



Half full or half empty?

The State of Development Evaluation 2013 Survey Report

Society for International Development
and Charney Research



METHODOLOGY

RESPONDENT CHARACTERISTICS

Approximately half (48%) of respondents are evaluators themselves or work for organizations doing evaluations, approximately one-quarter work for funders (24%), and the remainder focus on other areas (academic, students, etc.) or didn't specify.

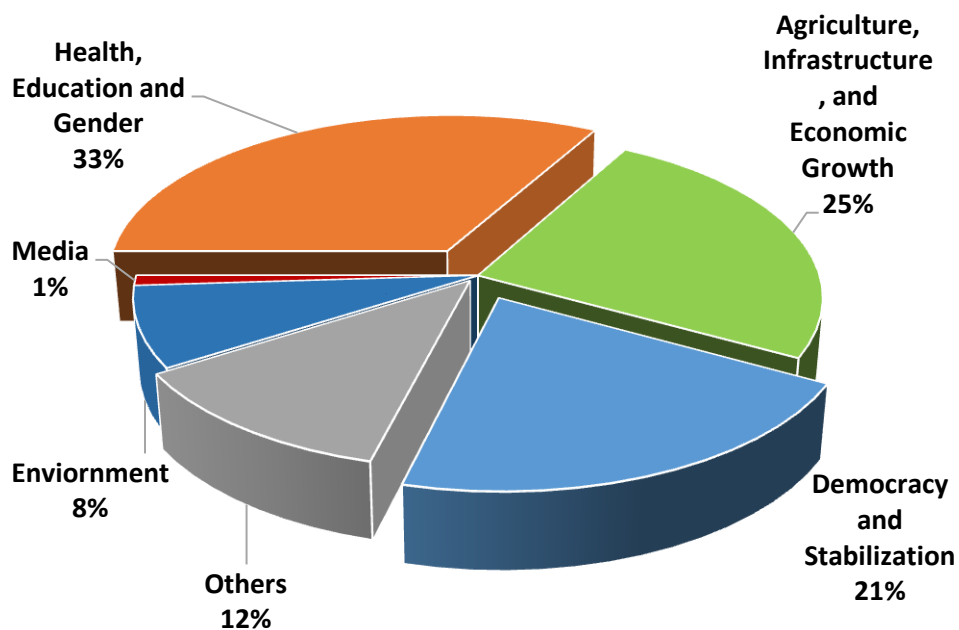
Most respondents are fairly senior: three-fifths are project managers or higher, and one-third are high level (17% C-suite, 16% Director-level). One in four are in junior positions: assistants, associates, or team staff made up 16%.

The average number of years in the field is 15. About two-fifths (42%) of the respondents had worked in development evaluation for fewer than 10 years, 35% between 10 and 20 years and just over a fifth (22%) for more than 20 years.

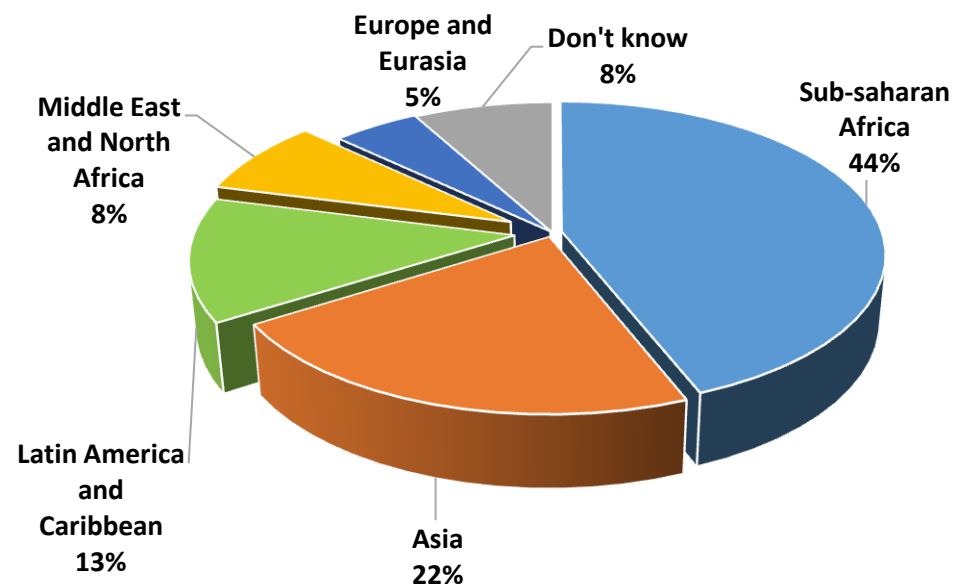
Almost all respondents (89%) worked on evaluation proposals or projects in 2012, and the average number was 8.

RESPONDENT CHARACTERISTICS

Fields of Development



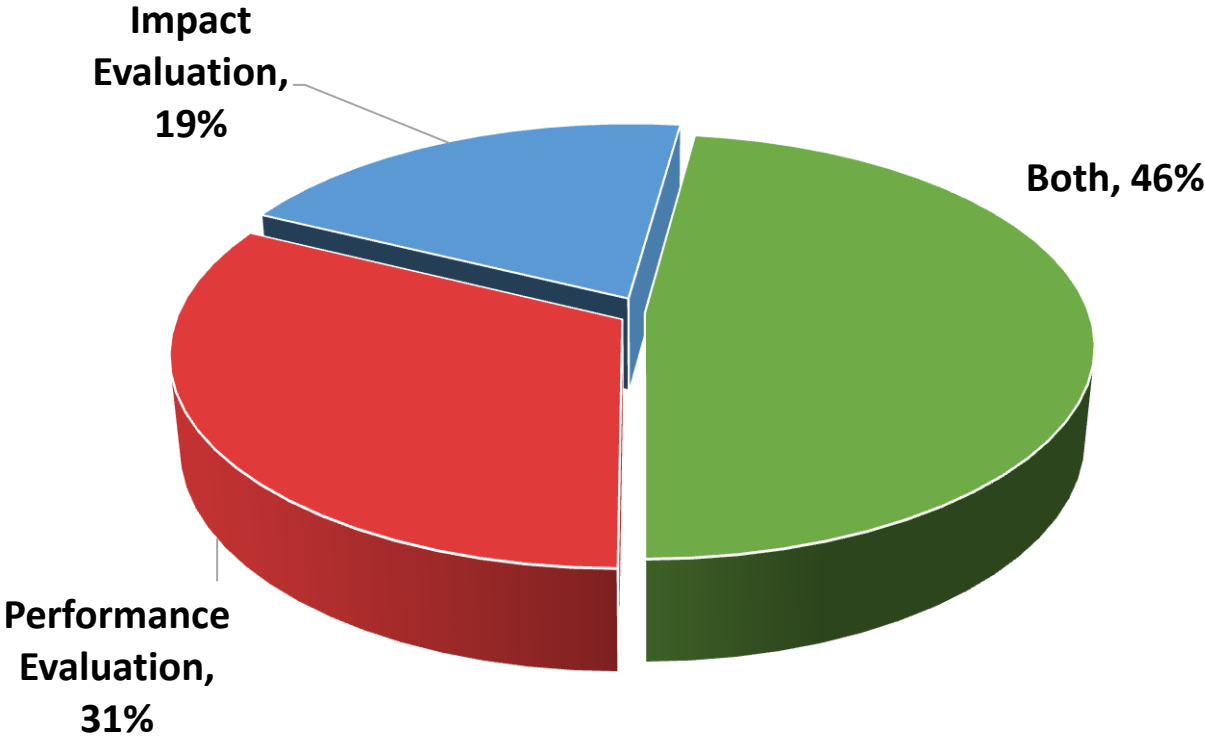
Geographic Area of Evaluation



METHODS AND RESOURCES

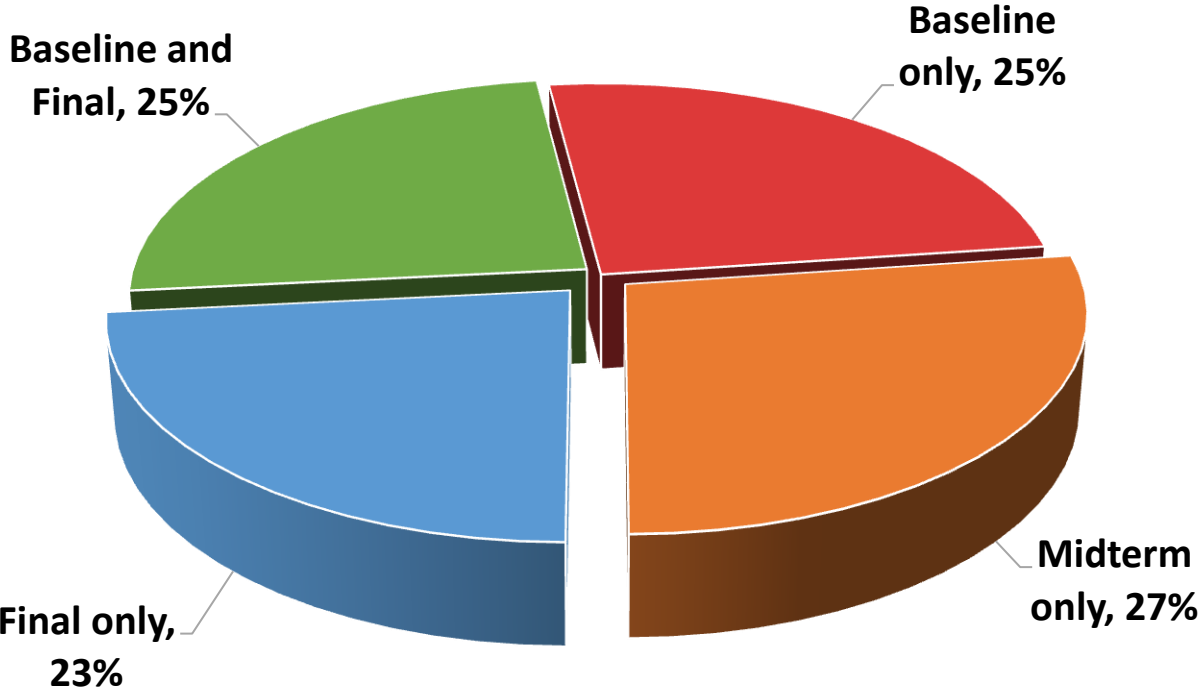
EVALUATION TYPES

Evaluation types used in most recent projects and proposals



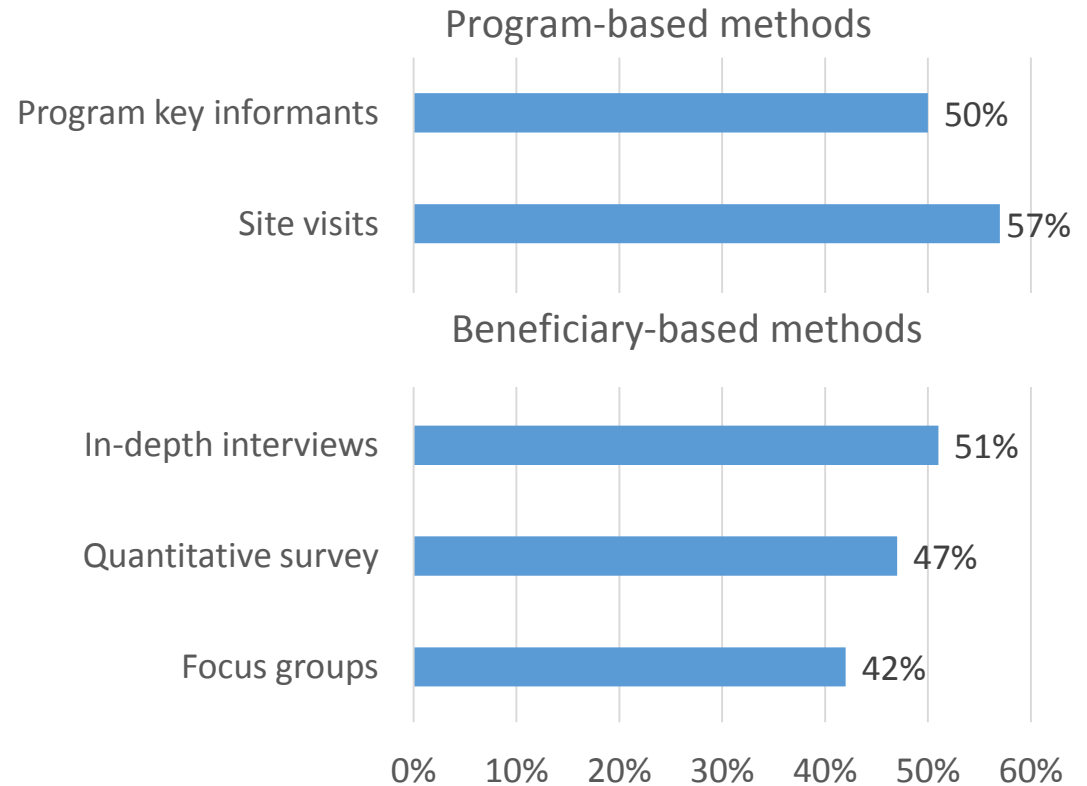
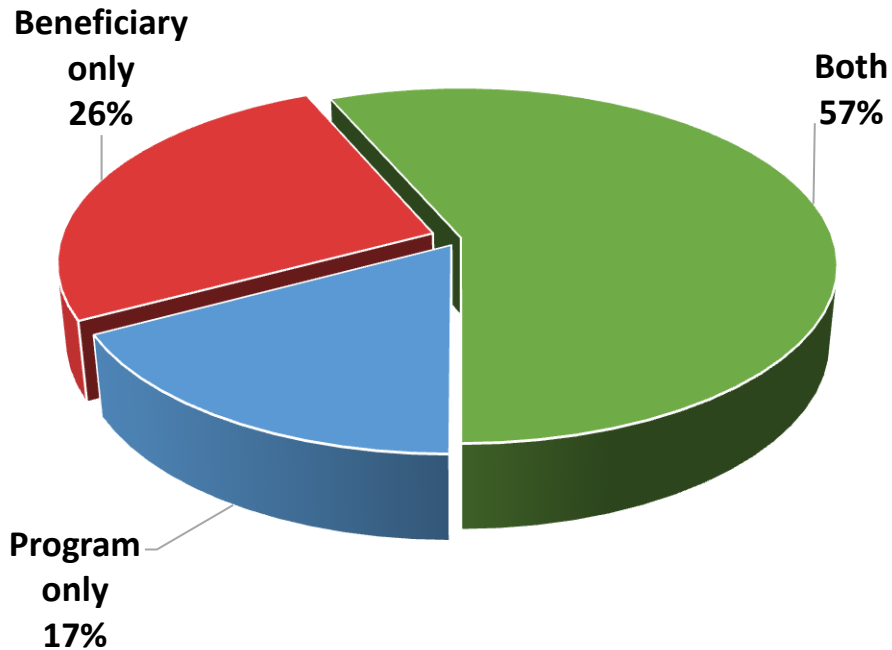
EVALUATION STAGES

Stages of Data Collection

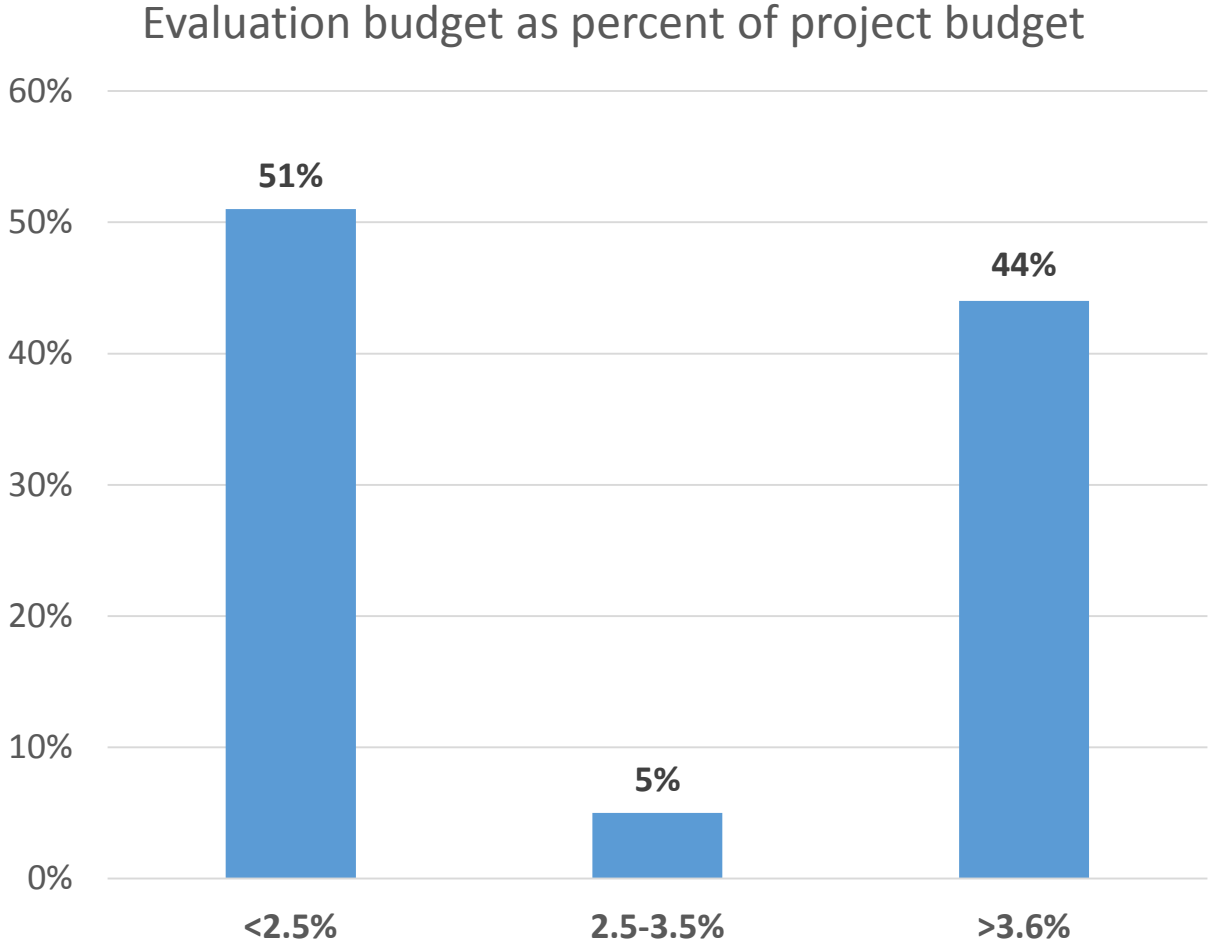


EVALUATION METHODS: PROGRAM AND BENEFICIARY-BASED

Use of program and beneficiary based evaluation methods



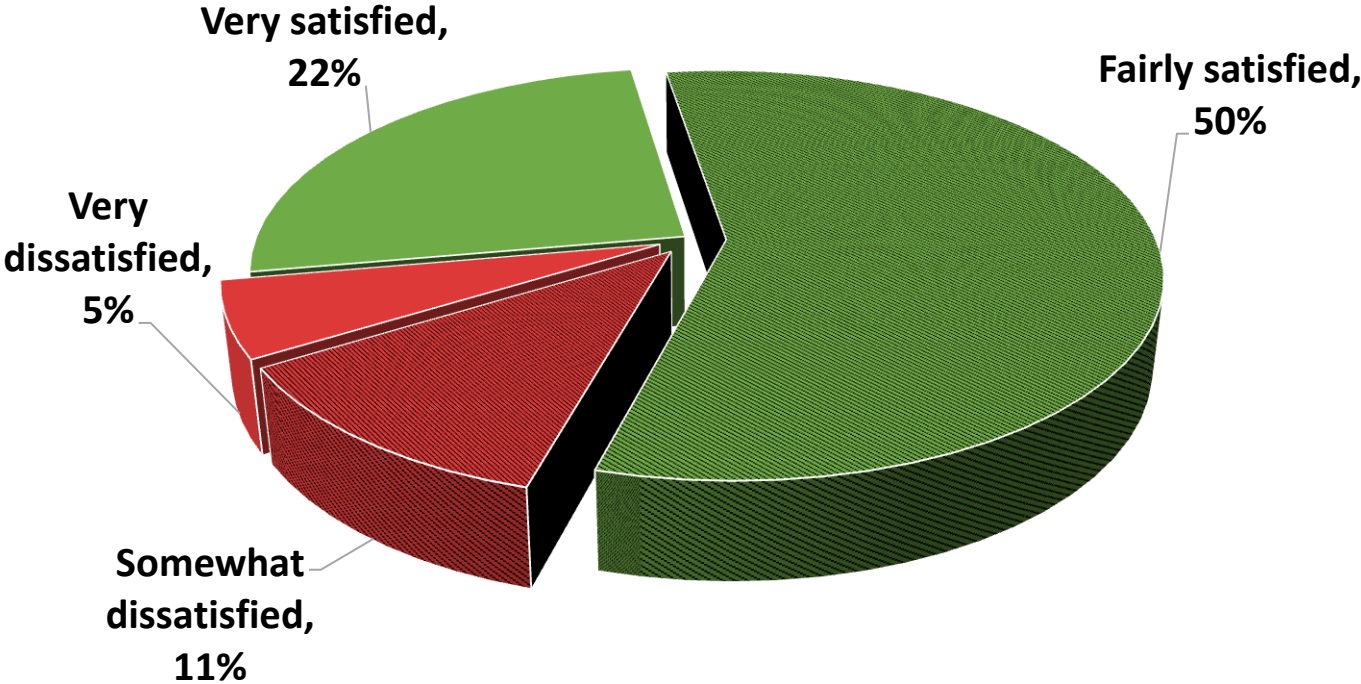
EVALUATION SPENDING



SATISFACTION, PROBLEMS, AND SELECTION

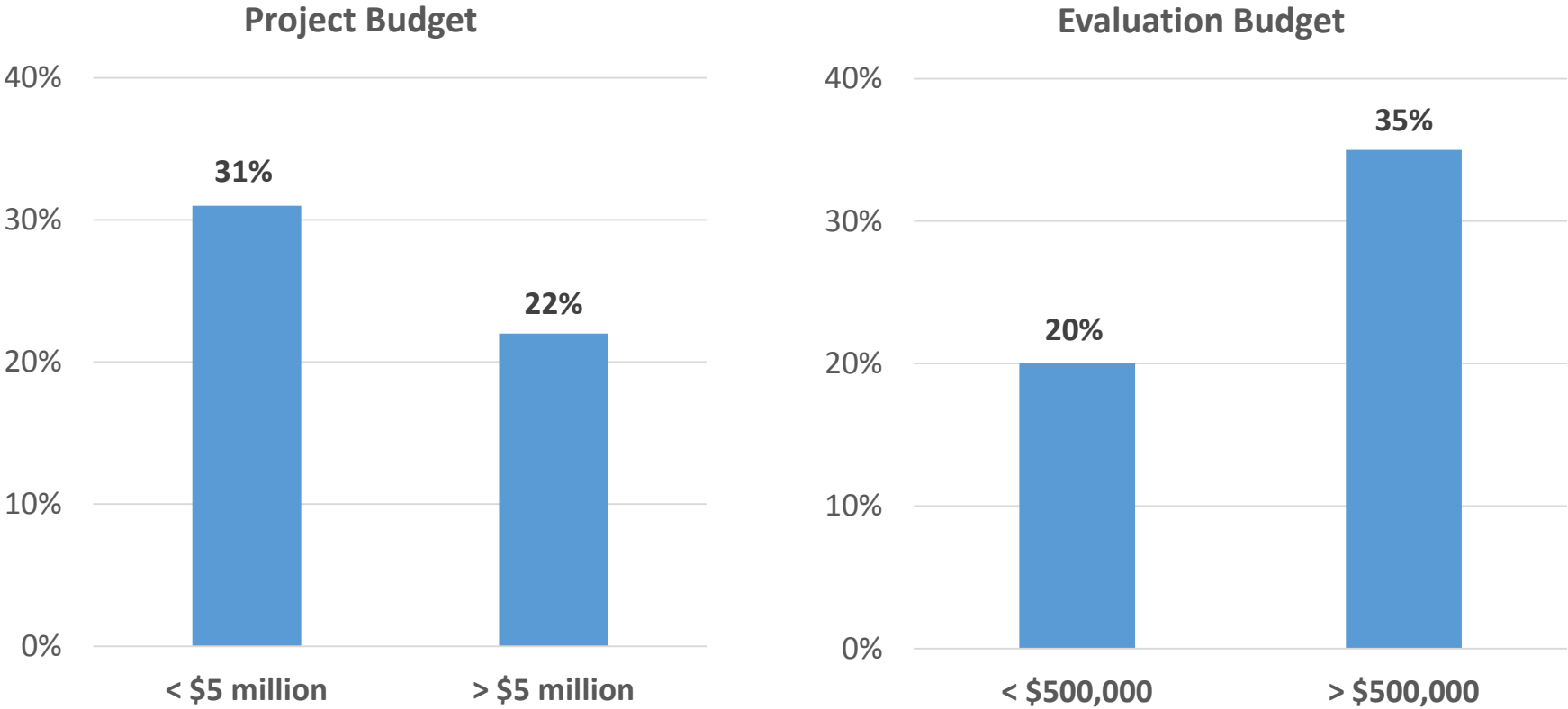
EVALUATOR PERFORMANCE

Satisfaction with Last Evaluation
(Funders, Contractors, and Evaluators)

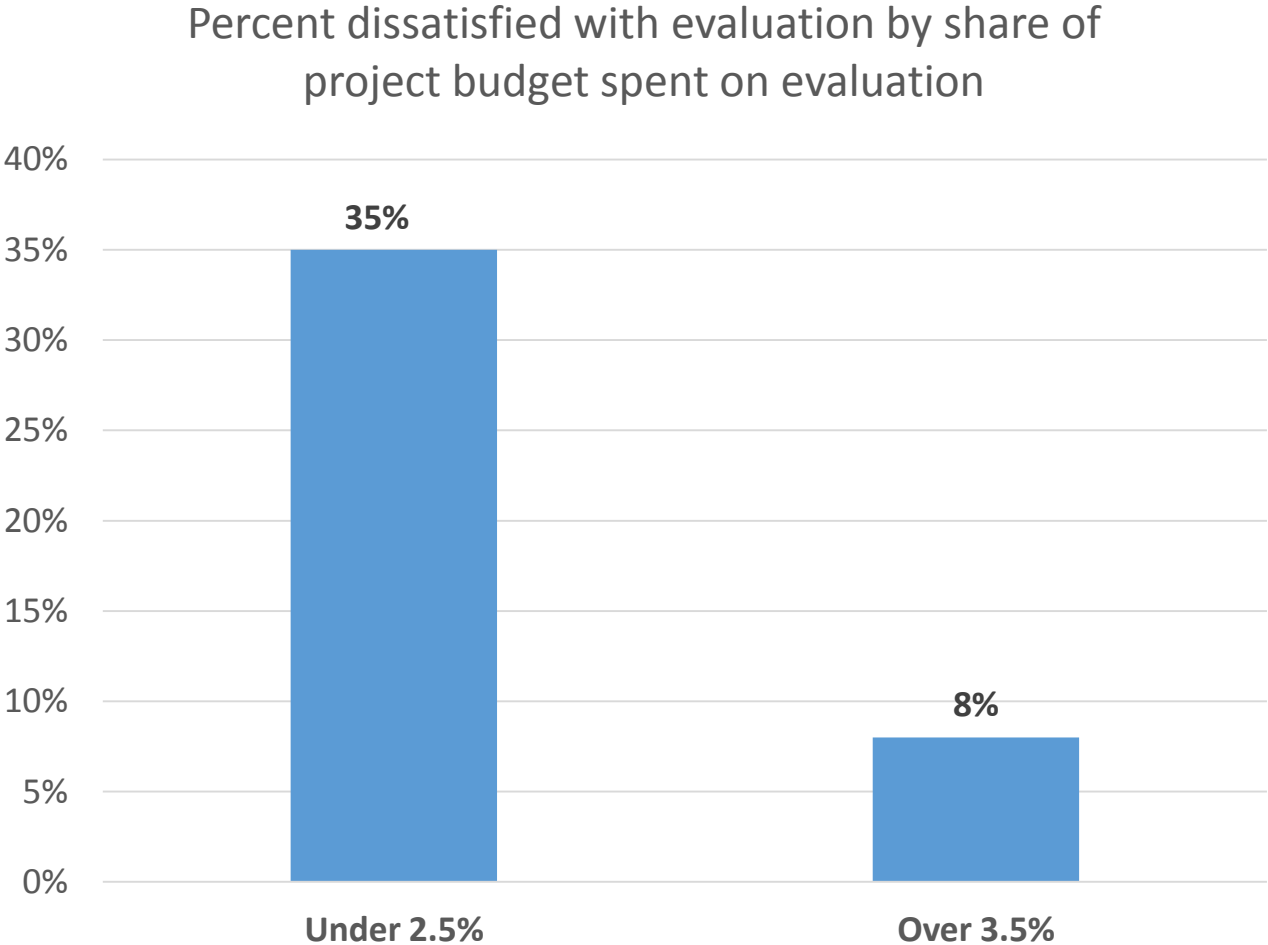


EVALUATION BUDGETS VS PERFORMANCE

Percent very satisfied with evaluations by...

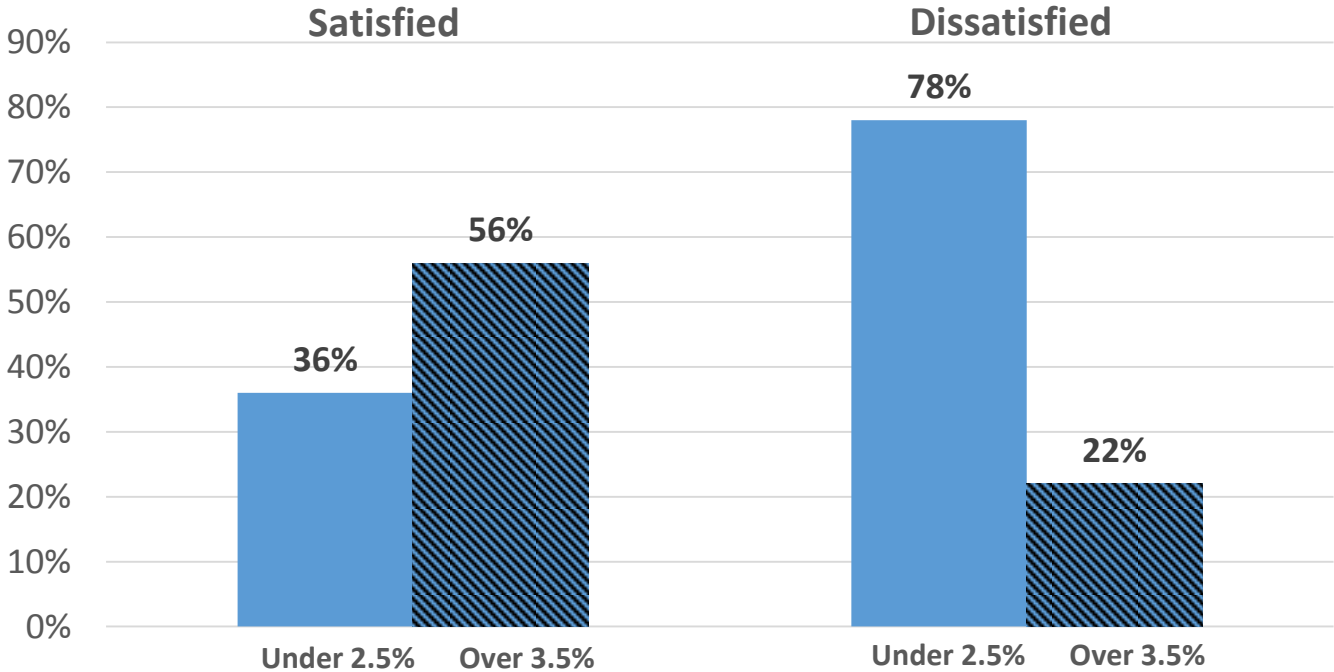


EVALUATION BUDGETS VS. PERFORMANCE



EVALUATION BUDGETS VS. PERFORMANCE

Proportion of project budget for evaluation, by satisfaction with result:



EVALUATION PROBLEMS

Evaluation Problems Development Professionals Struggle With

Methodological issues: 42%

- **Methods in general 28%**
- **Attribution and indicators 8%**
- **No baseline 6%**

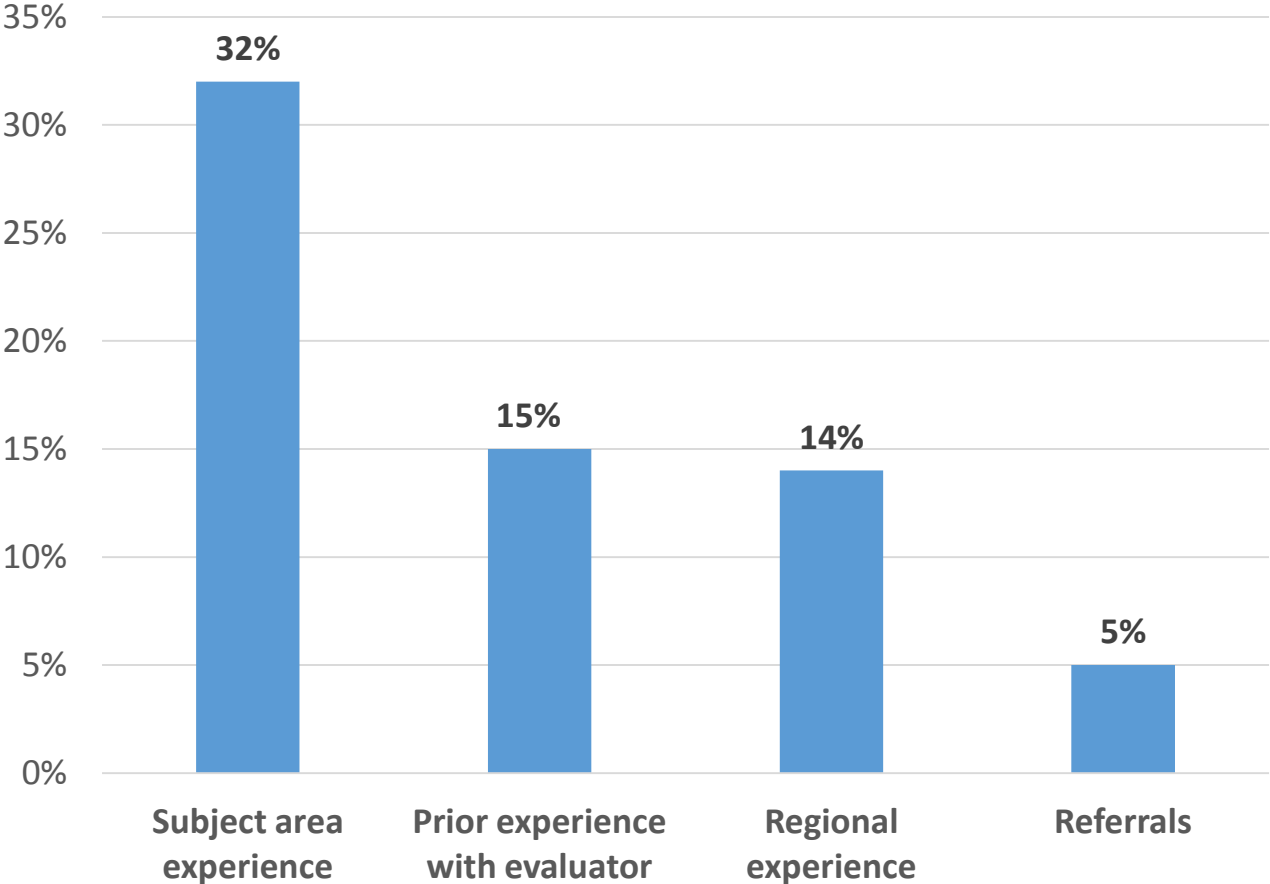
Capacity: 22%

- **No M&E capacity 12%**
- **Lack local partner 10%**

Insufficient resources: 19%

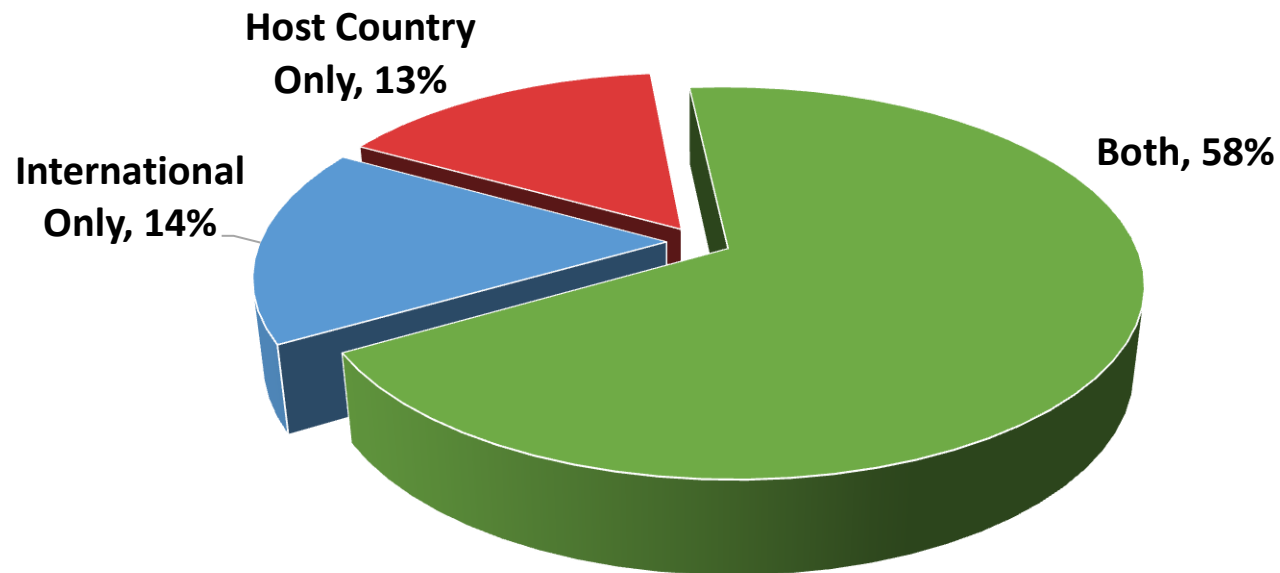
EVALUATOR CHOICE

Most important factors in selecting an evaluator



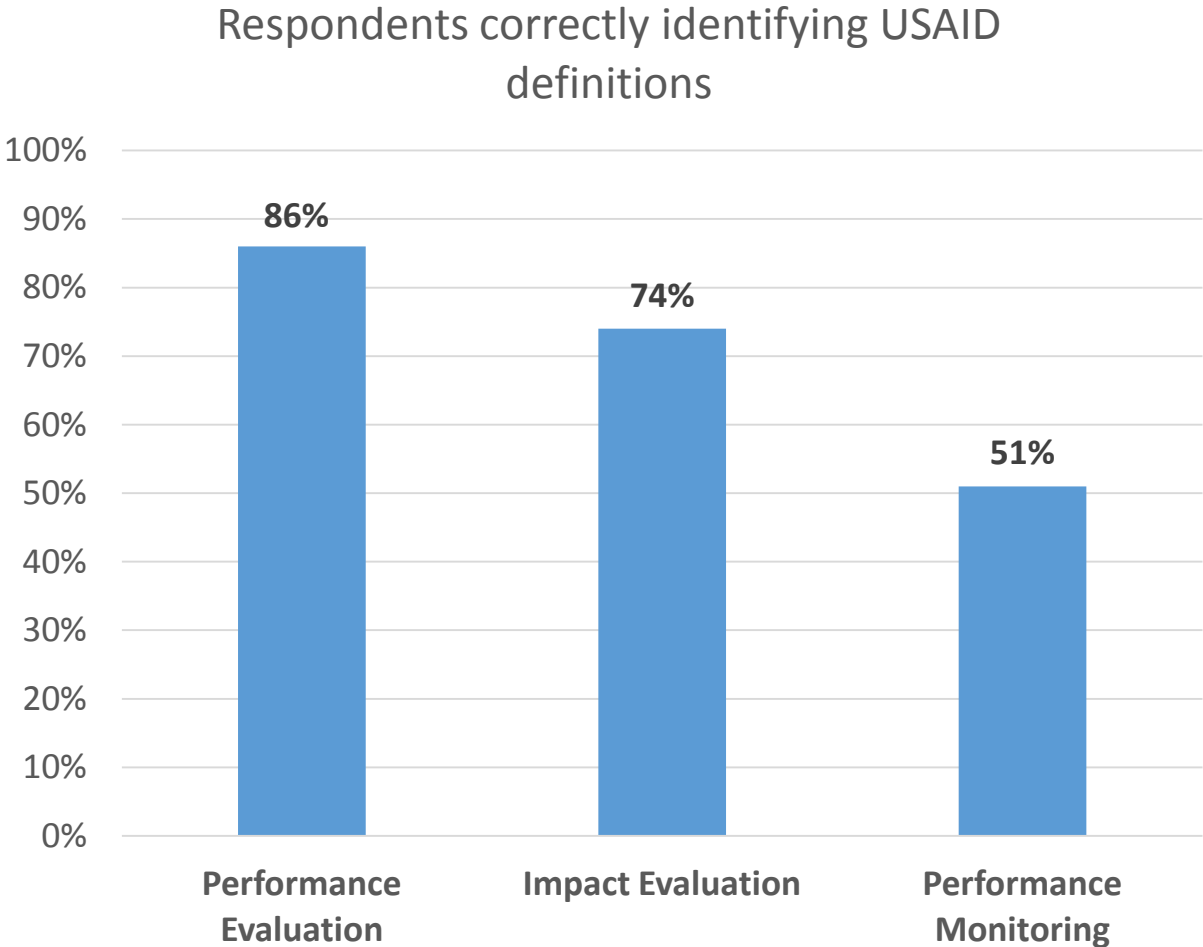
USE OF LOCAL EVALUATORS

Nationality of Evaluators

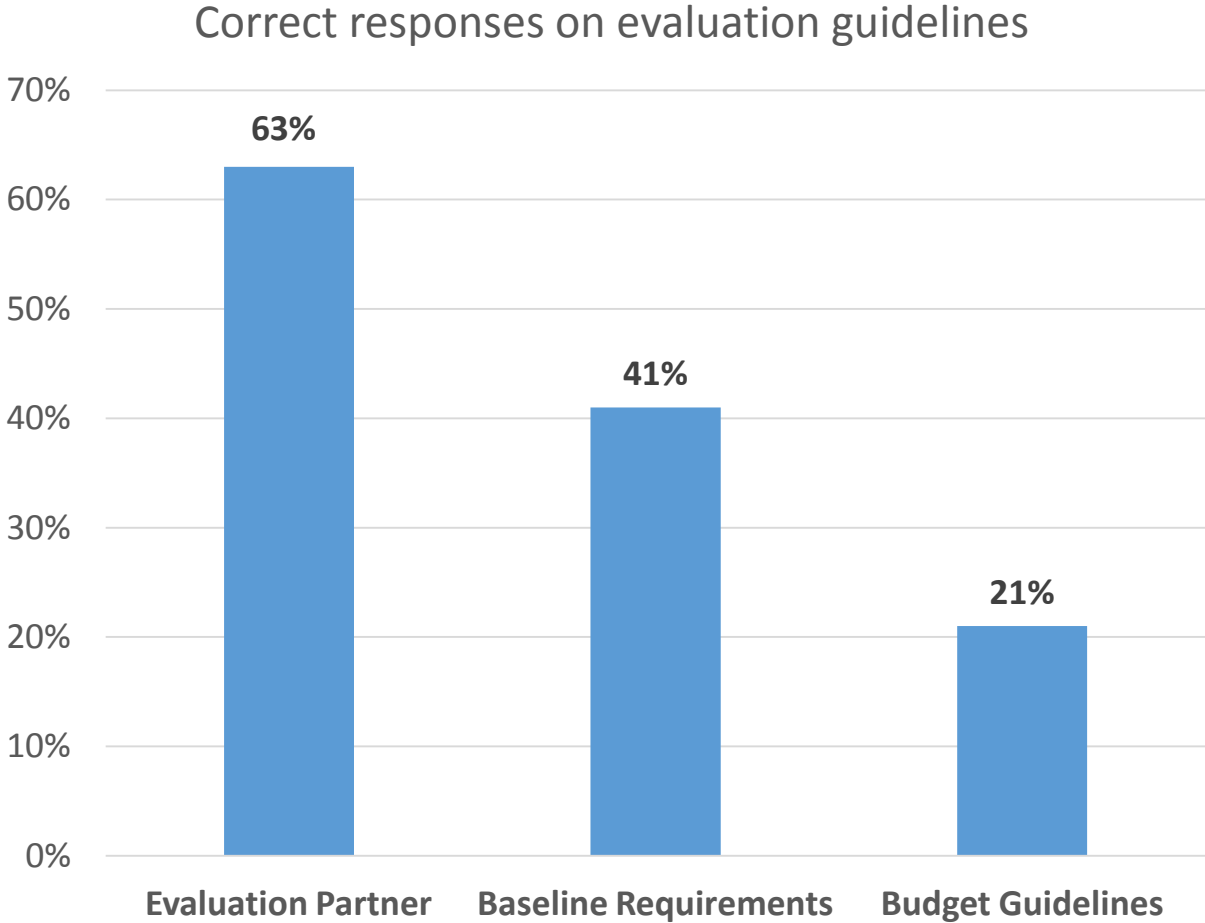


KNOWLEDGE OF USAID'S EVALUATION GUIDELINES

EVALUATION TERM DEFINITIONS

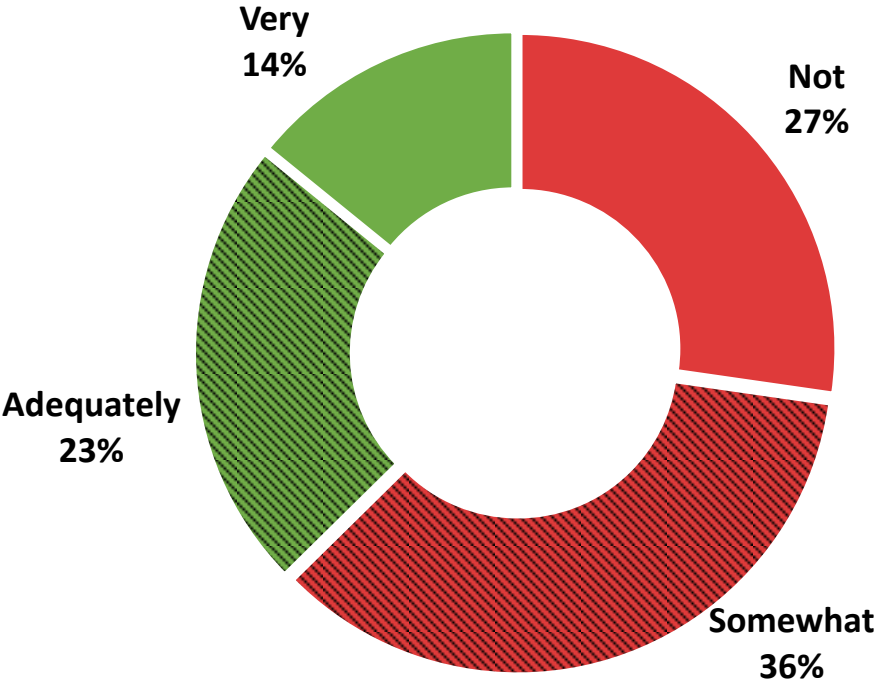


EVALUATION REQUIREMENTS

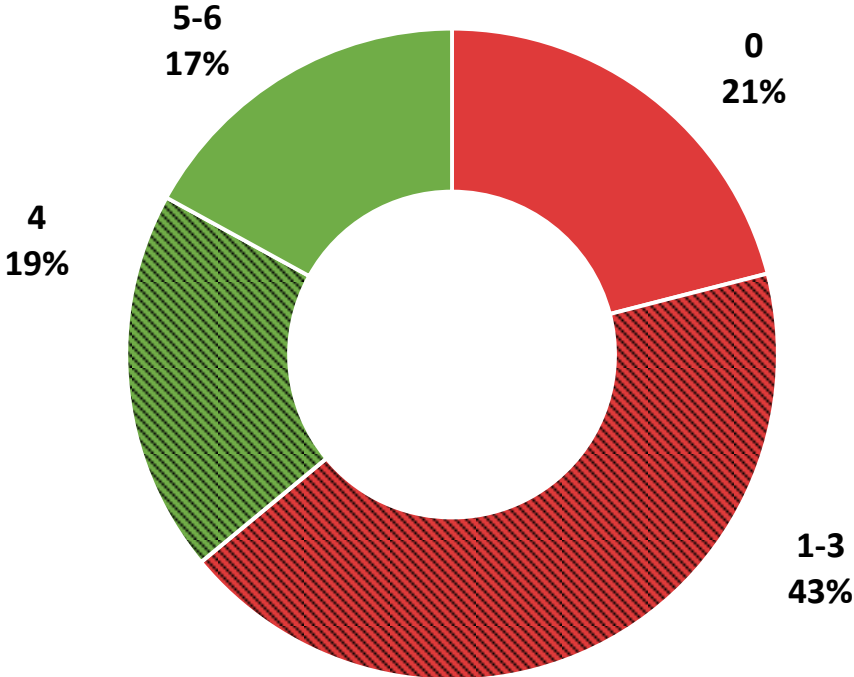


OVERALL FAMILIARITY WITH GUIDELINES

Self-assessment of familiarity

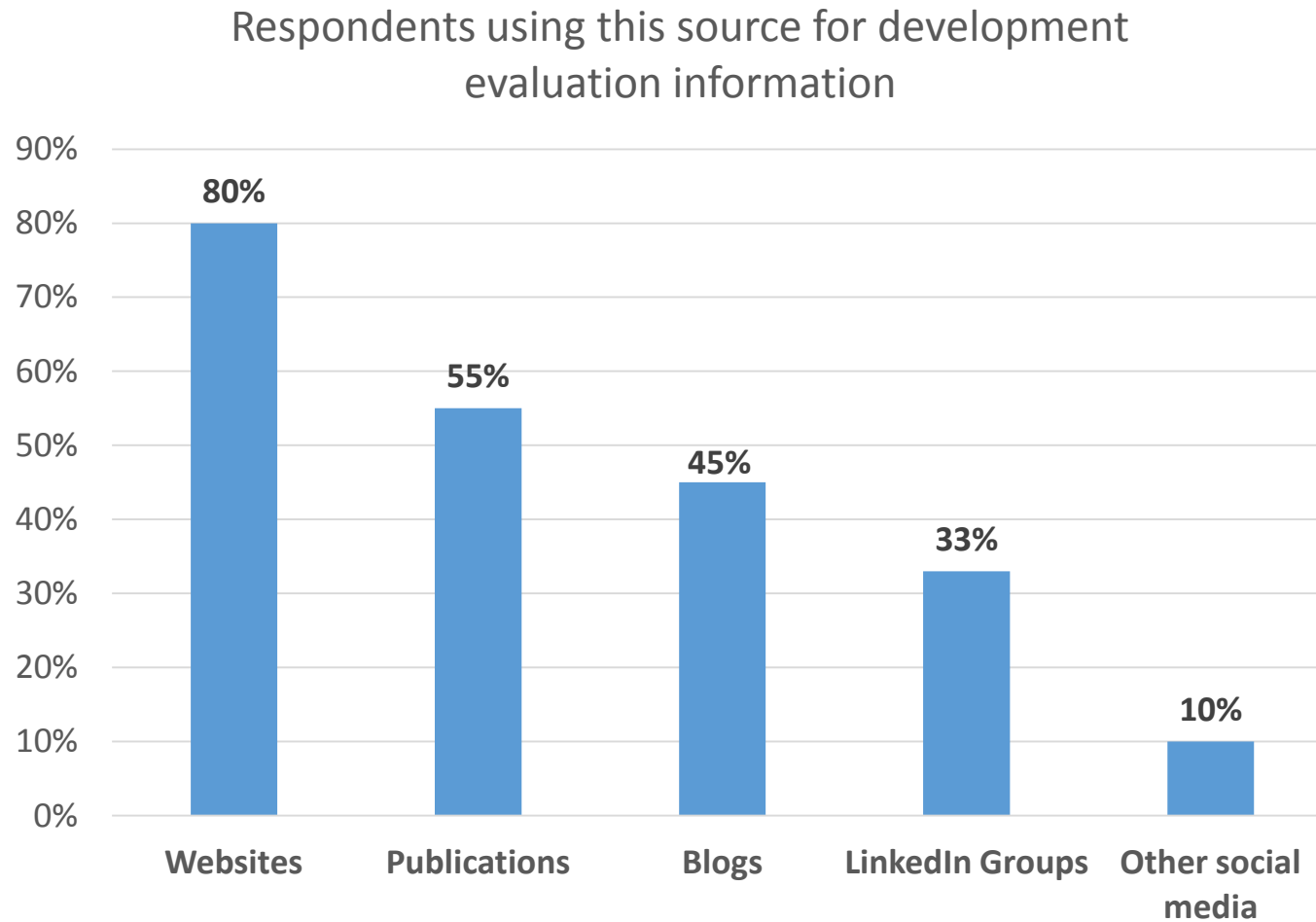


Number correct on evaluation guidelines



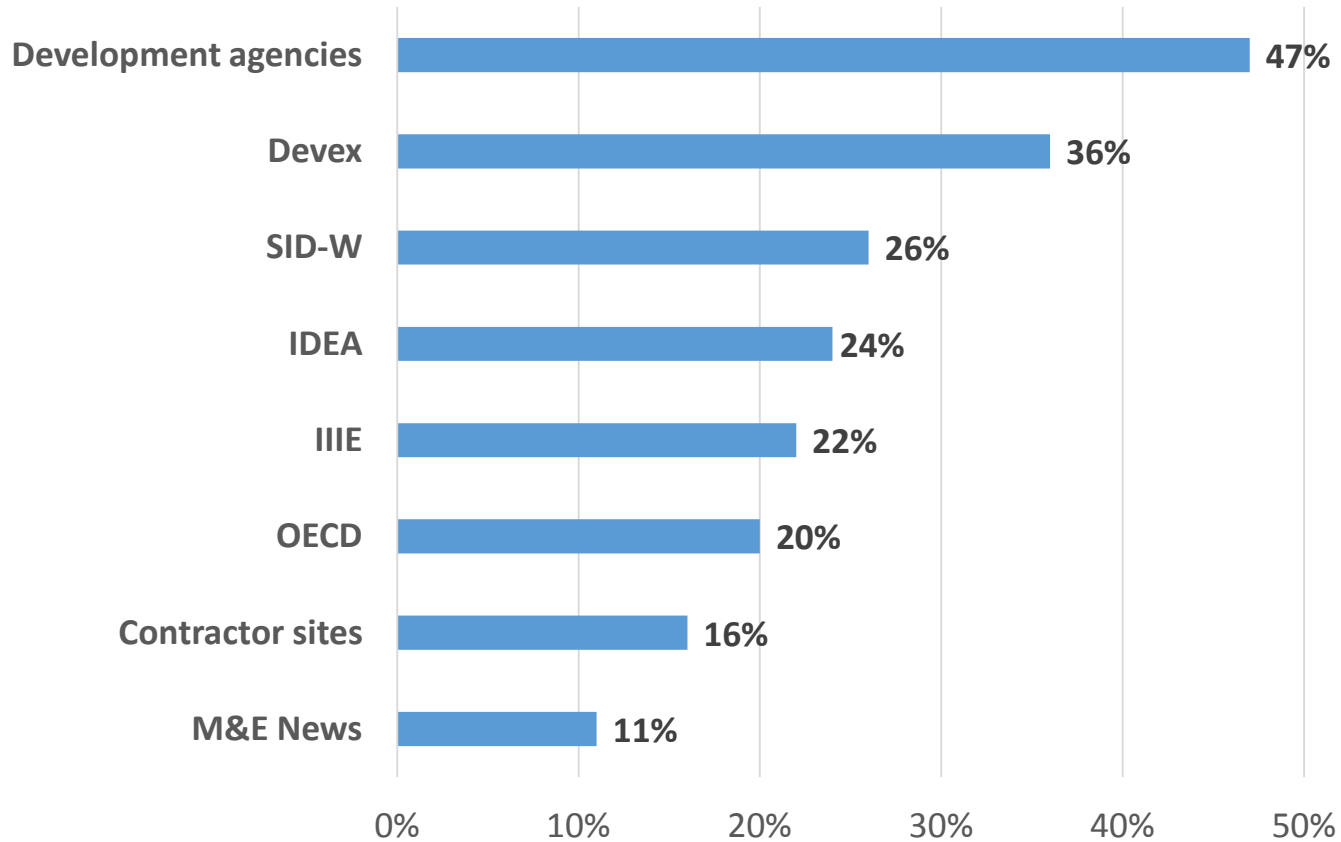
INFORMATION SOURCES FOR DEVELOPMENT EVALUATION

PRINCIPAL INFORMATION SOURCES



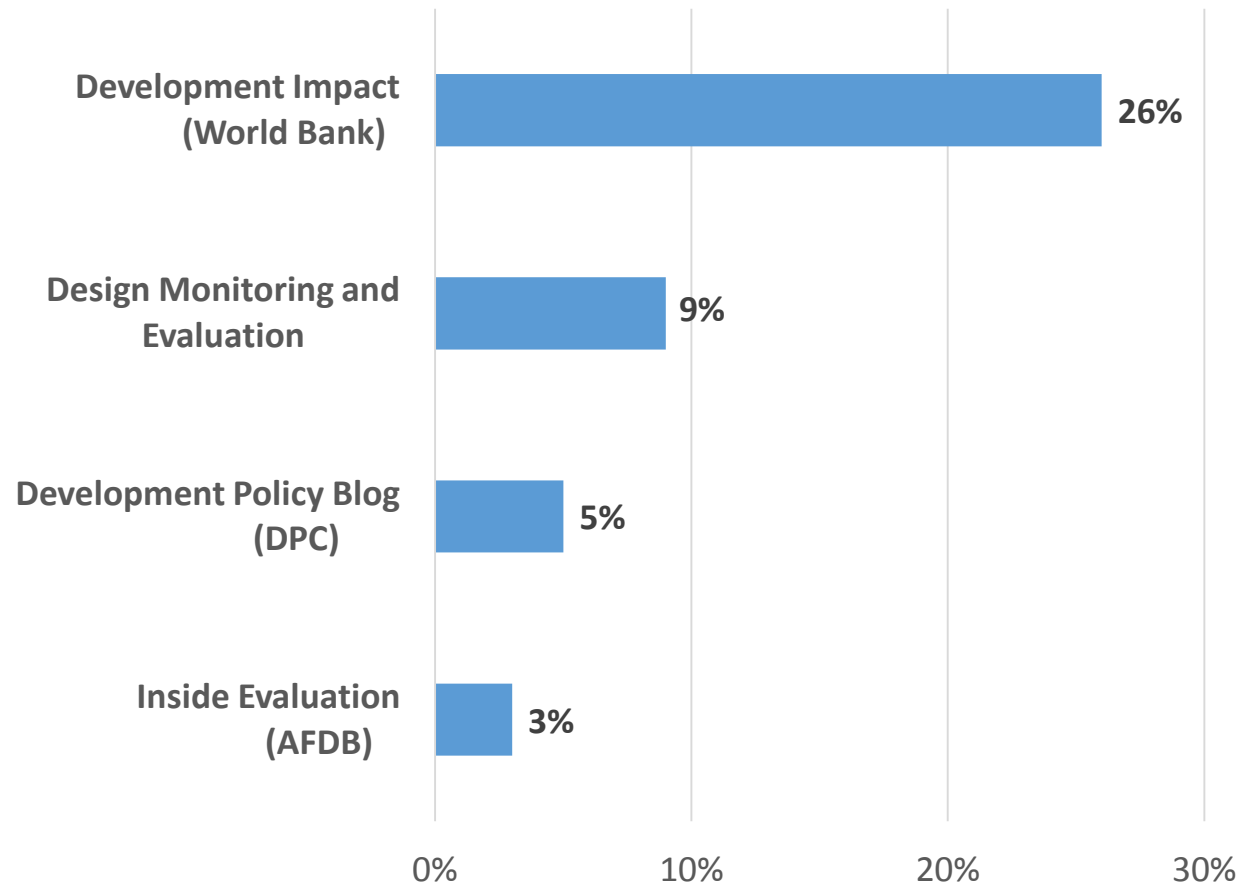
LEADING WEBSITES

Most visited development evaluation sites



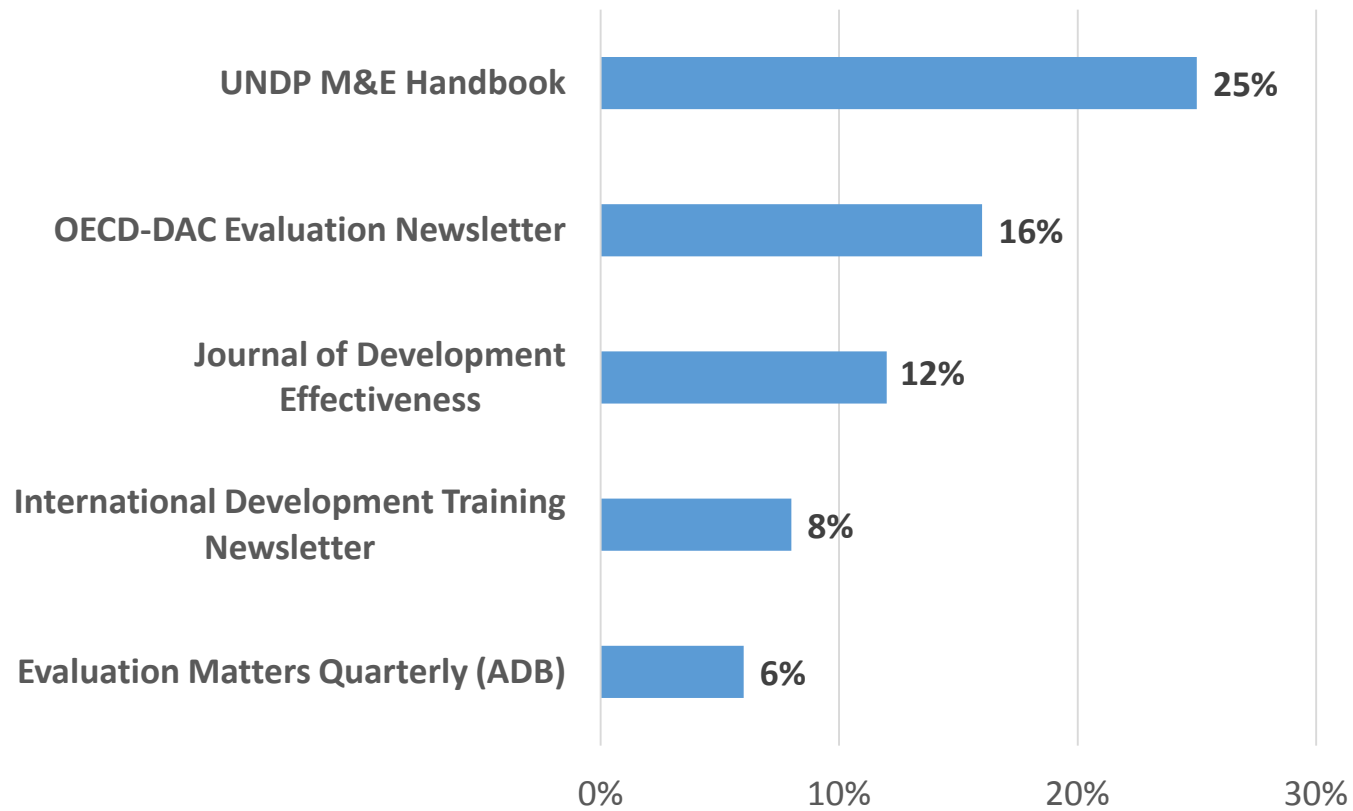
LEADING BLOGS

Most visited development evaluation blogs



PUBLICATION

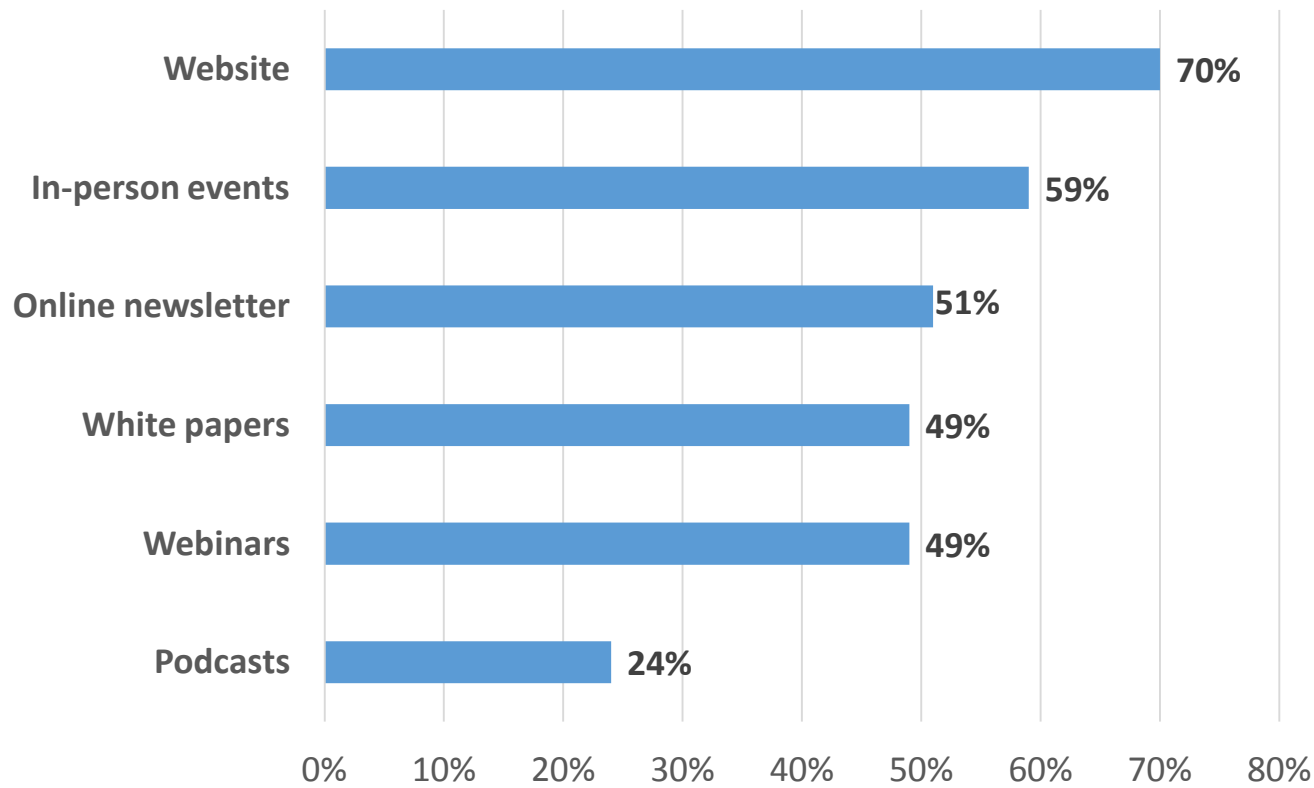
Development evaluation publications consulted by respondents



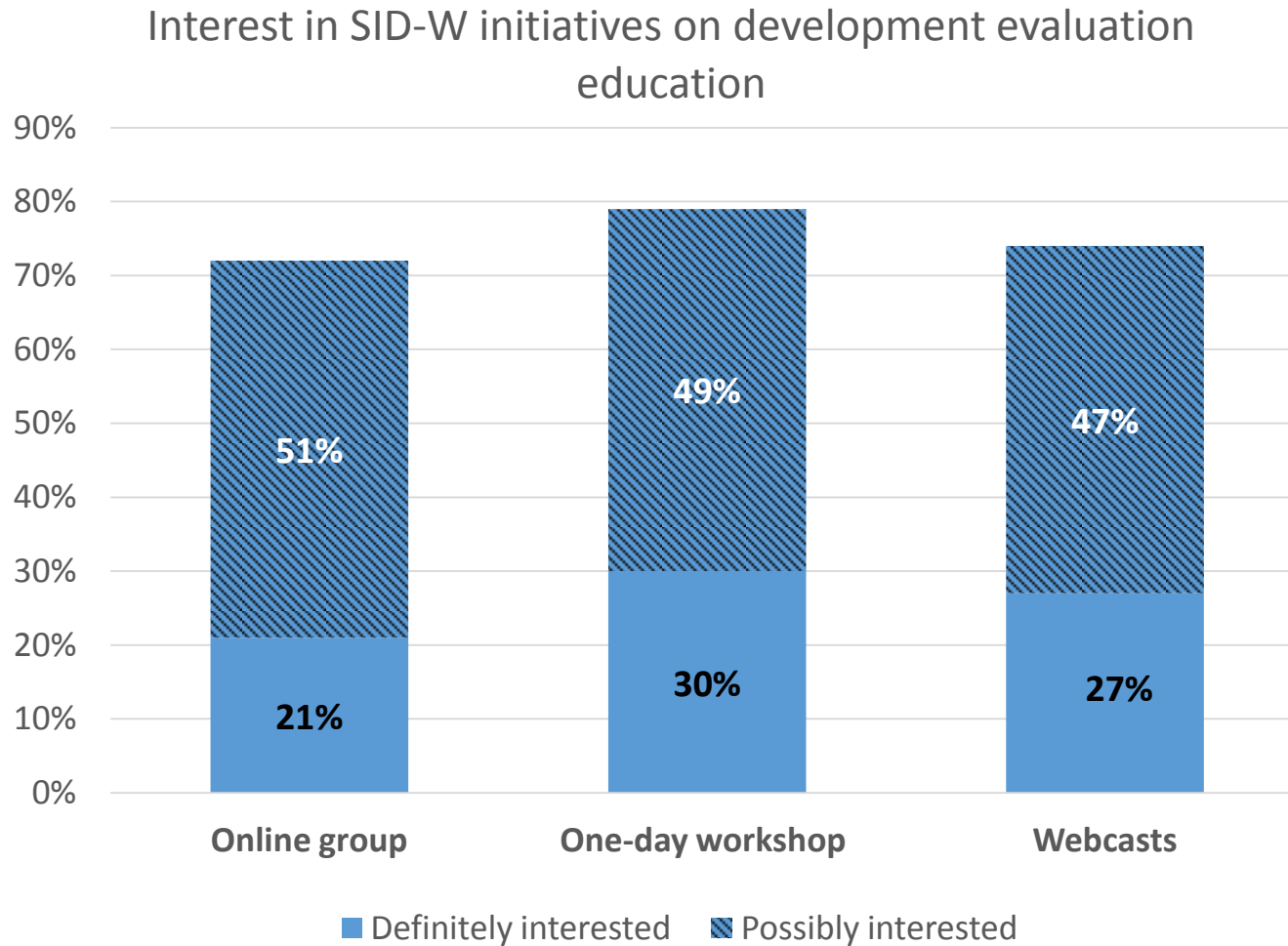
PREFERRED INITIATIVES AND TOPICS ON DEVELOPMENT EVALUATION

PREFERRED MEDIA

Information sources desired on development evaluation



PREFERRED SID-W INITIATIVES



SID-W M&E WORKGROUP

What potential members want (Qualitative Interviews)

- A diverse group of professionals for M&E practice discussions.
- To address the knowledge gap on M&E, and help analyze and evaluate data.
- To learn how to use funds, what to achieve, and how to avoid errors.
- Case studies of evaluation and different approaches.
- A place where people share ideas for M&E and indicators and have honest discussions.
- Experts who share their experiences of how to do M&E: tools and methods to use and lessons learned.
- A forum to vet M&E designs and get collegial feedback.
- Seminars, training and a forum for people to share experiences and tools.

CONCLUSIONS AND RECOMMENDATIONS

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For Funders:

- Make compliance with the evaluation guidelines a significant factor in proposal evaluation—and make this widely known.
- Establish separate funding/contracting streams for evaluations, particularly for smaller projects which tend to have inadequate evaluation budgets in both absolute and percentage terms.

CONCLUSIONS AND RECOMMENDATIONS

For SID-W:

- Launch education initiatives, both on USAID's guidelines and dealing with methodological and capacity issues, for members and the development community, both online and off.
- Improve M&E workgroup programming to meet the needs of members and potential members.
- Make an online M&E group a virtual clearinghouse for discussion and questions on development evaluation.

EXECUTIVE SUMMARY

1. Just under half of development projects and proposals include both impact and performance evaluation, regardless of overall project budgets. Both types are likelier only when more resources are specifically committed to evaluations.
2. Few projects include both baseline data collections and final evaluations.
3. Evaluation budgets run below USAID guidelines half the time.
4. Few respondents are very satisfied or dissatisfied with evaluations actually conducted; most are fairly satisfied. However, dissatisfaction is much more frequent when evaluation spending runs below the USAID guidelines.
5. Development professionals are saying they need help most with three areas related to evaluation: methodology, capacity building, and resources.
6. Local evaluators work with internationals on most evaluations.
7. Some development professionals are unaware of USAID evaluation definitions and guidelines.
8. Websites are the leading source of information on development evaluation, while the World Bank blog is the most widely accessed.
9. Websites and live events are the most popular sources for evaluation education. Development professionals are quite interested in SID-W initiatives in the field, especially online groups, one-day workshops, and webinars.
10. General methodological topics on development evaluation have the greatest appeal to survey respondents.