPDET? (Multiple choices)

Direct invitation from organizers (1)
Recommendation from EPDET graduates (28)
Information via IPDET channels (8)
Information via IDEAS channels (2)
DWW or SES website (3)
Other (12): Colleague ... Directly from my organization ... National Coordination Authority – Evaluation Unit ... Google search for M&E courses ... Recommendation from a friend at IEG of the World Bank ... Request from the manager ... From my chief ... UN Evaluation Offices ... Recommended by the Director of department ... Web search ...

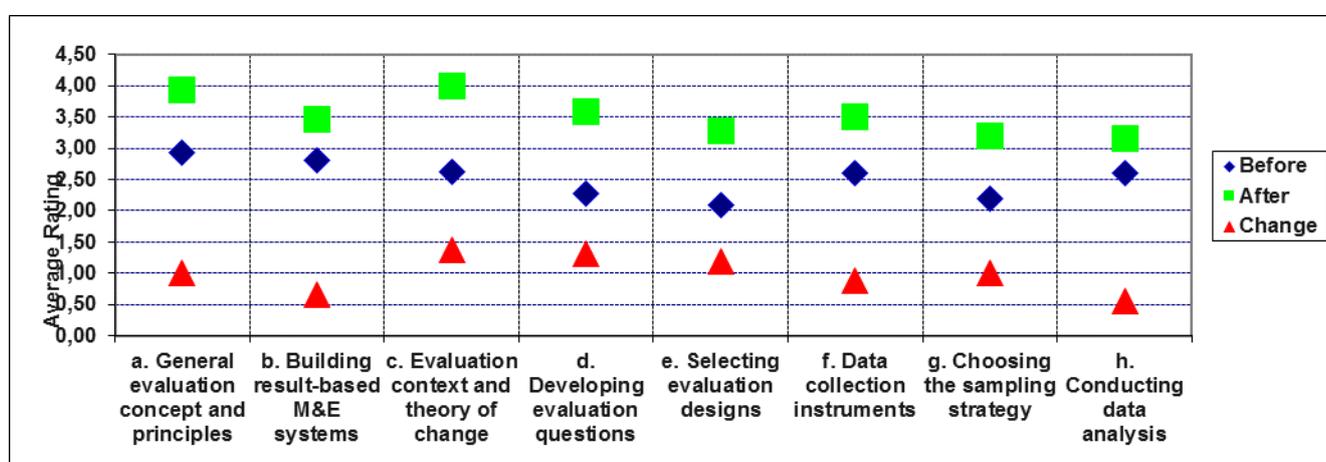


The main source of information about EPDET is recommendation from former EPDET graduates and also information disseminated by IPDET. This also means that most of participants are well informed in advance about the content and the style of the training. Also the “other sources” include mainly the personal recommendations.

Part II: Learning Effectiveness in Specific Areas of Evaluation Knowledge

6. How much do you believe you have gained in knowledge and skills as a result of the training? (Please indicate this gain in your particular situation, by rating your level of knowledge before and after the training) (44 – 48 responses)

Topics	Before	After	Change
	Rating: 1 = lowest, 5 = highest		
a. General evaluation concepts and principles	2.94	3.94	1.00
b. Building a results-based M&E system	2.81	3.47	0.66
c. Evaluation context and theory of change	2.62	4.00	1.38
d. Developing evaluation questions	2.27	3.58	1.31
e. Selecting evaluation designs	2.09	3.28	1.19
f. Data collection instruments	2.61	3.50	0.89
g. Choosing the sampling strategy	2.20	3.20	1.00
h. Conducting data analysis	2.60	3.15	0.54



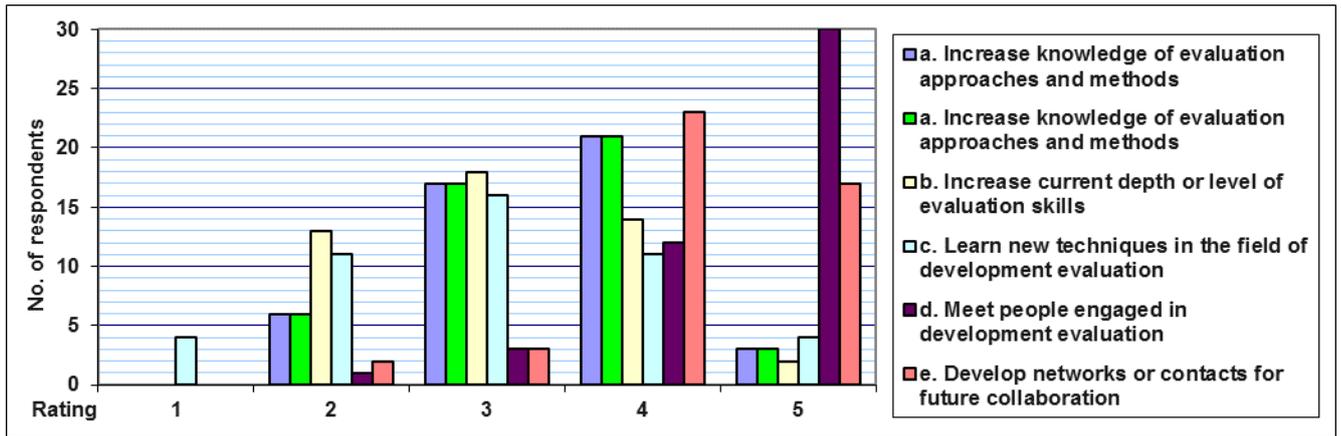
There was an increase in all categories of knowledge (however, there is a short time within one week to evaluate the real change). The respondents recognized the highest increase (from the rating 2.62 to 4.00 / 53 %) thanks to the module on the Theory of Change, and also the modules on developing evaluation questions (from 2.27 to 3.58 / 58%) and Selecting Evaluation Designs (from 2.27 to 3.58 / 57 %). The lowest increase of 21 % was documented for Conducting Data Analysis and 23.5 % for Building the Result-based M&E Systems (in this case the session was unfinished due to health problems of the lecturer).

Part III: Learning Objectives and EPDET Effectiveness

7. To what degree has EPDET helped you meet the following objectives? (45 - 47 responses)

Rating: 1 = low, 5 = high	Ø	%
a. Increase knowledge of evaluation approaches and methods	3.45	61.17
b. Increase current depth or level of evaluation skills	3.11	52.66
c. Learn new techniques in the field of development evaluation	3.00	50.00
d. Meet people engaged in development evaluation	4.54	88.59
e. Develop networks or contacts for future collaboration	4.22	80.56

The EPDET learning objectives were met as documented in a fair extent (average rating between 3.00 and 3.45 on the scale from 1 to 5, where 5 is the best result) while the objectives of meeting evaluation professionals and develop networks got an outstanding rating 4.54 and 4.22. This result confirms the importance of experience exchange and building new partnerships and networks, besides an increase of expert knowledge.



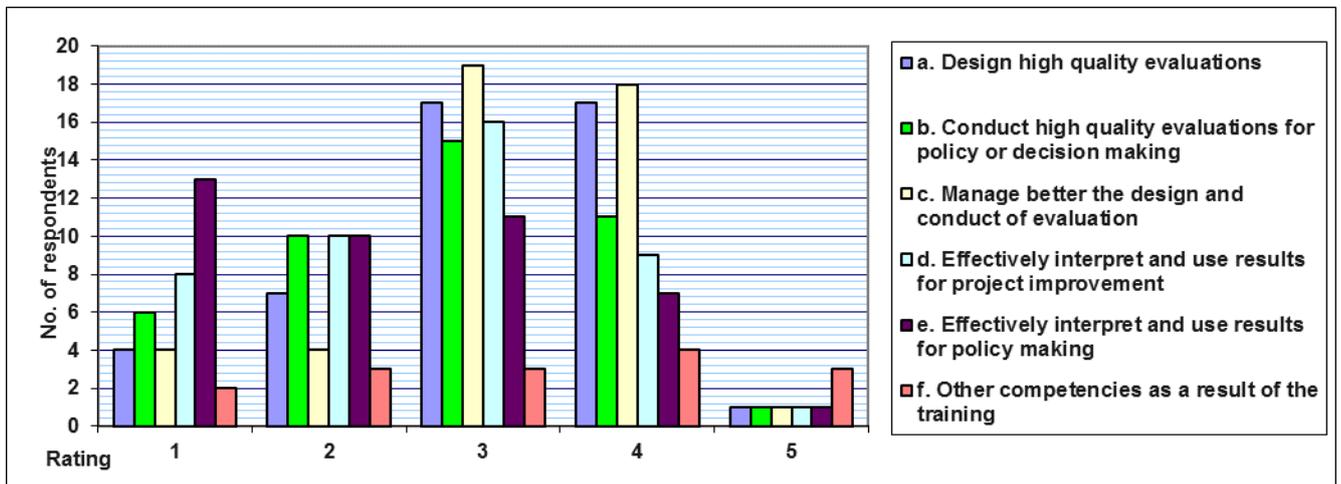
Part IV: Competencies and Potential Impact

8. To what degree has EPDET enhanced your abilities or competencies to do the following? (42 - 46 responses)

Rating: 1 = low, 5 = high	Ø	%
a. Design high quality evaluations	3.09	52.17
b. Conduct high quality evaluations that produce sound knowledge for policy or decision making	2.79	44.77
c. Manage better the design and conduct of evaluation	3.17	54.35
d. Effectively interpret and use results for project improvement	2.66	41.48
e. Effectively interpret and use results for policy making	2.36	33.93
f. Other competencies as a result of the training	3.20	55.00

The specified competencies:

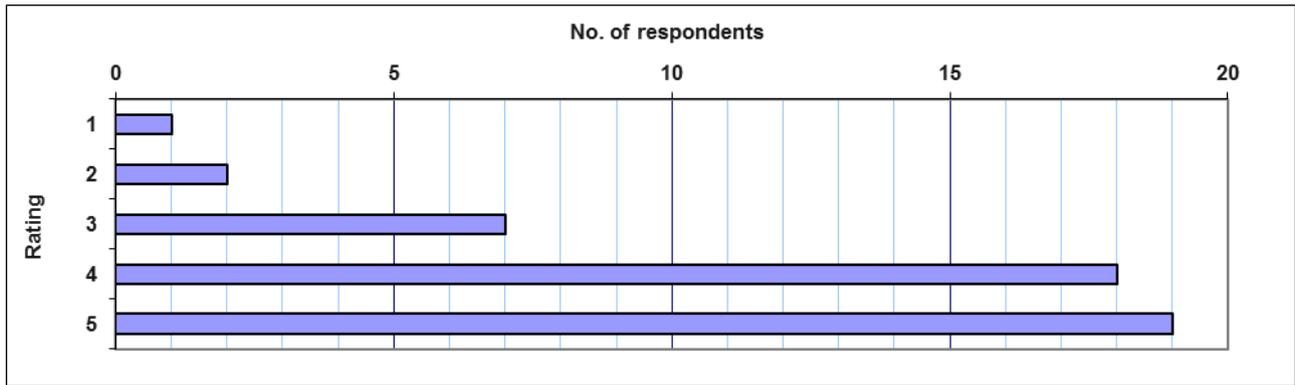
Theory of knowledge development ... Networking ... Review and comment on designs / questionnaires that evaluators have produced ... Integrating evaluation at the project design level ... Understanding of design matrix and will to include it in future ToR ...



The respondents gave an average rating (2.66 – 3.17 points) to enhanced abilities or competencies related to evaluation design, conducting high quality evaluations and using results for project improvements. Quite low rating of 2.36 relates to using evaluation results for policy making. A bit higher rating of 3.20 points relates to “other competencies” of which 5 were explicitly mentioned (see above).

9. What is the likelihood that you will use the gained knowledge and skills? (47 responses)

Rating: 1 = low, 5 = high	Ø	%
What is the likelihood that you will use the gained knowledge and skills?	4.11	77.66

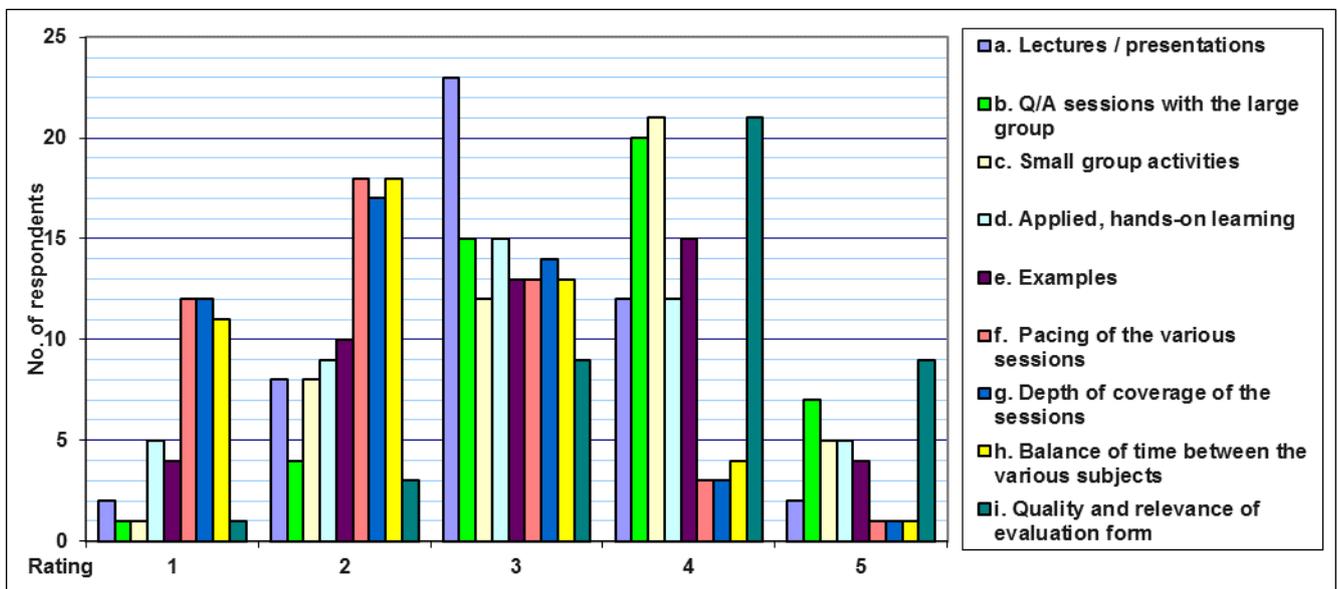


There is very high probability that the respondents will use the gained knowledge and skills. Outstanding average rating of 4.11 points (77.7 %) to this key evaluation question corresponds to the results of previous years and means a continuing challenge for the whole EPDET team to keep the training quality and to respond to the emerging needs.

Part V: Quality of Course Design and Delivery

10. How would you rate the quality of the design and delivery of the program? (43 - 47 responses)

Rating: 1 = low, 5 = high	Ø	%
a. Lectures / presentations	3.09	52.13
b. Question and answer sessions with the large group	3.60	64.89
c. Small group activities	3.45	61.17
d. Applied, hands-on learning	3.07	51.63
e. Examples	3.11	52.72
f. Pacing of the various sessions	2.21	30.32
g. Depth of coverage of the sessions	2.23	30.85
h. Balance of time between the various subjects	2.28	31.91
i. Quality and relevance of this evaluation form	3.79	69.77



The respondents rate the quality of the lessons only slightly above the average (3.07 – 3.60 points) and the pacing, the depth of coverage, and the balance of time were unsatisfactory (2.21 – 2.28 points only). It is important to adjust the presentations and especially the pacing of individual sessions to the allocated time in order to cover all key aspects of the presented topics.

On the other hand, the participants appreciate the quality of the evaluation form (in spite of its length), the rating is quite high (3.79 points / almost 70 % satisfaction). The organizers will use the evaluation results and they believe that the real results will be visible during the next EPDETs. The organizers will also adjust (or delete) some questions to avoid overlaps and/or two questions in one. The question related to the survey will be put at the end as recommended.

Part VI: Lecturers

11. How would you rate EPDET lecturer Linda G. Morra Imas on the following? (45 - 48 responses)

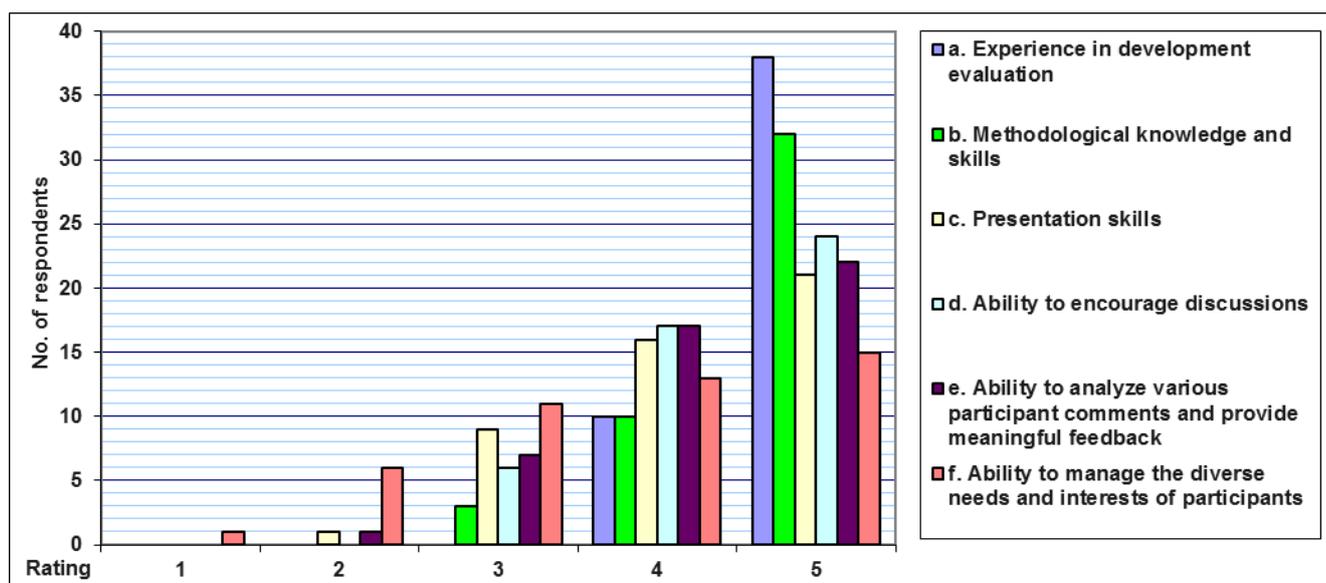
Rating: 1 = low, 5 = high	Ø	%
a. Experience in development evaluation	4.79	94.79
b. Methodological knowledge and skills	4.64	91.11
c. Presentation skills	4.21	80.32
d. Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	4.38	84.57
e. Ability to analyze various participant comments and provide meaningful feedback	4.28	81.91
f. Ability to manage the diverse needs and interests of various participants	3.76	69.02

g. Strengths of this lecturer:

Lively presentations, always smiling, good time keeping ... Highly experienced & knowledgeable ... Got through all the intended material; great feedback to queries; stories from experience were relevant ... Experience, presentation skills ... Experiences, presentation skills ... Experience; methodological expertise; knowledge of large-scale programs, evaluations, surveys; interactive, friendly ... Moves at an efficient pace but allows participation and feedback ... Participatory ... Development evaluation experience ... Energetic presentation ... Easy interaction with participants; Ability to share work experiences & explain/provide advice in certain issues ... Patience ... Practical examples always appropriate, always available to answer ... Deep knowledge, excellent experience, interesting examples, readiness to address the questions ... The structured delivery of information and real world examples/experiences ... Excellent speaker, clear explanation (I do not doubt lecturers' abilities in teaching, expertise and experience, just the format of lectures must be changed so that the lecturers can more effectively transfer their knowledge to trainees)... Ability to adapt to any situation ... Clarity, structured, timely ... Very knowledgeable + good presenter ... Excellent! ... Attracts attention of audience, heavily experienced ... More precise, quick ... Enormous experience, ability to provide examples to all concepts/notions ... Friendly expert ... Positive demeanor ... Real professional approach, really nice personality, very experienced ... Very knowledgeable, presents complex concepts simply and clearly ... Knowledge of the subject matter ... Great favorable environment to learn and have discussion ... Dynamic, good interaction with participants ... Time management; Experience and knowledge on the subject ... In general, manages to keep presentation in the given timeframe, go through almost all slides and allow for discussion ... Full command on the subject, very knowledgeable ... Good pace, interactive, friendly ... Linda was perfect in paced the content with timing, completed the scheduled content on time with time for enough comments from the audience (very important); I was particularly impressed with her being woken from sleep on Thursday and was immediately in the scene even without breakfast; Delivery was clear; I am very happy with her lectures ...

h. Improvements needed:

Give her more time to share experience; provide more tips that come from experience ... Difficulty was diversity of the group ... Up-to-date presentation technique/SW, more interactive examples to engage participants (younger, fresher approach and ways – pictures, graphs, videos would be beneficial, as well as EU relevance, speed to be able to cover all things and not need to skip slides)... Not disciplined approach to pace of presentation, fewer personal digressions ... Frontal presentation style was monotonous, could use more participatory teaching skills ... Some slides need to be updated ... N/A ... Slides to be updated ... Adopt to shorter training ... Have more participatory/interactive presentation ... N/A ... More attractive presentation techniques & more focus on theoretical aspects ... N/A ... During the group work session I really would have benefitted by her help/feedback ... Time to go more in depth ... To advice the organizers of this “adapted” short course what to focus on, rushing through does not help ... More time for practical exercise, group work, at least 1-2 more hours spent on design, analysis and particularly project evaluation instead of program, more assignment for groups ... More structure, pacing, concreteness ... N/A ... Should be more straightforward, time management ... Better coordination with Ray ... Some questions were not sufficiently answered, especially in relation to sampling methods ... Faster-paced presentations, better synchronization with other lecturer ... The suggestion is to increase the pace of lectures and to manage better participants' comments ... A little less anecdotes ... Probably due to length of the course, most of the topics were simply rushed through; so maybe this needs to be looked upon in the next training ... Include more examples other than US context, more various examples (field, development context, etc.) ...



Linda received really superior rating between 4.21 and 4.79 in the first five criteria (experience, methodological knowledge, presentation skills, ability to encourage discussions, and ability to provide feedback) and only a bit lower rating of 3.76 for ability to manage the diverse needs of participants.

Most of the respondents appreciate her expertise and interactive and friendly approach, and mostly also quite a good pacing of the sessions. However, the content and timeframe of the modules should be updated to correspond to a limited time of the training and to focus on the most important aspects.

The organizers highly appreciate Linda's professionalism and positive energy. They are ready to participate in adjusting the content and pacing of individual modules, in line with the participants' recommendations.

12. How would you rate EPDET lecturer Ray C. Rist on the following? (44 - 48 responses)

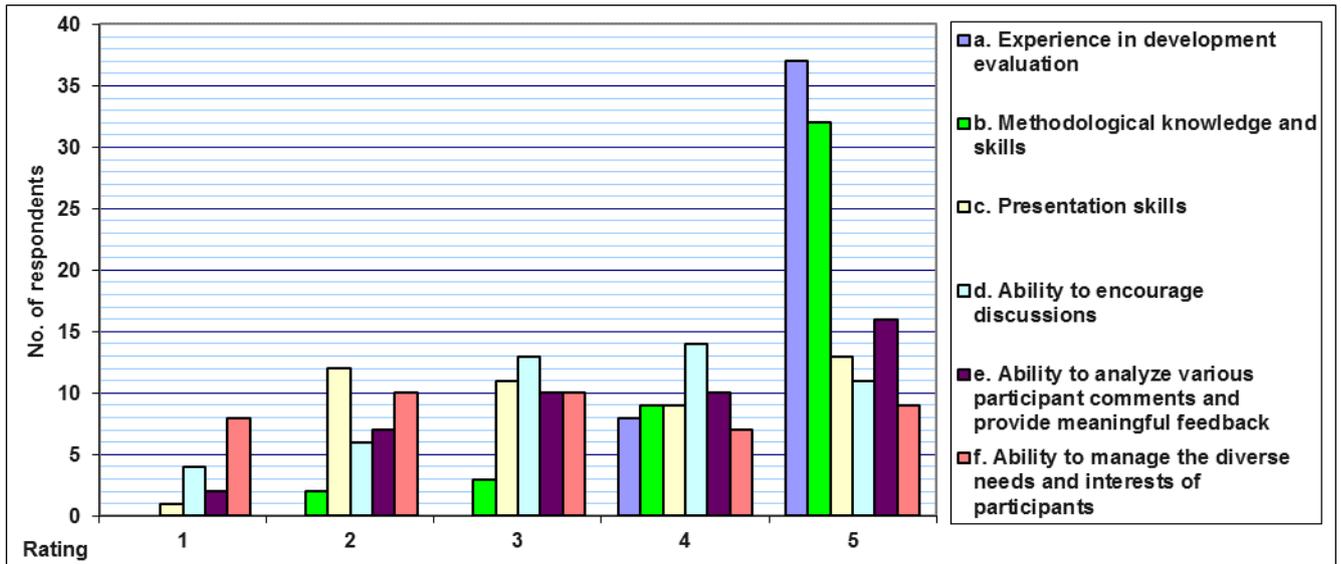
Rating: 1 = low, 5 = high	Ø	%
a. Experience in development evaluation	4.82	95.56
b. Methodological knowledge and skills	4.54	88.59
c. Presentation skills	3.46	61.41
d. Ability to encourage discussions and the exchange of knowledge in an open and challenging environment	3.46	61.46
e. Ability to analyze various participant comments and provide meaningful feedback	3.69	67.22
f. Ability to manage the diverse needs and interests of various participants	2.98	49.43

g. Strengths of this lecturer:

Experienced ... Good spirit, good illustrative examples ... Highly experienced & knowledgeable ... High degree of knowledge on the topic ... Experiences ... Experience; methodological expertise and intellectual rigor gravity + whimsy combined ... Good knowledge of subject ... Experience, examples ... Development evaluation experience ... Ability to make participants understand theoretical aspects ... Amusement ... Wide experience, he is real senior expert ... Deep knowledge of the subject, great experience, excellent examples, wonderful sense of humor ... The friendly approach with the participants ... Excellent speaker, clear explanation (I do not doubt lecturers' abilities in teaching, expertise and experience, just the format of lectures must be changed so that the lecturers can more effectively transfer their knowledge to trainees) ... Experience, knowledge ... Very knowledgeable + good presenter ... Excellent! ... Attracts attention of audience, heavily experienced, Slovak affinity© ... Humor ... Gigantic knowledge of concepts and empire of evaluation ... Very experienced lecturer ... All strengths concern the lecturer that were given, charismatic person, very experienced ... Positive demeanor and recognized expertise ... Outstanding knowledge and experience in field of competence ... Knowledge of the subject matter, the suggestion is not to diverse to private matters ... Looks open + build dynamics ... In-depth experience and knowledge on the subject ... Extremely experienced, full command on the subject ... Ray shared many interesting examples, which may or may not related to the topic of hand; He is also humorous which kept the audience engaged; I am convinced that Ray is indeed very knowledgeable and experienced, however ...

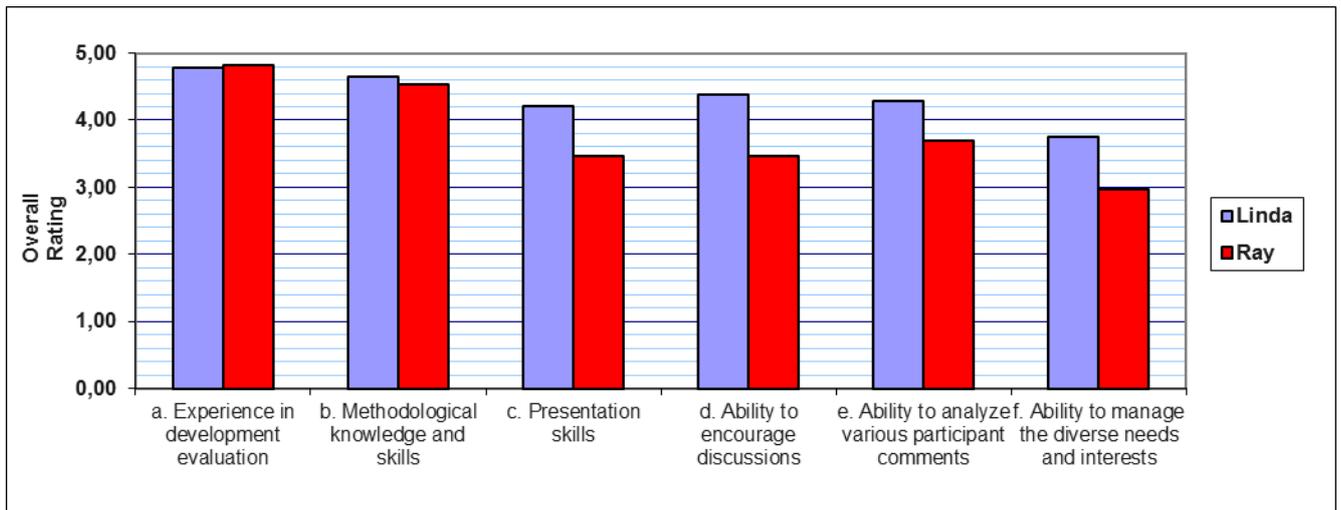
h. Improvements needed:

More time allowed + discussion with participants; more examples from experience (not others); in case there is no time to address some parts/modules, provide a summary; provide more tips that come from experience ... Focus more on what is relevant to the needs of the group: different methods, not global M&E system for country but for organizations, etc. ... Speed keeping focused; more interactive examples (younger, fresher approach and ways – pictures, graphs, videos would be beneficial, as well as EU relevance, speed to be able to cover all things and not need to skip slides) ... Presentation skills, timing – he was presenting e.g. 5 slides per 1.5 hour and other 20 slides only few minutes before (or sometimes after) his session ... More disciplined approach to PowerPoint; less skipping of slides; presentation need to be edited for a less specialized audience ... Stories not always highly relevant; irregular pacing of sessions could be improved e.g. not remain in the same slide for a long time & then skip through the rest; presentation style (frontal) very monotonous → more participatory teaching skills would be important! This is not a conference but a training & workshop & the knowledge of people in the room could be exploited much more (more group work and e.g. discussion of concrete evaluation)! Also clear guidance in group work is needed ... Spends too much time on the beginning of the presentation, needs to get timing better ... Pace of presentations ... Adopt top a shorter training (slideshow/time management) ... Have more participatory/interactive presentation ... Give less examples and tell less stories about family and focus on examples related to the theme of the presentations; Adjust presentation in line with participants' needs & requirements (the trainer did not respond to participants' need to go deeper into certain issues covered by Module 10); The trainer looked really tired & bored during different sessions ... Better timing ... He is less good as a trainer – skipped too many slides preferring a talk about his own family; Examples would have be done from the field experience not from the personal ground; Two trainers at the same time could have helped in certain situations; I dislike his answer to one of us as it was not appropriate for a professional trainer: “You will find it in the book”; Some confusion/late start/not good time keeper ... If a question is asked or there is a need of an explanation, please answer it or explain instead of redirecting the group to read the book ... N/A ... Time management ... Less discussion unrelated to the theme, time management to be improved to cover the module ... Additional time to explore the topics + more examples for practical applications ... To advice the organizers of this “adapted” short course what to focus on, rushing through does not help ... More time for practical exercise, group work, at least 1-2 more hours spent on design, analysis and particularly project evaluation instead of program, more assignment for groups ... Pace, concreteness, structure ... Keep the frequent detours under control ... Should be more straightforward, time management ... With respect to the age and jet leg etc., I would expect more enthusiasm to some topics, more collegiality to Linda – strange coordination of lectures ... Some very important aspects of training were not covered in sufficient depth – i.e. design methods, quantitative analysis ... Less anecdotal references, more focus on content → on depth; But please keep practical examples! ... Less private anecdotes (moreover when the training is a shorter version) ... Use of time during the session more efficiently; Moderating skills during the Question/Answer sessions; I think we lost a lot of time on listening similar comments from the floor ... Acting completely with no regard to timeframe. really too many anecdotes, related and unrelated, raising expectations by reputation and reader to cover depth and topics that are actually not addressed in the course, often scratches only the surface, pace of presentation way too slow – we could made more of our scarce time; Cutting questions kind of arrogant attitude towards expectations of participants; I really did not appreciate several references to the book – point of taking a course is to have an added value to reading a book ... Anecdotes are good, but in the essence of focusing on presentation & to use time effectively for delivery training I suggest to use little less anecdotes; Also suggest to be a little careful while talking about different country content, it can impact morale of participants & trigger negative perception (e.g. Bangladesh example was prolonged unnecessarily) ... Less personal stories, need to respond to questions & requests from participants, to adapt to the needs of the audience, again it would be good to have broader examples than US domestic stories; Slow pace, irrelevant stories and rush through key information!? ... Balancing anecdotes with completing content on time given; Need to reduce non-relevant personal stories in depth and length because covering the content fully and allow more time for questions and discussions are more important; Asking the participants to “read the book” is not the answer to shorten (the already short) curriculum; We are here for a crash course, not bits & pieces of a crash course ...



Ray received an excellent rating for experience in development evaluation (4.82 points) and methodological knowledge (4.54 points). A bit lower rating for presentation skills and for abilities to encourage discussions, to analyze participant comments and to manage their diverse needs (between 2.98 and 3.69) was influenced mainly by unsatisfactory time management and a slow pacing of individual sessions.

It is necessary to adjust the modules to the limited time and to avoid unnecessary digressions from the discussed topics. The leading lecturers for each module must be set in advance and replaceability must be ensured for case of any indisposition. The organizers will discuss the participants' recommendations with both lecturers.

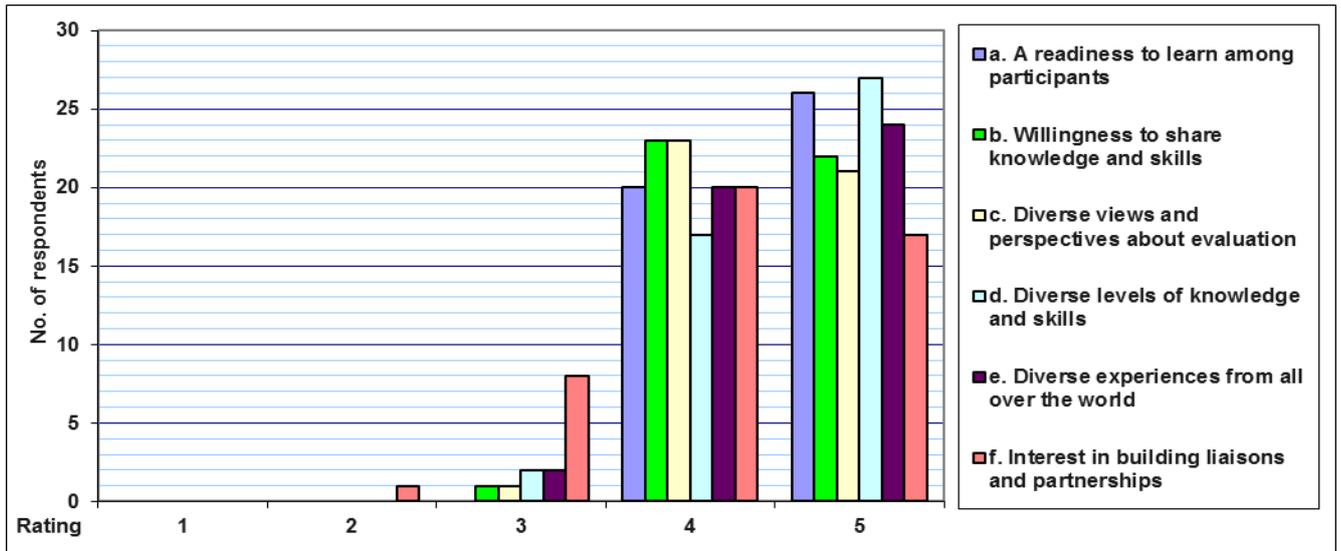


Part VII: Participants as Active Learners

13. Please rate your fellow participants on the following characteristics: (45 - 46 responses)

Rating: 1 = low, 5 = high	Ø	%
a. A readiness to learn among participants	4.57	89.13
b. Willingness to share knowledge and skills	4.46	86.41
c. Diverse views and perspectives about evaluation	4.44	86.11
d. Diverse levels of knowledge and skills	4.54	88.59
e. Diverse experiences from all over the world	4.48	86.96
f. Interest in building liaisons and partnerships	4.15	78.80

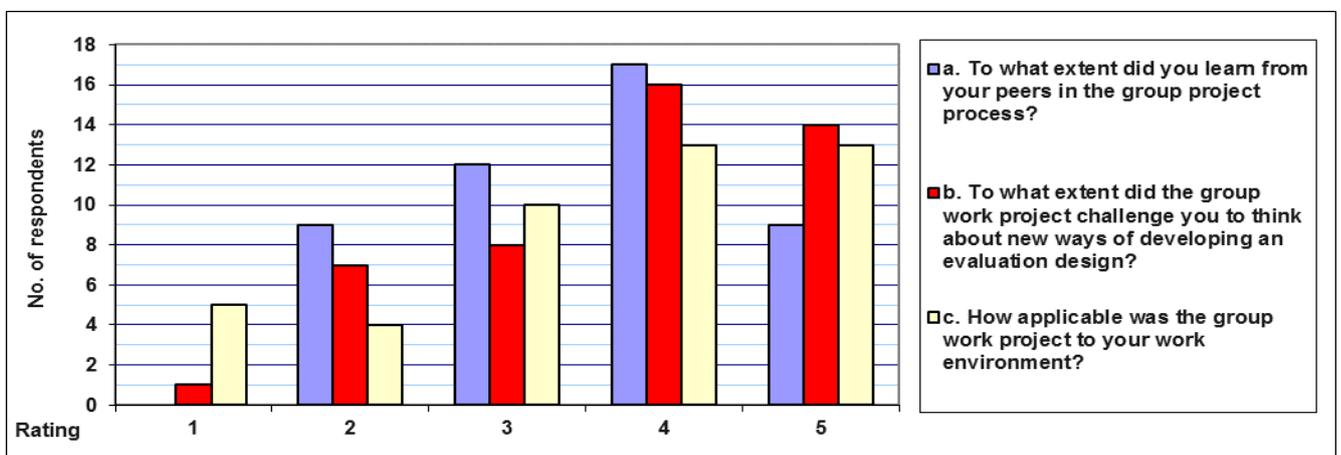
Comments: *Amazing group! ...*



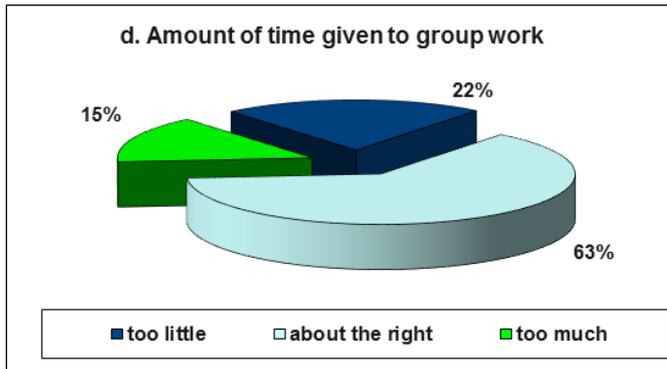
Outstanding rating of all indicators between 4.15 and 4.57 confirms high importance of the networking objective of EPDET and also good relations between the participants. To support continuation of this cooperation, IDEAS – the International Development Evaluation Association offered one-year free membership to the EPDET graduates and all of them were also added to the listserve of IPDET – International Program for Development Evaluation Training.

14. Group work (team exercises) (45-47 responses)

Rating: 1 = low, 5 = high		Ø	%
a.	To what extent did you learn from your peers in the group work process?	3.55	63.83
b.	To what extent did the group work project challenge you to think about new ways of developing an evaluation design?	3.76	69.02
c.	How applicable was the group work project to your work environment?	3.56	63.89
d.	The amount of time given to group work was:	too little (10)	about the right (29)
		too much (7)	



Comments: The first section of the group work was inappropriate since we did not know yet Theory of Change ... Timing at end of day not appropriate for learning optimization ... Case studies should be better developed to allow more focused group discussions ... Too little time but tasks were too simple ... Right amount of time but poorly designed! ... Too much time only because project case study was too small, otherwise time allocated is good ... Too little, not rightly located ... I would recommend to pick 4 case studies of different types, example: One country level, 1 local level, project, program, and have 2 groups work on the same case and methods ... Learning could have been more if diverse group work methodologies, small group discussions on topics were used; too much time – it would have been good to have more content discussions in groups in evaluation → maybe to look at an evaluation & discuss it, to talk about challenges & use & results ... Right time but presenters need to concentrate on those aspects of their PPs that are most relevant to the criteria of group work project ... We needed more clear instructions & facilitators to ensure that in each group there is a more experienced participant ...



The respondents consider the group work as a valuable experience (rather high rating between 3.55 and 3.76), with about the right amount of time given to this important cluster of EPDET training. However, some respondents consider the time given to group work either too little (22 %) or too much (15 %).

Although both facilitators participated in the group work to the most possible extent and were available to respond to the demands and questions of the groups, still more guidance would be probably needed.

All participants were asked in advance to provide case studies they would like to work on but only 7 case studies

arrived (the remaining one from the facilitator). In the opinion of organizers, it is important to work with real life examples, with all insufficiencies and gaps, and allow the group to identify both the logic of the intervention and to find together the best appropriate approach to its evaluation. For all case studies there was a directly engaged person who could give more background information and insights. It is important for an evaluator to be able to work at all levels – from projects to more complex programs or policies. It is difficult to allocate better or longer time for the small group work; on the other hand, the interested people could continue in discussions on diverse topics in the evenings ...

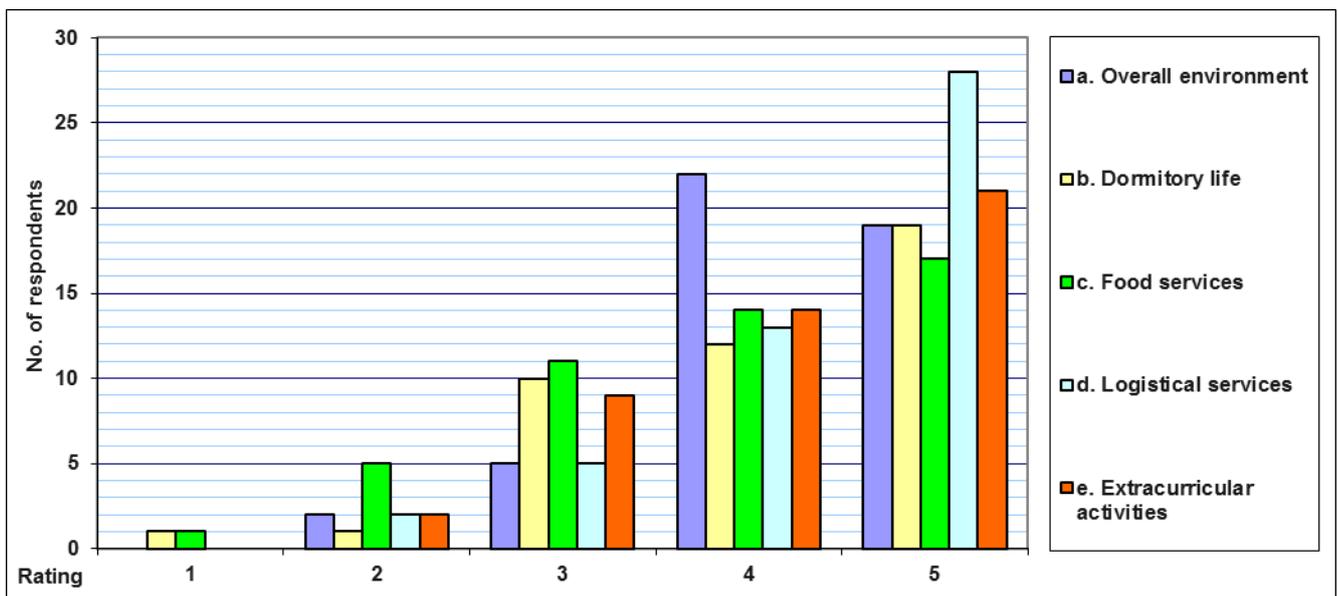
Regarding sharing concrete experience – successes, failures, best practices and challenges, we consider a different format – something like an EPDET “Laboratory” where EPDET graduates would be invited to gather for a few days to present, discuss and share all emerging issues, and to nurture the EPDET network.

Part VIII: Living in the training premises

15. Please rate the quality of: (43 - 48 responses)

Rating: 1 = low, 5 = high	Ø	%
a. Overall environment	4.21	80.21
b. Dormitory life	4.09	77.33
c. Food services	3.85	71.35
d. Logistical services (organization, information, etc.)	4.40	84.90
e. Extracurricular activities (Prague Castle, Wednesday dinner, graduation dinner)	4.17	79.35

Comments: Noise coming from outside during lectures ... The Wednesday dinner environment & setup is more suited to being the graduation dinner, as more people are relaxed and not having to worry about work and next day's lectures; In the middle of the week most feel exhausted, perhaps best to combine the two ... Logistical services were the high point of the training ... Noisy rooms ... (Food rating 1) but breakfast was very good ... More vegetarian options! Too much meat ...

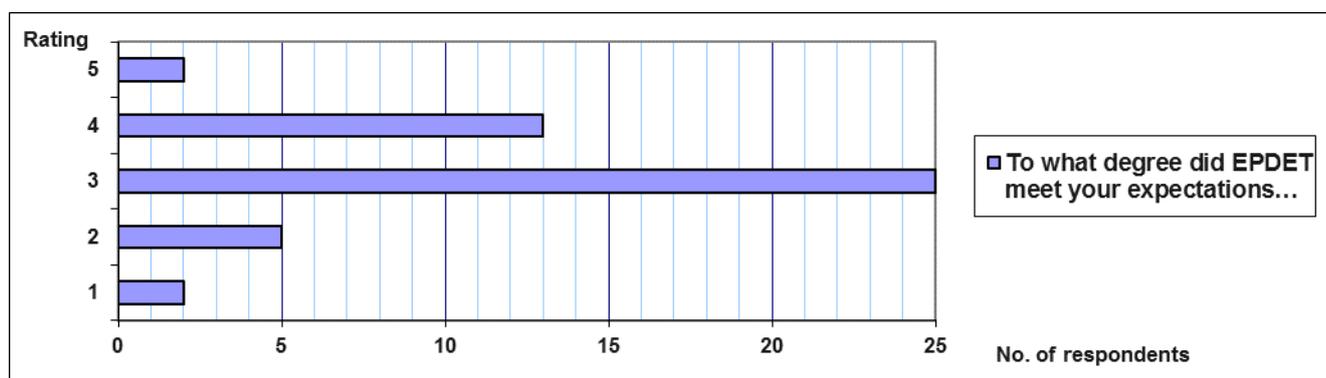


The results of the survey are quite satisfactory – all criteria got exceptionally high average rating between 3.85 (71 % satisfaction with food services) and 4.40 (85 % satisfaction with the provided logistical services and information). Only a few participants were disappointed, but the only reason was explicitly mentioned - a limited offer of vegetarian food; the other reasons for dissatisfaction are not clear. Most of the respondents enjoyed the trip to Karlstejn Castle and a special dinner on Wednesday while a few of them would skip it in the training agenda. However, at least one free afternoon was required by the graduates of previous EPDETs and the organizers also consider such joint events as a unique opportunity for socialization and for strengthening the links among participants. The experience also teaches that some relax in the middle of the week is needed. In the previous years we had graduation dinner and party on Thursdays but some participants did not enjoy it much as they were still preparing their presentations for Friday morning...

From the organizational point of view we will focus on keeping the highest quality of EPDETs in the following years.

Part IX: Good Practices and Recommendations for Improvement

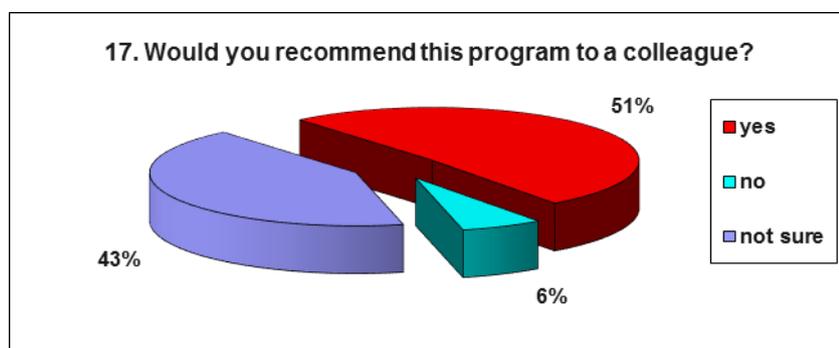
Rating: 1 = low, 5 = high	Ø	%
16. To what degree did EPDET meet your expectations overall? (47 responses)	3.17	54.26



This is one of the key questions in the evaluation form and the satisfaction rating only slightly above “fair” (3.17 points / 54 %) did not reach our target indicator of 4.00 (75 %) at minimum. The main reasons for that were probably the problems with slow pacing of individual sessions and a small indisposition of the lecturer the first day. Fortunately, other key indicators are a bit more positive – e.g. almost 78 % likelihood that the participants will use the gained knowledge and skills (question 9) and 67 % of respondents recommend offering EPDET the next year (question 19).

Although EPDET 2016 got an excellent rating in many categories (including experienced lecturers, high probability of using the knowledge and skills or high quality organization) the overall satisfaction is lower than in the previous years. This is an important lesson learned and the organizer will reflect it in the next EPDETs and similar training events.

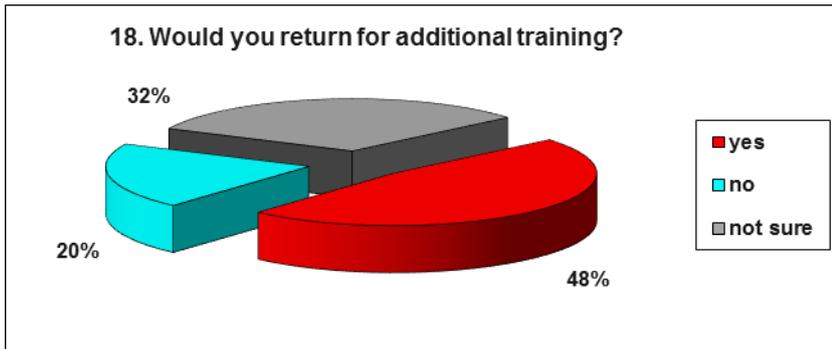
	Yes	No	Not Sure
17. Would you recommend this program to a colleague?	24	3	20



About half of the respondents would recommend EPDET to their colleague and 20 more are not sure (only 3 respondents would not recommend it).

This is another challenge for the organizers – the quality standards must be kept or increased to further attract interest in EPDET as personal recommendations belong to the key ways of attracting new participants.

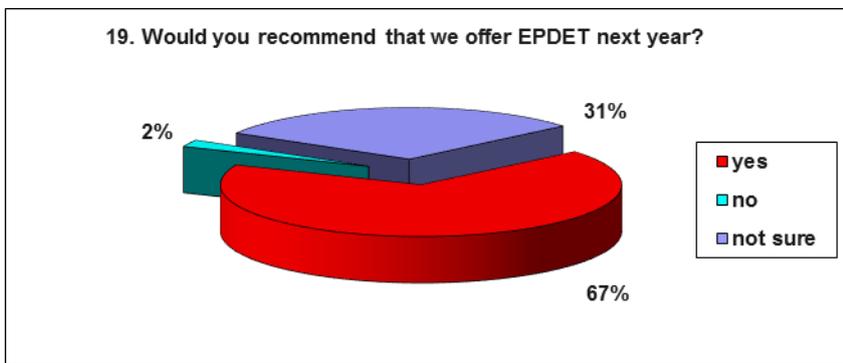
	Yes	No	Not Sure
18. Would you return for additional training provided by the EC?	21	9	14



In spite of the “global” composition of the participants, about half of respondents would return to an additional training provided by the European Commission (EC).

We will monitor the opportunities for organizing such trainings and we will discuss it also with EPDET graduates. We are also ready to design and provide specialized hands-on trainings based on the concrete demand of interested groups.

	Yes	No	Not Sure
19. Would you recommend that we offer EPDET next year?	31	1	14
If yes, could you estimate number of your colleagues interested to attend EPDET 2017?	33		



This is another important indicator. Most of the respondents (67.39 %) recommended continuation in the tradition of EPDET.

As a response to the additional question, the respondents assume that 33 of their colleagues might be interested to participate in EPDET 2017. However, one respondent proposes using new lecturers.

20. What is your most useful take-away from EPDET?

Overall views, will be more able to critique evaluations that I read/review ... Methodology, network ... New knowledges about evaluation, processes, methods, etc. ... The book & training materials; the contacts & people that I met & future relationships ... That I need much more precise tuition in evaluation design, data collection methods and other working practices ... How to design evaluations and produce evaluation questions ... That proving causality is not to be all and end all ... EPDET gave me a framework and sources and guidance for what to read, what information and practices are out there; I consider it more like an exposure to the different levels and steps of evaluation work, best practices ... Improved knowledge about result-based M&E system; Theory of Change; Selecting designs for evaluations; Data analysis ... The knowledge and experience of lecturers and participants ... Networking, new contacts ... A better knowledge of an approach (Theory of Change), tools (matrix); resources (evaluation IT programs, on-line databases), opportunity to know people with the same interest ... The theory of change, the systematic approach in doing evaluations, the examples, discussing and differentiating between outputs and outcomes ... The knowledge related to evaluation (methods & designs) ... Contacts of other participants, book, seeing how taxpayers money are being wasted from the real case examples; Becoming more humble by seeing other people knowledge & experience → self-reflection lectures ... More general knowledge about development evaluations, design and process ... Great lecturers/facilitators/group ... Knowledge & skills, contacts ... Theoretical background, the case studies (they could have been however better prepared as contributors were not aware of what will be done with them); Group work, contacts, also some knowledge ... Use the evaluation matrix ... Realization of what more I need to learn & practice to become an efficient evaluator ... Methodologies ... Possibility to hear experts and learn from them; discussions with colleagues ... New perspective for evaluation design creation ... Networking ... The framework, the ToC ... The book is a good gift, it is necessary to know that there is always a reference document to all the topics included in the training agenda ... Course materials; Systematic overview of knowledge & skills needed to conduct quality evaluation; Contacts ... ToC, networking with other evaluation professionals ... Networking, knowledge on design evaluation ... Understanding frameworks for evaluation systematically ... Contacts, advisory from fellow learners ... Terminology of the evaluation design matrix ... Different experiences & perspectives from an interesting range of participants; The importance/relevance of Theories of Change as a management tool

... How to prepare a theory of change and how to design evaluation questions ... Excellent organization – well done!; Theory of change, of course☺; Characterization of high performing organizations; Generalization is not randomization☺ ... The trainers' comments about the group work ... There is no “one perfect” way of conducting evaluation ... Network, general knowledge about evaluation, the book & training material ... Knowing the theory of change vs. logframe and understand practices of evaluators in general ... The group work was very helpful to think things through ...

Many respondents appreciated the networking and exchanges of experience with fellow participants, the general knowledge and skills, and in particular the focus on Theory of Change (ToC). The training materials are then evaluated as a good source of information and inspiration for further learning.

It is important highlighting that there is no single perfect solution that fits all situations and that sharing of experience is one of the best learning tools.

21. What did you find least useful from EPDET?

We skipped too many modules – at least we should have received a good summary with tips + experience ... Some presentations not applicable to my needs (country-level M&E systems → this is a task for high ranking experts, not something we, the participants, would encounter normally ... There were presented only selected chapters from the book “The Road to Results” ... Karlstejn Castle! We could not afford to take the afternoon off given how much we had already lost of course content ... The lecture-style presentation, just-text PowerPoints; Skipping through crucial content – instead referral to read the book, which one can do without participating in a training ... Some anecdotes were unnecessary ... Having the statistics section in the presentations caused too many expectations and confused those who did not have a background in statistics ... Going over many modules and sections in the module was too broad; Digging deeper into the chapters would have been better ... Everything was really useful ... The group work: too much time for too little guidance (before and during) and case study not too pertinent to lecturer's work ... I'm not able to state objectively as I'm a beginner ... Long lectures giving not in-depth information (statistics)/large class reduced a more intense team-building opportunity, better prepared case studies would have helped ... The case studies used for the small group work; they could be still real cases but the description of the case study should be structured the same way for all groups in order to provide enough and relevant information ... It was difficult to navigate through terminology & definitions; Quality & depth sacrificed because of the short time ... Lack of reference to EU, EC approaches and methodologies, when the location is within EU; Very limited support to the working groups provided by the trainers ... Final presentation format needs revision and can be made more useful for all ... Rushing through the PPT presentations – time keeping of sessions! ... Too much irrelevant comments and theory, we skipped practicalities ... Anecdotes, time wasting ... There was no such aspect ... Trip to Karlstejn, it is too luxury to spend afternoon outside when we could make next module ... Work groups due to inappropriate topic selection, otherwise it would be useful ... Too little time on the actual practicalities for conduction/outsourcing an evaluation, what key issues to focus on? Since we would be able to apply all the information; Key issues to watch out when startup to introduce the Theory of Change; How to check when an evaluation is of a bad quality and when the evaluation process gets side tracked ... References during lectures to the book material is fair but more detailed coverage of some topics was still needed, as a minimum for the purpose of motivating questions from the participants ... Trip to Karlstejn; Lack of time to process info ... RMB session; Afternoon visit to castle; The modules that were skipped ... Procurement as I am a certified procurement specialist ... Sampling and data collection sessions because I took online courses to learn these before ... Very detailed information on techniques ... Skipped slides and omitted modules ... Sampling/quantitative analysis – too superficial ... Linger on very general overview too long ... More focus on presentation/completion of modules was needed ... The training tried to cover a large amount of content, therefore most of it were superficially covered ... Not enough focus on practical & most technical aspects, absence of information on the evaluation report, on the presentation of the results of the evaluation (example of report structure), absence of information on time management of the evaluation work (what % of time for research, for ToR, etc.) ... First day very unproductive ... The amount of anecdotes vs. topics covered during the lectures ...

No planned module was skipped – five day training cannot substitute two weeks of IPDET (for one fifth of the costs) and cannot cover all 15 chapters of the book The Road to Results. However, the pacing of many lectures was really too slow and often digressions did not allow going through all slides (we intentionally did not reduce the PowerPoint presentations from IPDET in order to allow further reading). The first day is always a challenge as we need at least one

hour for a brief introduction of all participants and some more time for introducing the agenda and for discussing logistic issues. The Monday afternoon session was also influenced by a small health indisposition of one lecturer (partially also due to switching off the air conditioner arranged by one participant without informing the organizers).

For the next year we suggest replacing two introductory modules (Chapters 1 and 3 of the Book) by a session discussing in more details the challenges in evaluation and concerns/expectations of the participants, and by a module focusing on logic models of the evaluated interventions (Chapter 4), including comparison of the Theory of Change and the Logical Framework Matrix which is still used in many European countries. This change would allow either better start of the small group work either more time for the practical modules in the remaining days.

Half-day break was required (and appreciated) by most of the EPDET graduates (also in the past years). It brings a unique opportunity for socialization, exchanging experience and strengthening links among participants.

Half-day European workshop should become an integral part of EPDET, consultations being possible whole week.

22. What are suggestions for improvements to enhance the effectiveness and usefulness of EPDET?

More effective use of time (first morning lost), less personal anecdotes ... Improved teaching methodologies, more interactive session design, more diverse trainers ... Little less group work or better prepared, more guidance for group work + better cases ... See evaluation of experts above ... It would be good to present min. basic facts from all the chapters ... Planning for the legacy; introducing co-lecturers to reduce the burden on Ray and Linda manage methodological module & to prepare for transition ... Participatory (art of hosting, etc.) methods & teaching/facilitation skills! Knowledge can be more effectively imposed rather than through full-day lectures; More diverse tasks, group work, case discussions etc.; The wealth and knowledge in the room was not exploited enough! ... Slides need updating and some material needs to be cut down ... Loose the video at the beginning was inappropriate; Have more quizzes to engaged people; Careful of the pace of evaluation; Review the material so that is only for EPDET ... Adapt presentations to EPDET and Europe – not just take IPDET slides; Better prepare workshops ahead of the training; Maybe have more smaller groups according to the background of participants ... Explain since the beginning that the modules won't be dealt with in detail, unless this changes ... More shortened and didactic approach and at least short break/hour ... Develop a two-week training (as core courses in IPDET) to better cover the key themes; Introduce workshops on key issues of interest for the participants coming to EPDET ... Facilitate more group discussion within the plenary to better capitalize on the knowledge and experience of all + to see how the (extremely valid) lecturers would suggest on dealing with real life scenarios ... I'm a beginner at the evaluation, by the training I'm not able to make linkage among various topics; this is not a training for complete beginners ... Keeping a maximum number of participants to 30/25; 57 is a suitable number for a seminar not for a training course; Time concerns for social activities in the "economy" of the program / things to do/group work ... Case studies' information to be provided in a structures manner (e.g. info about the country, project, objectives ...); More facilitation and guidance to be provided in the small group work; Ray and Linda to be available to advise during the small group work ... More structure in lectures, they do not have to cover everything; It would be more useful to have limited number of modules but go more in depth; Size of the group could be smaller; The use of more exercises and practical work would be better; Use more simplified case studies ... The distribution of the work group session could be more careful; the second part of the week could have been more intense "more meat less soup", more interactive discussion would be needed to learn more from each other! ... Need to allow more time for modules; Require reading of materials (book); More clear instruction on what to present (output of work) ... Please spell out the learning outcomes of the course & selection of topics and guidance for further studies ... Time for a new generation: Ray and Linda don't care anymore; More workshops, more concrete cases, group work ... You should warn people before applying that this is not the course for beginner – nor it is a training for highly advanced evaluators; people should know thus before they commit their (organization) money ... More practical work ... To improve time management; Lecturers and attenders are unpunctual, they were delays; EPDET was not as intensive as could be (Karlstejn trip, Friday's presentations) ... Improvement in selection of case studies not including the author of the case study into the group; More time for lessons ... Less number of participants; More in depth presentation of key issues ... More practical issues to discuss; Out of the many data collection/interpretation techniques which to use for beginner? Interviewing techniques (actual practices); More exercises on generating "outcomes" ... More time to spend on evaluation design and data collection & analysis; Would recommend to distribute the book "Road to Results" prior to training, there is no time to read it during the training ... Everything run very smoothly (even when Ray & Linda were not sure who should be teaching ☺) ... Faster-paced presentations; Recap each morning, wrap-up each evening;

Clear instructions + expected outputs for small group work; More time for group work + not at end of day when people are tired/attention span low; Carefully selected case studies linked to learning objectives; Cover all modules! ... Additional time should be spent on evaluation design; The organizers should survey participant expectations in a form of a survey prior to training ... Given very limited time, it would be good to distribute book in pdf (if not, reading materials) in advance, this enables more discussions based on participants experience ... As it's a shortened version, I would suggest to synthesize the original version instead of to pick only some modules & to present alternatives for parts which could not be covered in details, for example detailed parts as regard data analysis are relevant for evaluator but not for those for whom evaluation represents a small part of their job; I would also align a bit more working groups and lectures: have we work on notion before to learn them; Finally, it's a pity there is nothing at all about findings, conclusions, recommendations and how to communicate them – recommendations are, from my point of view, the first thing that project managers read and the crystallization of evaluator's (profile of learners) analysis; We should have a lecture on it instead of too much information specific (such as confidence level) as we can find lessons learning on internet, I'm not sure that everybody had an interest on confidence level ... More time should have been allocated to modules; Skipping slides and topics does not help us to understand ... 0.5 day dedicated to extracurricular activities is too much for a 4.5 day training in my opinion; I found the introductory video on beer in Czech Republic off-topic, non-relevant, slightly non-gender sensitive; overall, inappropriate for an international professionals audience ... Though both lecturers are very nice, bluntly speaking, at one point, they might become a bit too old for "high fidelity" training provision; Look into handover soon; Introduce even more interactive learning methods – read an evaluation and discuss, let each participant come up with 10 questions each of describing own matrix, cause and effect, review with neighbor, etc. ... Please look into possibility of extending the training by one day, which may bring right closure; More interaction among participants, additional group work exercises, more practical examples ... The trainers could start to think in preparing a new generation of trainers ... Cut the number of slides to suit the reduced time allocated to mini-IPDET; Focus more on technical aspects of evaluation ... Avoid having two presenters with same nationality & background; More time to important modules (7 and 10, also include 12) especially since the pace of the rest of the course is very slow ... Perhaps send the case studies material & indicate pre-reading in advance (1 month) so that we could have more time to better prepare and select which group we would to join ... It would be great to cover the complete lecture slides – if not possible presentations could be adjusted ...

As mentioned above, the organizers will consider a new structure of the training. Written guidance for the group work will be prepared. On the other hand, the case studies correspond to the real life situation and should not be replaced by artificially prepared "ideal" and "unified" cases. Like this year, we will ask the registered participants of next EPDETs to provide their own cases and we will do only a minor editing. In our opinion, a professional evaluator should be able to understand different contexts, to recognize the theory of change of different interventions and to find the best appropriate approach for each situation. In addition, the evaluator must be able to work and to manage discussions with different stakeholders, so the skills to work with the people beyond an internal evaluation team belong to the most important competences. The gaps in the case descriptions can be appropriately addressed by the evaluation exercise. Therefore we prefer a random allocation of the cases. Two facilitators will be available again for the small group work.

We will also arrange co-lecturers and will require appropriate time management of the lessons.

We will also consider adjustments of all modules from IPDET to better fit to the objectives of a shorter version of the training (mini-IPDET), including more explanatory (real life) examples in all modules (these examples can also come from the participants during the exercises or questions/answers sessions).

It is not realistic to reduce the number of participants to 25-30 as it would mean increasing the participant fee at least twice and it would also radically limit the networking objective of EPDET (not only due to reduced number of participants but also due to reduced number of sectors and countries as with an increased fee the training would not be accessible for some target groups anymore). However, the organizers are ready to offer arranging/providing a follow-up demand-driven training or mentoring for smaller groups.

For the same reason as above, the extension to 2 weeks is not realistic either (at least without external grants) - in such case we would expect an increase of the fee three or four times. Besides the accession problems discussed above, time constraints of participants must be considered as well – only a few experts can allow two-week time-off from their work for attending training. In the past, the training was designed until Saturday but many participants left before the final presentations. We consider the presentations crucially important for sharing the results of the group work and for testing the presentation skills (another important evaluator's competence). It is also an opportunity to receive a professional feedback from the lecturers, facilitators and fellow participants.

The video on "Beer Nation" will not be used anymore.

23. What did you like best about the week? (Why?)

The people (participants + organizers + trainers), the sun ... Meeting with colleagues ... Excellent composition of the participants ... Positive and friendly atmosphere during the course ... To be in a learning environment with other experienced and would-be evaluators at different levels of development being exciting ... The fellow participants, exchange & and network with them ... Group work was a very useful and interactive learning tool ... The session on sampling ... Case studies/workshops are very useful ... The interactions, the discussions with people, because people are here to share and learn ... The willingness of the participants to exchange views, information with other participants; The work in groups; The efforts made by the organizers to have the training running smoothly ... Sharing experience with colleagues and with the evaluation top experts! ... Networking, food, people, trip, beer, certain parts of presentations ... Organization → very accurate; Meeting experts → all the staff & participants; Daniel was always available & very kind with all! Thank you, Daniel! ... The theory for evaluation supplied with a lot of real practical examples shared; Networking; The friendly and professional approach of the organizers and lecturers; The trip to the castle and the dinner organized with the band ... I really enjoyed participation to a training program that had the best lecturers and a very good representation of participants (consultants, evaluators, government representatives, NGO representatives) ... Group presentations last day; Learning from the cases, because of the participatory learning, sharing opinions, challenging each other; I didn't like that we were not "well-equipped" to do group job better, due to the not focused lectures; Case studies were not well spell and adjusted for learning ... The 2 lecturers, their experience and knowledge and their way of sharing ... The work group and the case studies; The theoretical session on theory of change ... Great environment, interesting discussions + wonderful participants ... Please select the case studies based on learning outcomes of the course; Study before the participants professional background by sending a pre-questionnaire; Adapt the case studies; Thank you ... Group work, presentations, talks in breaks, participants ... Company of participants ... A relaxed atmosphere ... Networking ... Lectures, people, lecturers, organizers; although not everything was perfect, I enjoyed ... Meeting with people of the same interest but different background ... Meeting people, learning from each other ... Group work & presentations were very effective for knowledge sharing ... Session on ToC and evaluation questions; The book – thank you, very rich content ... Lectures, trip to the castle and the party afterwards ... Discussion among participants referring actual experiences; this is because I got to learn how the materials in sessions can be applied, given many constraints and challenges ... Prague people; Overall, training will be very useful for my future work ... People! ... Group work and networking; Extracurricular activity was great! → Would have been appreciated even more if the theoretical input before would have been more comprehensive ... Rushed presentations; There was a lot of discussion & questions in the classroom; Suggest that the participants should be encouraged to ask questions (follow-up questions) outside the room so the presenters can focus on larger group needs & teach complete modules ... The creative environment created by EPDET ... The group work about the real life cases of evaluation ... Interaction with other participants, group work, Daniel!, social activities (visit, dinner, etc.) ... Thursday was the most fruitful day when we learned mostly from Linda; also Friday when we tested fruit of our hard work for the final presentation ... The group/people ...

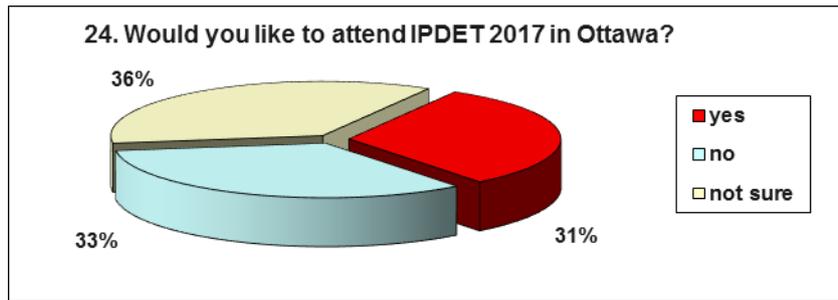
The overall positive feedback means a strong motivation for us to continue in European trainings and a strong commitment to further improve.

Most respondents highlighted namely the group of people, their willingness to share and learn, and a relaxed atmosphere. On behalf of the organizers I must appreciate the same.

Several respondents explicitly mentioned that they liked best the session on the Theory of Change, the book The Roads to Results, and other training materials. As the book is available in the World Bank Open Knowledge Repository and the public distribution is authorized, we will consider distributing the electronic version in advance as recommended by some respondents.

Part X: Future Training and Services

	Yes	No	Not Sure
24. Would you like to attend IPDET 2017 in Ottawa?	10	10	15



Almost one third of respondents would like to attend EPDET 2017 in Ottawa and another third is not sure. The financial constraints belong to the main barriers.

The organizers of EPDET truly recommend attending all four weeks of IPDET training in Ottawa.

25. General comments and recommendations:

The video welcoming us to Prague was inappropriate and sexist ... Try and be a bit more participatory; There was too much time for the group work ... Do not do all the modules, skip the first two (can be read in the book!), have participants decide beforehand what module/topic would be more relevant to them ... Daniel & Dyma, you both are well-oiled machine, excellent organization, care & support; truly grateful ☺ ... Linda and Ray should educate successors ... Longer duration of the training to accommodate all modules; Much more consistent & systematic presentations by trainers (many slides were skipped during presentations) ... I didn't like skipping slides; not much time for presentations and their feedback ... Two lecturers at a time in the class; Instead off skipping slides to catch up, revise the PPT/background material; More time for group work supervised by lecturers who will give feedback on it at the end of the course ... Thank you, Svoboda, for the excellent organization and implementation of the course; Thank you Ray and Linda for sharing your knowledge and experience ... Keep up the good work! ☺ ... Need for better: structure, teaching techniques, format of training (more exercises), focus of the training & for clear learning objectives; I was frustrated by time pressure and the facts that we had to run and just list the slides because of the breadth of lectures that couldn't fit to the time frame; Select case studies more carefully! ... Make a fresh start, new teachers, theory and then workshop on each topic ... Course could be extended to a second week to cover the enrich modules + possibly workshops; Time management really be improved to let more time for discussions; Number of case studies reduced to allow more quality presentation and discussion ... Concerned that we did not have enough time for modules ... This was a very pleasant training + a teaser for IPDET + a way to obtain quite recognized certificate; Both beginners and advanced practitioners may not be able to benefit from the course; Fortunately, I belong to the intermediary category – some experience but need to learn more; For tidying up my thoughts about the prospect for my future evaluation career this course was perfect ... Please do not present the presentation “Beer nation” again, especially after official speech of Vera Jourova ... It would be good to have a 1-week follow-up course/training on the practicalities of EPDET material, in the region, like EPDET II ... Case studies should be developed using a standardized format to ensure the balanced level of information & relevance of the scope for the group discussion; Group works need to get more feedback by trainers during the preparation process to clarify some concepts & avoid conflicts among teams ... The course design & delivery needs modernizing, e.g. on-line learning before the training, to read key chapters of the book; More interactive sessions and group practice sessions; Assess participants' level of evaluation knowledge before the training, capture their expectations + address them (or not) with clear statement at the beginning; More efficient use of time ... Thank you ... It would be good to clarify the target participants as it may be a little too basic for participants with a number of years of experiences; If possible, it would be nice to have two sessions taking place at the same time so that participants can choose topics to learn; But, overall I enjoyed the presentations, group works, and extracurricular activities, well done! ... Please do not show the clip on Czech Republic (1st day) as it is. It was not a good video stereotyping women and did not leave good impression at the participants; There are several nice clips about Czech Republic on YouTube which can replace this clip; Well done Daniel & Dyma → Daniel you have been amazing before & during the training → really loved interacting with both of you!! ... We should have access to the case studies before the training to save time ... Send course materials in advance; Ask people to prepare (you did, but then you did not ask us about presenting situation in our countries, just that we introduce ourselves) ... Keep the discussions focused around the topic; Emphasize the inclusion of technical aspect of evaluation such as data analysis, etc. ... Perhaps ask former “EPDETERS” to teach some of the modules; Thank you for great organization ... Not everyone is sponsored by their organization, perhaps letting participants have the choice to select their own

accommodation so that the price doesn't look so hefty; Also, for me to consider to attend EPDET, I'd expect modules content to be delivered more compact, fully and concise – the way Linda taught ... Thank you so much, Daniel, for the great organization! ...

Most of the general comments were already raised and responded above. We will definitely consider replacing or shortening the introductory modules and allocating more time for the practical modules directly linked with preparation of the evaluation design (the small groups work). However, it is impossible to get a consensus on modules selection beforehand and we must rely on recommendations from EPDET graduates. We will pilot an updated training agenda and modules already at EPDET 2017. Own accommodation has been always possible.

We are really grateful for a positive feedback regarding the organization – we will be doing our best to keep the high quality of EPDET. We also offer our expertise for potential follow-up trainings if required by EPDET graduates.

Summary of the managerial response:

As promised, we will work with the evaluation results. However, some recommendations are not feasible from the learning point of view (for example covering all IPDET modules in one week) or from the financial point of view (for example extending EPDET to two weeks would mean approximately three or four times higher costs; and in addition many participants cannot afford 2-week time-off for the training). We will discuss and apply if possible the following recommendations already in EPDET 2017:

- *The lead lecturers for each module will be set in advance, there will be a co-lecturer for each module in case of any problem; 2 facilitators will be available again for the working groups*
- *The first two modules (1- Introduction and 3 – Results-based M&E system) will be replaced by more time allocated for introducing the challenges and expectations of the participants and by the module on the Theory of Change which will also include a comparison with the European approach using the Logical Framework Matrix*
- *More time will be allocated for the practicalities and concrete examples in other modules and we will insist on a proper time management*
- *We will prepare written instructions for the small working groups and there will be more clear link with the presentations (Day 1 – Theory of Change, Day 2 – Evaluation Questions, Day 3 – Evaluation Design, Day 4 – Sampling Strategy and Completing the Design Matrix)*
- *We will share an electronic version of the book “The Road to Results” and we will ask all registered participants to carry out initial reading and share their ideas prior to training delivery; further on we will ask all registered participants to share their projects well in advance in order to have enough time for adjusting and fine-tuning the training case studies for the small group work*
- *We will introduce learning outcomes to be achieved for every module and develop a set of simple and friendly quizzes to test the achievement of learning outcomes after the module delivery; we will introduce interactive training elements to support learning and knowledge transfer process*
- *An European workshop on Friday afternoon will be included again*
- *We will consider preparation of specially adjusted training modules for one week of mini-IPDETs and follow-up training & sharing events for EPDET graduates*

On behalf of the organizers, I would like to thank again to all participants for their valuable contributions during the training and for their feedback. My special thanks belong to Ray and Linda who are excellent professionals and strong and warm persons facilitating learning and exchange of evaluation experience. Other thanks belong to our institutional partners: IPDET – the International Program for Development Evaluation Training, IDEAS – the International Development Evaluation Association, the Czech Evaluation society, and the Slovak Evaluation Society. I would also like to thank Dyma, Jana, Ondra, Zdenek, Tomas and other DWW staff - without their support the organization of EPDET 2016 would not be possible.

EPDET 2017 will take place in Bratislava, Slovakia, on 18 – 23 September 2017

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