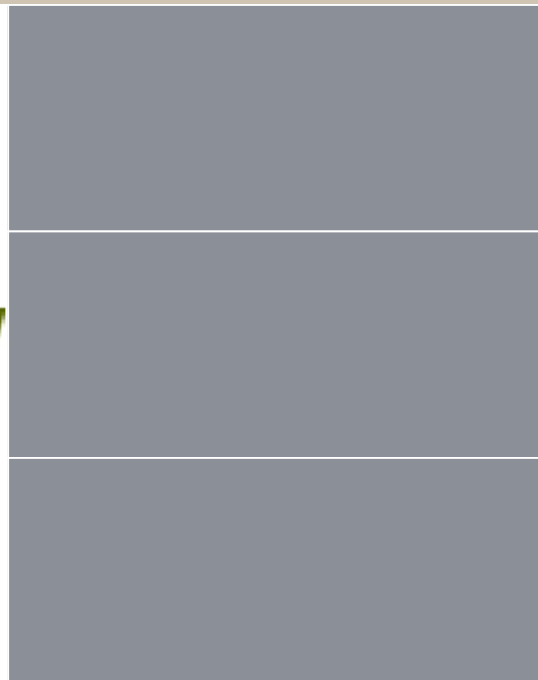




## A summary of results from the Norad survey:

How do you engage with evaluation knowledge in your day to day work?

Survey



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Illustration by Survey Monkey. Word cloud of 155 replies to the question:  
What would help you to make greater use of evaluation knowledge in your work?

Design: Agendum See Design

ISBN: 978-82-7548-683-5

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# *A summary of results from the Norad survey: How do you engage with evaluation knowledge in your day to day work?*

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## Executive Summary

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In 2012 the Norad Evaluation Department initiated a study of the use of evaluations in the Norwegian development cooperation system. The final report “*Use of Evaluations in the Norwegian Development Cooperation System*”, Report 8/2012, was based on interviews, cases studies, a review of the follow up system, and an online survey. It is available at [www.norad.no/en/evaluation](http://www.norad.no/en/evaluation).

This report presents the results of an online survey used to collect data for the above-mentioned study. In the survey the Evaluation Department sought to explore respondents’ attitudes to different types of research and evaluation evidence, their behaviour in terms of seeking and sharing this evidence, and the ways in which they ‘use’ evidence to improve their work. We also explored respondents’ recent evaluation experiences and the factors that currently act as barriers and drivers to evidence use in decision making. The survey sought to build a better picture of evidence use across the target population, and also to identify variations between men and women and between agencies.

The response rate was acceptable for a study of this kind. 264 employees across Norad, the Ministry of Foreign Affairs and the Norwegian Embassies responded to the survey from an invited population of 640. The profile of the survey respondents largely matches that of the target population.

Key findings are:

- Respondents **value a range of tools for acquiring knowledge** about what works in their field. In particular, they rate Evaluation Reports and Informal conversations with colleagues and friends very highly, but are less positive about attending national or international conferences for gaining knowledge.
- Respondents use a variety of media to share information with colleagues and friends, but prefer face to face interactions like **informal discussions and division/team meetings**. Also, they generally report higher rates of information sharing than information access. This may mean that respondents tell several people about information they find interesting/useful but do not necessarily access the source documents for information that others share with them.
- Overall, respondents rate **quality, access, relevance and personal incentives as drivers to use of research and evaluation evidence, while time and management priority are rated as barriers**. Time and management priority are likely to be linked issues.
- Respondents generally present a **positive disposition towards evaluation** specifically, seeing it as a good and interesting learning tool that is for everyone, not just top management.

Three quarters of respondents report that a programme or policy for which they or their section are responsible has been **evaluated within the last two years**, and half report evaluation by Norad Evaluation Department within that time.

- Generally, respondents with recent experience of Norad Evaluation Department evaluation feel **most involved in evaluation towards the end**, and least involved throughout the process.
- Respondents with recent experience with a Norad evaluation report that they only make **'limited' or 'some' use of the evaluation evidence** that they gained throughout the evaluation experience. However, when asked to list the **benefits** of the evaluation most respondents (61%) report that the evaluation **created an arena for internal discussion**, around half of the respondents report improvements to a program, and a third report that evaluation improved aid effectiveness.
- The study also indicates that there may be some **systematic variation in attitudes, behaviours and experiences between employees from the three targeted agencies** Norad, MFA and the embassies. For example: differences in the types of sources that employees from different agencies value most highly; differences in frequency with which respondents from different agencies read particular types of evaluation and research reports; and, differences in respondents' perceptions about the drivers and barriers to evaluation and research use. Taken together, these variations may indicate differences in the knowledge culture of these agencies, which could have implications for the way that Norad Evaluation Department seeks to engage with each organization to undertake evaluation and disseminate findings.

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## *List of acronyms*

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<b>M&amp;E</b>	Monitoring and evaluation
<b>MFA</b>	Ministry of Foreign Affairs
<b>NGO</b>	Non-Governmental Organisations
<b>Norad</b>	Norwegian Agency for Development Cooperation
<b>NOU</b>	Norwegian Official Reports
<b>U4</b>	U4 Anti-Corruption Resource Centre
<b>UKS</b>	Utenrikstjenestens Kompetansesenter (Training senter for the foreign service)
<b>UN</b>	United Nations

## About the survey

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### *Purpose of the survey*

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The purpose of the survey was to identify *capacities, incentives and bottlenecks preventing or facilitating use of evaluations*, different types of use of evaluations and other types of knowledge/evidence/experience in decision making in the Norwegian development cooperation system.

The rationale for using an online survey as a tool to collect data was that it can obtain information from a broad sample of respondents, representative of MFA and Norad, on institutional characteristics affecting use of evaluations. This is used to complement information collected through document analysis, and interviews.

The survey has nine overarching research questions about use of evidence in decision making.

About information seeking and sharing attitudes and behaviours

1. From where and how do advisers and decision makers *seek* evaluation and other research information?
2. To what extent and how do advisers and decision makers *share* evaluation and other research information?

About evaluation 'use'

3. To what extent and how do advisers and decision makers indicate that they *use* evaluations and other research evidence in their work, including in decision making processes?
4. Which types of use occur (Instrumental, process- and/ or conceptual)?
5. At what point in the evaluation process do stakeholders make use of evaluation knowledge?
6. What are the *drivers* for current levels of use? (internal to individual, external – in the institutional environment)

And specifically regarding evaluation follow up processes:

7. To what extent are advisors and decision makers aware of the follow up-memo/management response process?
8. How effectively does the follow up memo/ management response process prompt advisors and decision makers to respond to evaluation recommendations?

And finally, regarding variation.

9. Is there any variation in attitudes, behaviour and use according to aspects of respondents' profile: in particular, agency and gender?

These research questions were derived from the objectives of the overall study and the purpose of the survey. The survey was conducted in parallel to interviews and document reviews being undertaken by a separate agency and reported elsewhere.

### *Central concepts: Definition of use/different types of uses of evaluation*

---

In the literature on evaluation use, use is characterized as something that can take place in many forms before and during the implementation of an evaluation, or long after, and not necessarily only directly after the findings are presented and lessons are communicated. In this study and survey we refer to use in the following three broad meanings:

1. In some cases decision makers use the findings to change or modify the program. This is called *instrumental use*<sup>1</sup>.
2. In many cases use is less easy to capture or to document, such as when it occurs as cognitive, behavioral, program or organizational changes resulting not from the evaluation findings but from engaging in the evaluation activities or -process, and learning to think evaluatively. This is often referred to as *process use*<sup>2</sup>.
3. Another type of use that is not easily traced occurs when evaluation findings help the program staff or key stakeholders to understand the program in a new way, or just acquire broader learning. Sometimes, knowledge about a planned evaluation is sufficient to start thinking differently about a program, and new perspectives are gained. This is referred to as *conceptual use*<sup>3</sup>.

### *Structure for the survey*

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The survey was structured according to general attitudes towards evaluation information, behaviours regarding seeking evaluative information and evaluation use, general perceptions concerning institutional drivers and inhibitors of evidence use in decision making, and finally, specific experiences with evaluation use and follow up for those that have been involved in evaluations. As such, the survey was in two parts:

#### Part I - Attitudes to using evaluation and research for work

- a) general - attitudes to research knowledge / evaluation evidence and its value in decision making i.e. to what extent do people value different types of knowledge
- b) general - behaviors regarding seeking and sharing research knowledge / evaluation evidence and using evidence for decision making
- c) general – how do people ‘use’ research knowledge / evaluation evidence in decision making, and perceived benefit of use
- d) general – perception of institutional drivers / inhibitors of evidence use in decision making
- e) general - evaluation culture

#### Part II - Specific experience with the evaluation process and use of evaluations (for respondents who are responsible for a programme that has recently been evaluated)

- f) specific - experience of the evaluation process, the communication of findings and judgment of the quality of the evaluation
- g) specific – experience ‘using’ evidence from the evaluation (at what point in the evaluation process), responding to evaluation recommendations
- h) specific – experience with the formal follow up process

#### Part III – Respondent profile

- i) background information - age, gender and level of education; agency, job title/role and self-perceived level of influence

A full set of survey questions is available at Appendix 1.

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<sup>1</sup> Cousins and Leithwood (1986) in Hanberger: refer to instrumental use as decision making.

<sup>2</sup> Forss, Rebien and Carlsson (2002), refer to five different types of process use: learning to learn; developing networks; creating shared understanding; strengthening the project; and boosting morale in “Process Use of Evaluations – Types of Use that Precede Lessons Learned and Feedback”, in *Evaluation*: 8: 1: 29-45. See also Patton, 2008, p. 109

<sup>3</sup> Fleisher & Christie, 2009.



## Target population

The survey was conducted online using the surveymonkey platform from 1-8 November 2012. The target population consisted of all staff from relevant positions<sup>4</sup> in the three Norwegian development cooperation system agencies: Norad, MFA and embassies. In total, the survey was sent to 17 sections and three departments in the MFA (approximately 220 staff), five departments and 15 sections in Norad (approximately 160 staff) and to the staff in 30 – 40 embassies and delegations (approximately 260 staff).

In total, 640 people were invited to take part in the study via email<sup>5</sup>. It was decided to target the full study population rather than a random or stratified subsample because this approach gave us the option to promote the survey through universal routes and likely get a higher number of responses (e.g. team meetings, intranet, newsletters etc).

Participation in the survey was voluntary. In total, 264 surveys were initiated before the deadline and 232 were completed in full.

Table 1: Survey response rate as a proportion of target population and invited respondents

	Number of surveys initiated	Number of surveys completed
	N=264	N=232
Target population (employees in relevant positions in Norad, embassy and MFA agencies) n. 663	39.8%	35.0%
Number of employees invited to take part in survey n. 640	41.3%	36.3%

The figures indicate a response rate of 35-41%, which is reasonable for a study of this type. While participation was voluntary, as far as we can tell the respondents seem broadly to reflect the target population, with regard to gender, age and employing agency (presented below)<sup>6</sup>. For other characteristics of the respondents, data about the target population was not easily available. No further systematic work was done to assess to which degree the respondents represent the target population. Hence, while the respondents do represent experiences and views in all the major agencies in the Norwegian development system and among all the major categories of staff, they do not necessarily represent all staff.

---

<sup>4</sup> "Relevant positions" included analyst and program staff, top and middle level managers. People not dealing with development aid in a substantial or decision-making manner were not included (for example administrative/secretarial/ positions are not included). This was also stated in the introduction note to the survey.

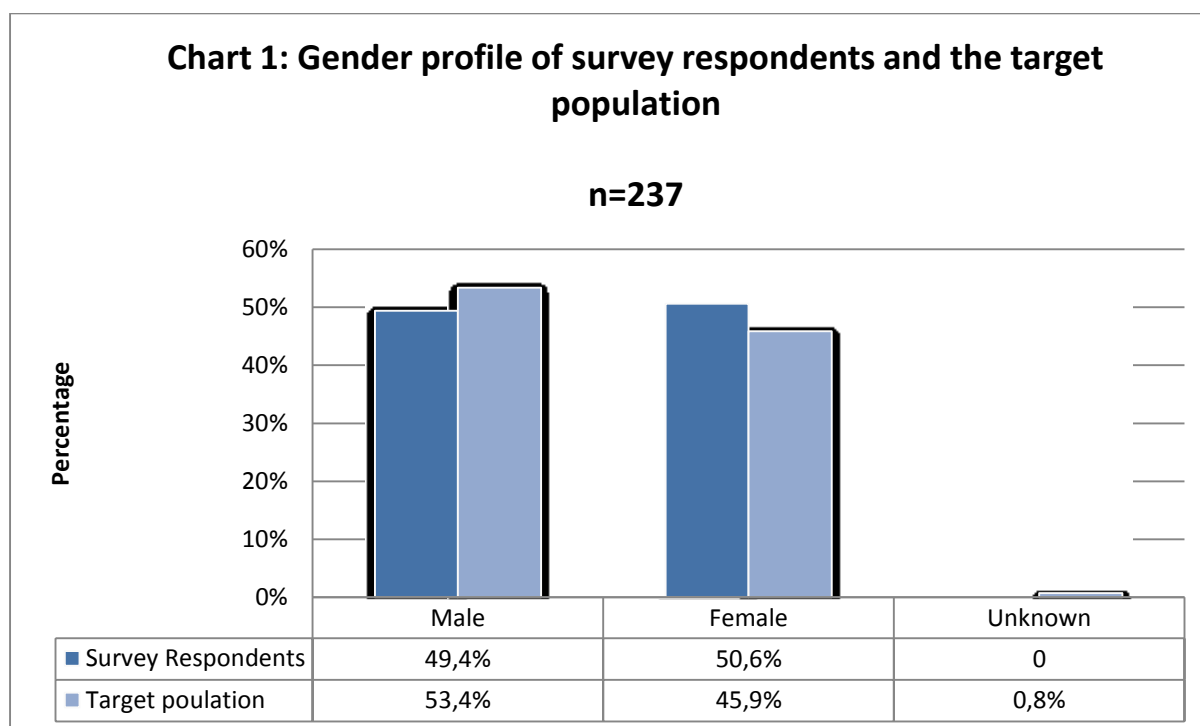
<sup>5</sup>Four reminder emails were sent during the data collection period and two reminders were sent to respondents who initiated a survey but dropped out part way through. In addition, e-mails were sent to the leadership/directors in MFA, to the embassies, and to directors in Norad, and postings were done on intranet in Norad and MFA encouraging those invited to respond to the survey.

<sup>6</sup> We compared the mean response in each category to the mean for the target population and found no significant differences.

## Profile of survey population

Part III of the survey collected demographic and descriptive information about respondents. Where possible, the profile of the survey population is compared with the wider target population and no significant divergence is identified.

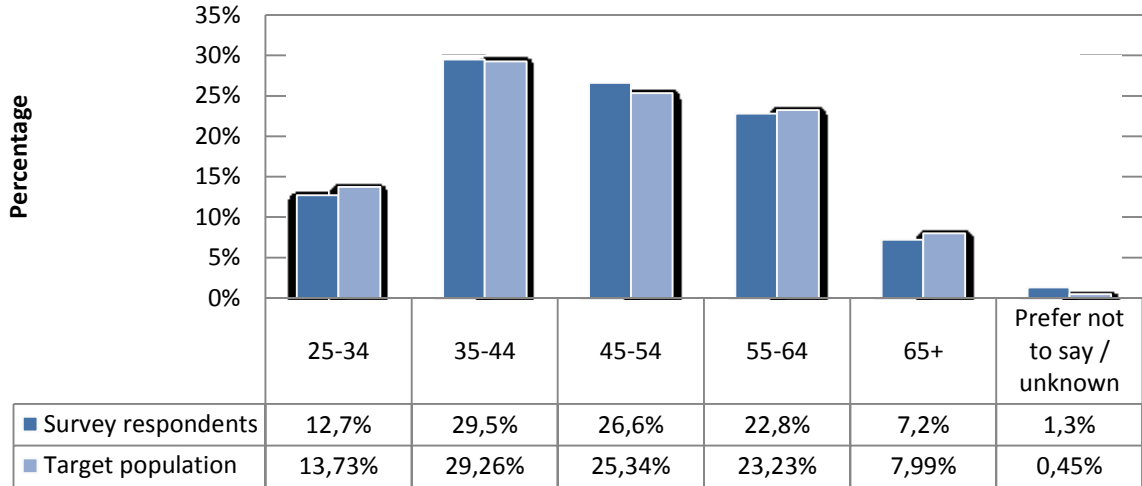
- Half are women (51%) (chart 1)<sup>7</sup>
- 42% are under 45 years of age (chart 2)
- 34% work for embassies, 27% for Norad, 27% for the MFA. Of the remaining 13%; 7 respondents chose 'other' and 27 skipped this question (chart 3)
- Respondents are highly educated; with 9 out of 10 holding a Master degree or higher (chart 4)
- Respondents come from a range of career stages: with more than half of survey respondents having worked for the Norwegian development cooperation system for less than 10 years (chart 5)
- Respondents are mobile within the system: with 82% holding their current position for less than six years (chart 6)
- 43% of respondents identify as Senior Advisors, and 3% are top level managers (table 2)
- Interestingly, respondents hold varied views about the extent of their influence on decision making regarding Norwegian development policy – although only 4% feel they have no influence at all and 0.4%, one person, consider him or herself to be a top decision maker (chart 7)



<sup>7</sup> The gender composition in Norad is strongly in favor of women. Hence where some of the questions show differences in responses according to gender this can just as well be due to different work roles/tasks in Norad from MFA/embassies

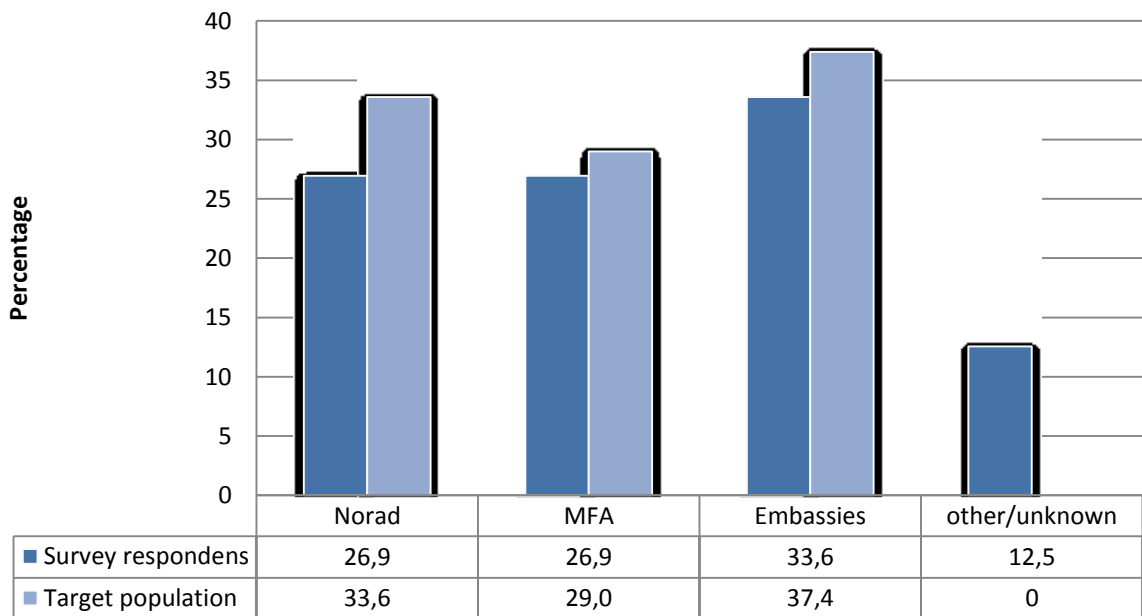
**Chart 2: Age profile of survey respondents and the target population**

**n=237**

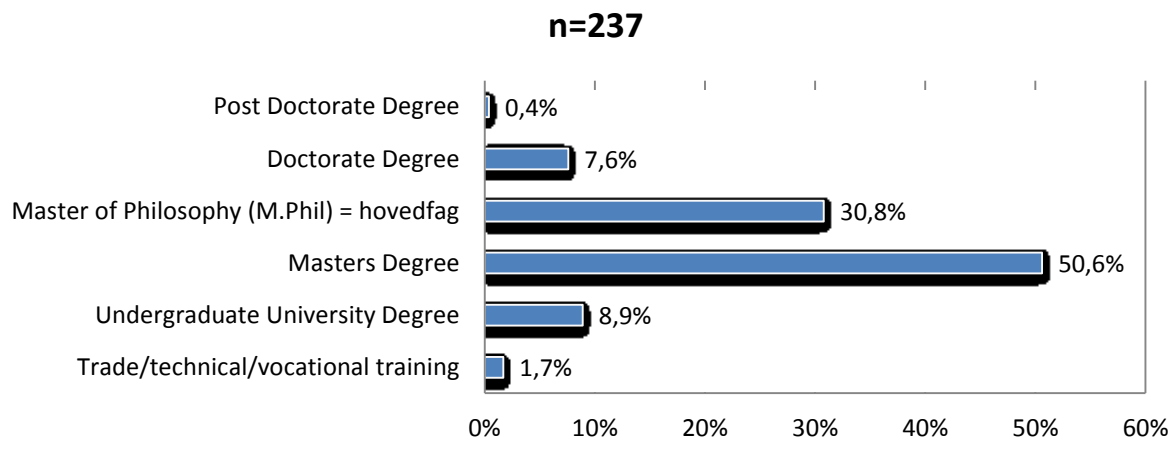


**Chart 3: Agency profile of survey respondents and the target population**

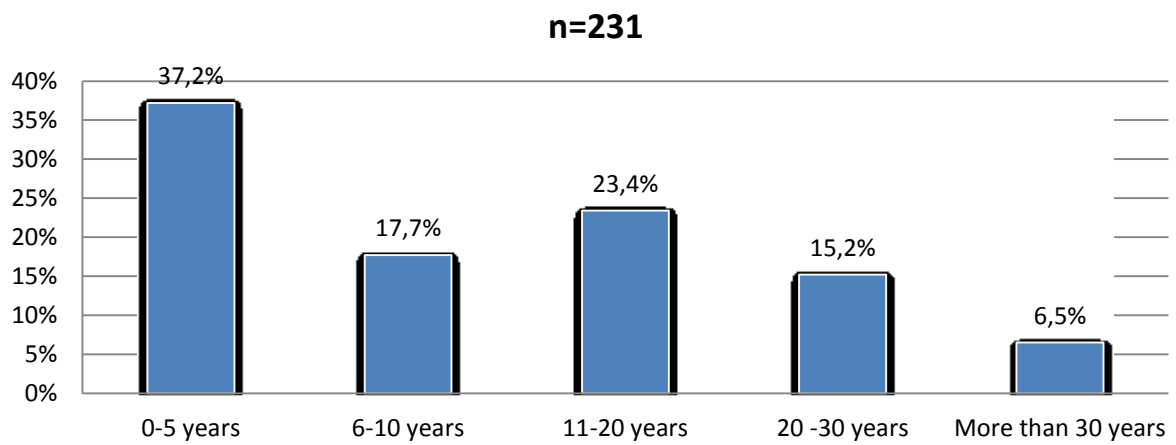
**n=237**

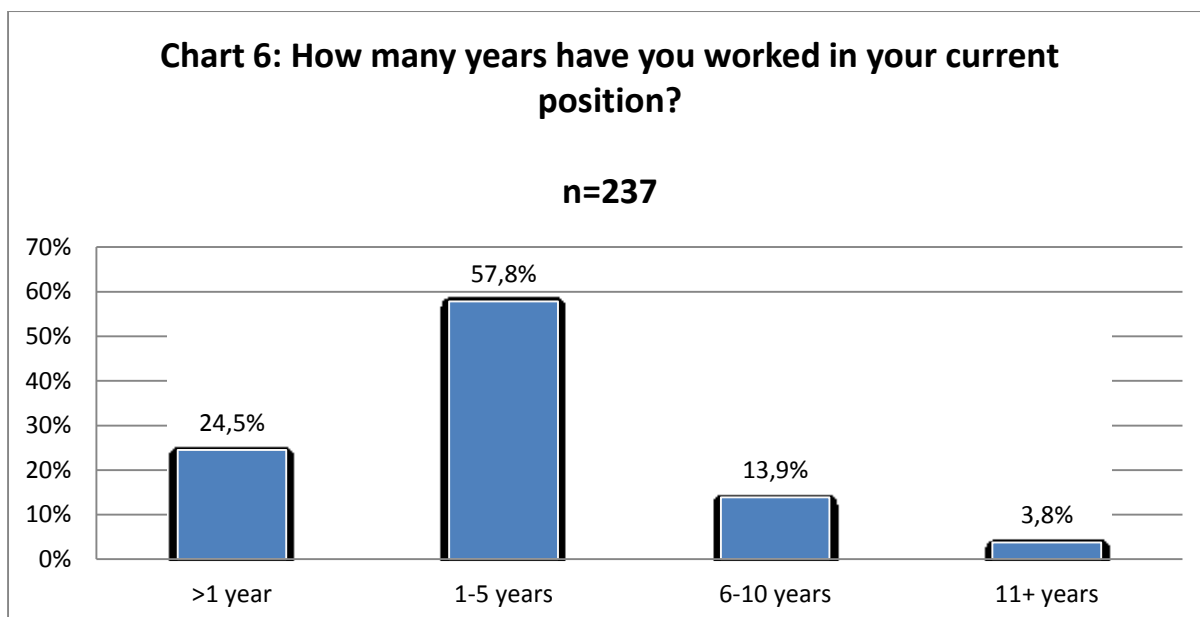


**Chart 4: What is the highest level of education you completed?**



**Chart 5: How many years in total have you worked in the Norwegian development cooperation system?**

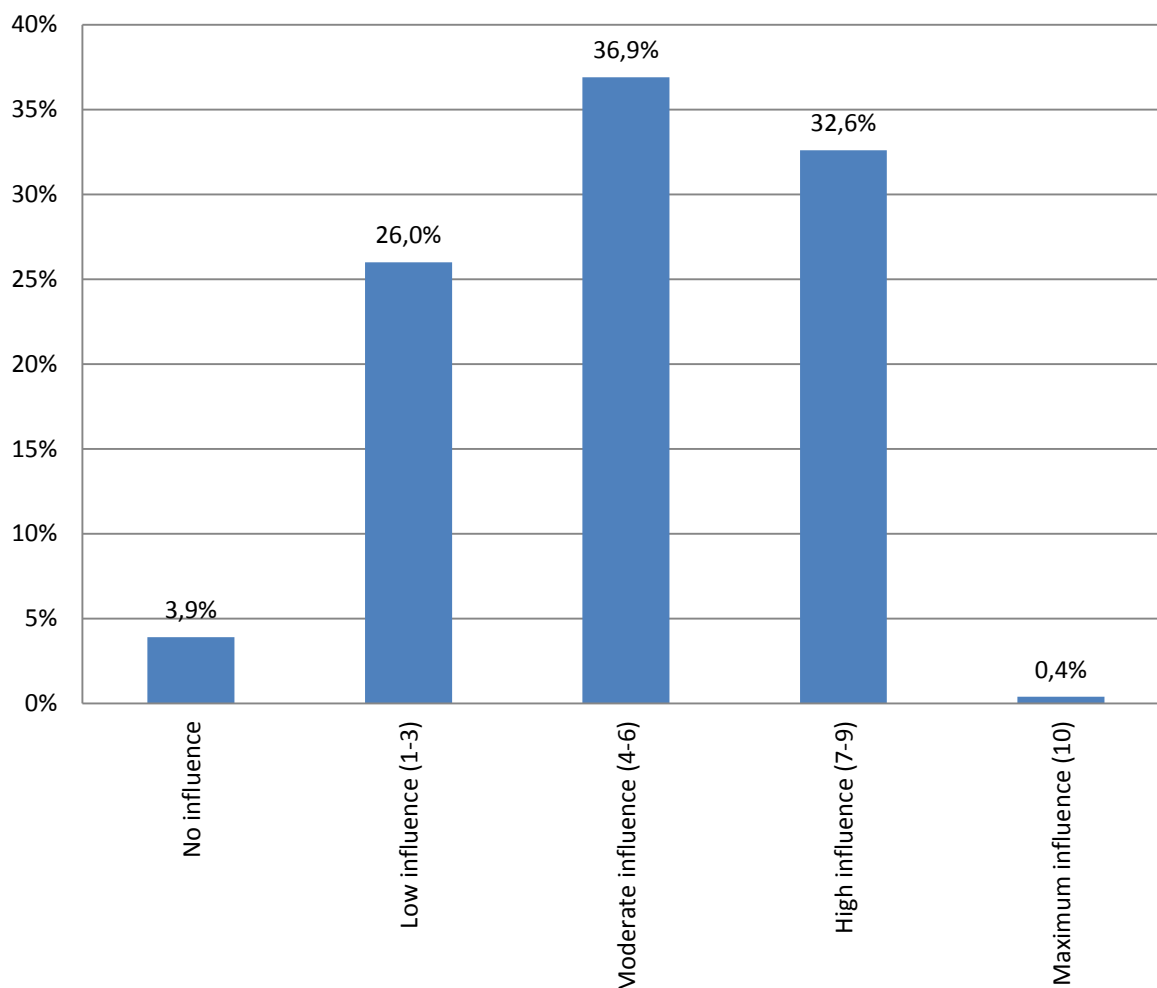




*Table 2: respondent job position*

<b>Which of the following levels of management responsibility/positions do you have?</b>		
<b>n=237</b>		
	<b>Response Percent</b>	<b>Response Count</b>
Top level manager - such as Secretary-General, Deputy Secretary-General (= utenriksråd/assisterende utenriksråd); Director General, and Director of Department (=ekspedisjonssjef, avdelingsdirektør)	3.4%	8
Higher Mid- level manager - such as Ambassador, Head of Section (in the MFA or Norad)	11.0%	26
Mid-level manager (nestledere, stedfortredere, underdirektører) deputy head of section, Deputies in embassies, Unit head, team leader)	14.3%	34
Special Advisor	4.2%	10
Senior Advisor	42.6%	101
Advisor	16.9%	40
Higher Executive Officer (førstekonsulent)	4.6%	11
Executive Officer (konsulent)	3.0%	7
Other (please specify)		19
<i>answered question</i>		<b>237</b>
<i>skipped question</i>		<b>27</b>

**Chart 7: On a scale of 0-10, where 0 is the lowest and 10 is the maximum, please rate the degree of influence you have in policy decisions related to Norwegian development cooperation assistance in your region or area of work (ie decisions on projects, pr**



### *Study limitations*

The study has a number of limitations. Firstly, voluntary participation limits the extent to which the findings can be generalized to the target population. For example, general disposition towards evaluation or research (perhaps holding very strong views – positive or negative), time-management skills or simply time available (those who are, or who perceive themselves to be ‘too busy’ for a survey may also have difficulty setting aside time for reading research and evaluation reports) may have influenced on selection.

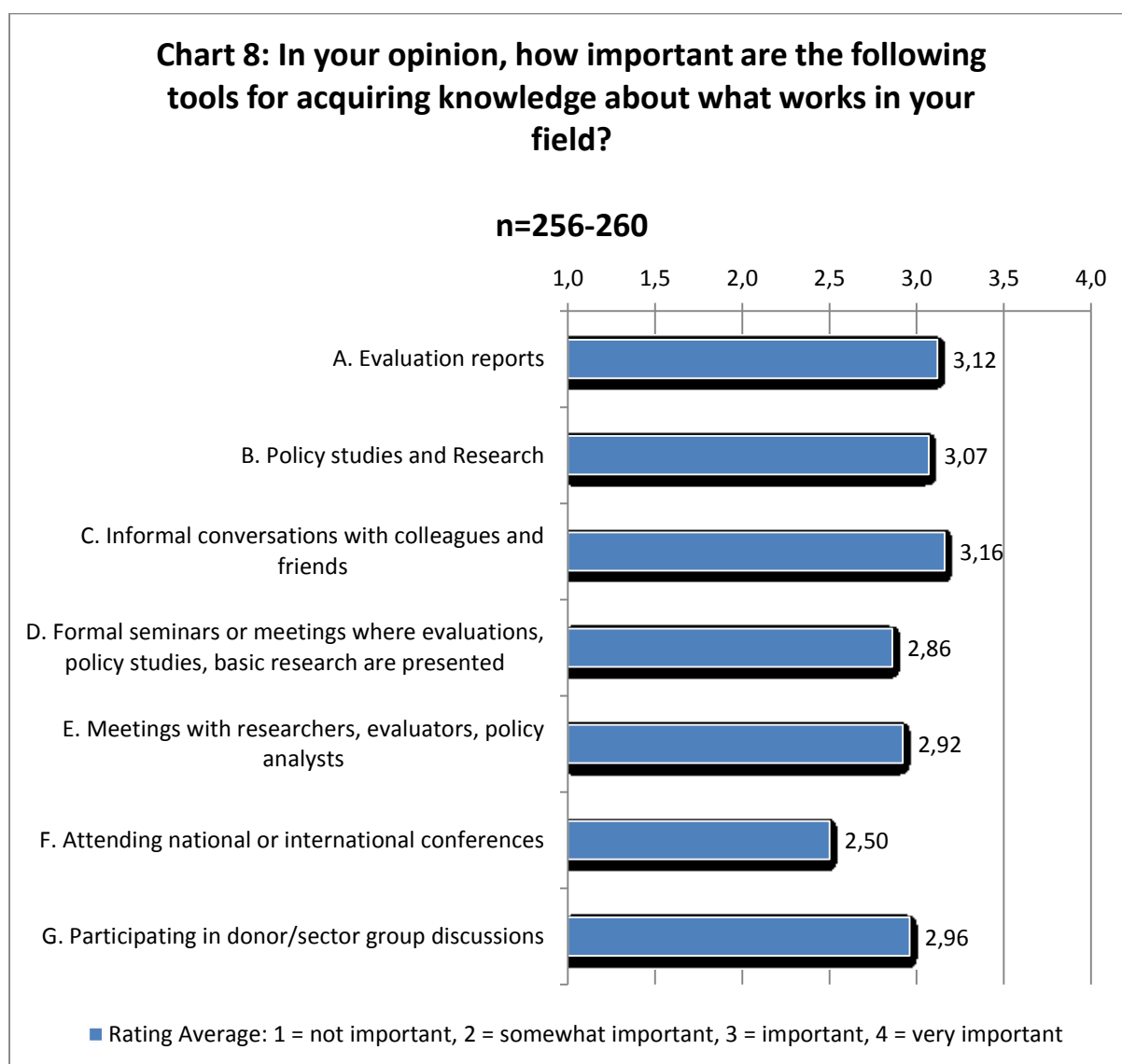
Secondly, survey responses do not necessarily reflect actual choices and behaviours of the respondents. Respondents may have consciously or unconsciously responded in ways that also reflect the expectations of what the surveyor expects or wishes, or the respondents’ identity or aspirations (reflecting more what the respondents thinks about him/herself or reflecting the type of staff the respondent would like to be) or to serve some other agenda (e.g. responses deliberately

aiming at influencing future evaluation practice). Such factors may not have the same implications across agencies and categories of staff.

Finally, there are limits to the possibility of comparing with other populations or across time. The survey was not designed for that purpose and most of the questions were newly developed for this study and we do not know how the results compare with other populations or over time.

*To what extent do respondents value different types of knowledge sources?*

We asked respondents a range of questions about how important different knowledge sources are to them, in order to explore what information sources they value. On average, respondents indicate that they value a range of information sources for acquiring knowledge in their field (chart 8). However, one source, “Attending conferences”, is rated somewhat lower in terms of importance. This may be an interesting area for further investigation to understand what is driving a relative dissatisfaction with conferences compared to other alternatives mentioned in the survey (eg quality, accessibility, cost, relevance and time commitment required to attend).



Several respondents (n=11) also provided comments about ‘other’ valued knowledge sources. In particular, they commonly mention gathering knowledge firsthand through field visits and formal or informal interaction with partners (e.g. through Board meetings and working groups). One respondent also mentioned the thematic seminar series offered by Norad as a valuable source of information.



The results show some small but significant variation by gender and agency. On average

- Women value “Evaluation reports” and “Policy studies and research” more highly than men<sup>8</sup>
- Respondents working for MFA value “Meetings with researchers, evaluators etc.” more highly than those working for Norad, and “Policy studies and Research” more highly than those working for embassies
- Respondents working for Norad value “Policy studies and Research” more highly than those working for embassies
- Respondents working for embassies value “Participating in Donor/sector group discussions”.

These preferences could have important implications for people attempting to improve research and evaluation uptake in these agencies. A full breakdown of responses by agency is available in appendix 2.

### *To what extent do respondents access different knowledge products?*

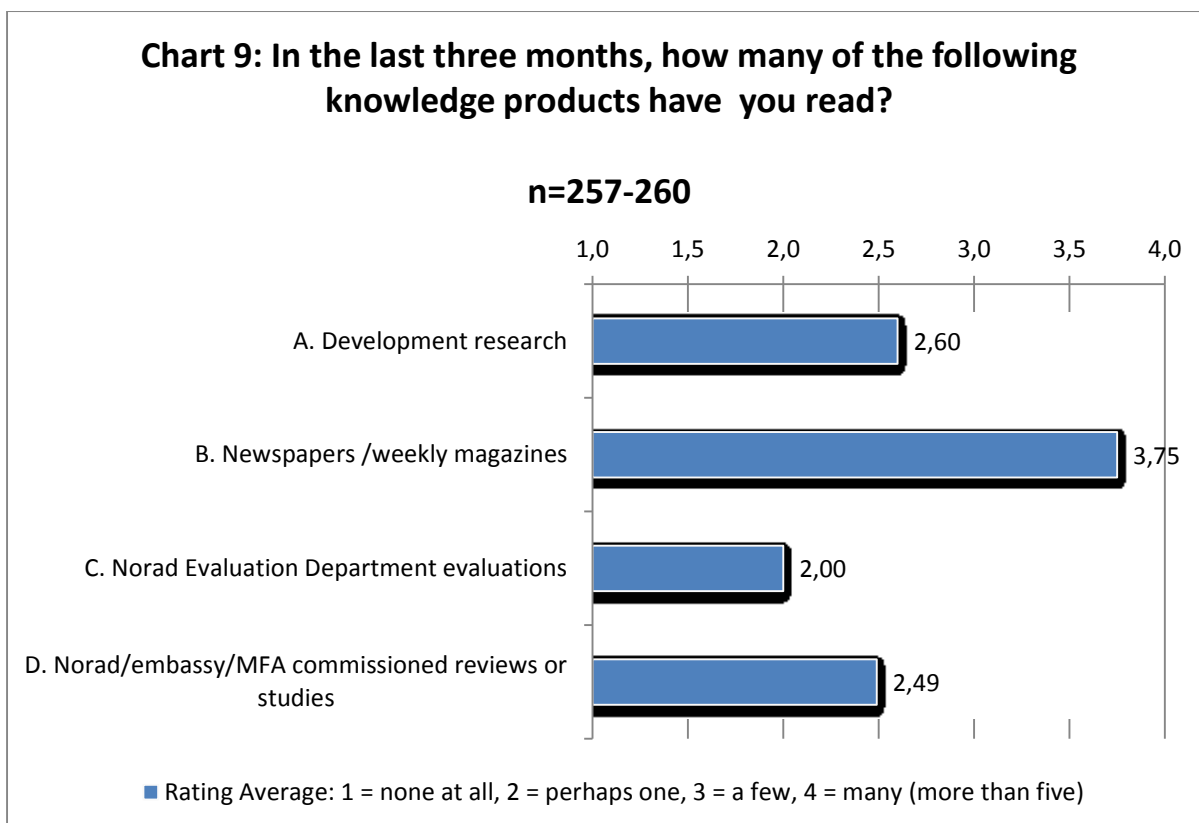
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On average, respondents indicate that each month they read *a few* development research studies and *a few* Norad/embassy/MFA commissioned reviews and studies; but *many* newspapers/weekly magazines and *perhaps one* Norad Evaluation Department evaluations (chart 9). In some ways this is not surprising; there are far more newspapers / weekly magazines than Norad evaluations in circulation. In this context, reading one Norad evaluation every three months is a positive outcome.

What may be surprising is the almost equal frequency with which respondents read Norad /embassy/MFA commissioned reviews or studies and more general development research. Again, there is likely to be a lot more development research in circulation, which suggests the commissioned reviews and studies may be highly regarded by respondents if they prioritize reading these at a similar rate, possibly because they offer higher levels of instrumentally useful information.

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<sup>8</sup> This might also be explained by the gender composition in Norad in that where some of the questions show differences in responses according to gender this can just as well be due to different work roles/tasks in Norad from MFA/embassies.



Several respondents (n=17) also provided comments about ‘other’ types of knowledge products they have read. In particular, respondents are mostly quite non-specific about the sources of these other studies (eg academic research, studies sourced from the web, the UN, World Bank and other multilaterals/donors). Four respondents gave very specific examples of other information sources: notes from a training course, U4 commissioned research, the NOU-rapporteur and the Economist country reports. Also, one respondent used this space to clarify they sometimes only read part of a research report. We do not have any information to interrogate how other respondents had interpreted this question – does their response indicate the number of reports they have read in full or in part?

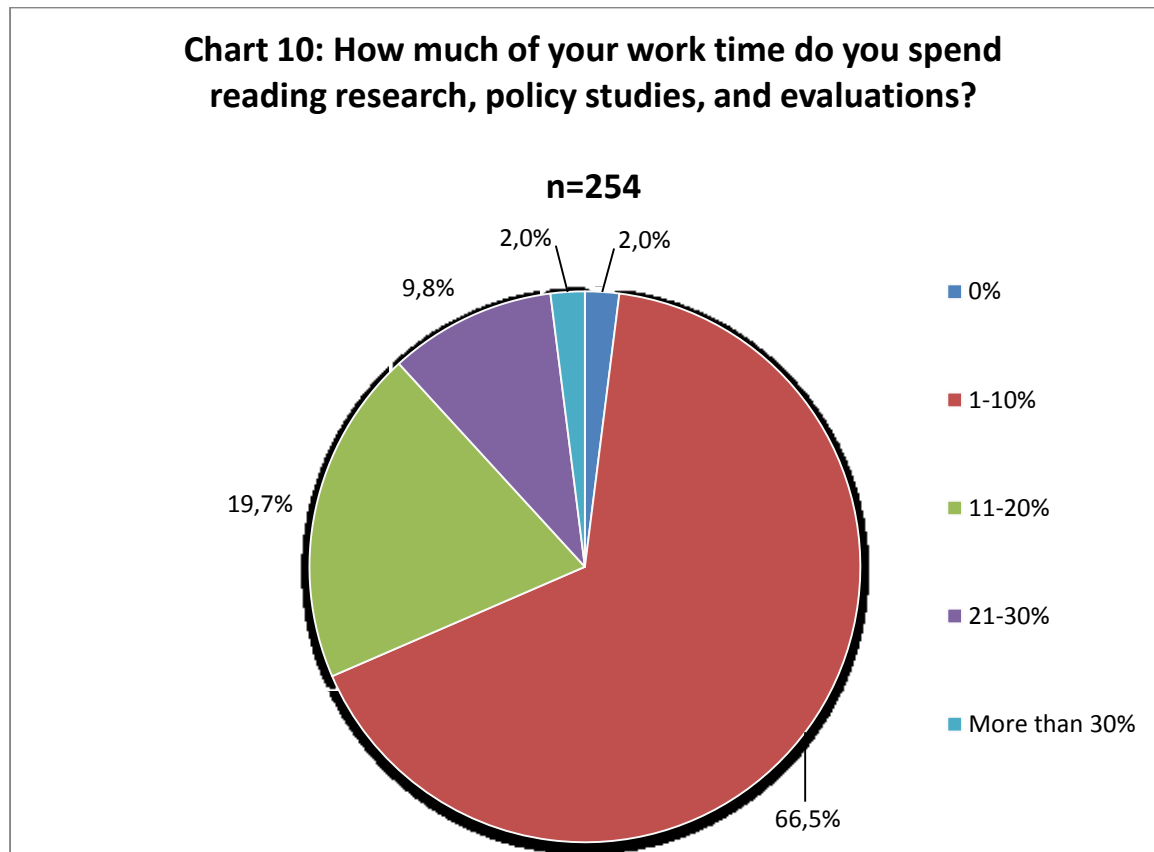
There is no significant variation in the frequency with which respondents access any of these knowledge products by gender, but there are significant variations by agency. On average

- Respondents working for Norad report reading more Development research, Norad evaluations and Norad /embassy/MFA commissioned reviews or studies than respondents working for MFA or embassies
- Respondents working for embassies report reading more Development research than those working for MFA

A full breakdown of responses by agency is available in appendix 2.

There could be several explanations for the variations. The results could reflect a study effect (Norad-based respondents might be eager to report positive actions as the study is being undertaken by their agency and relates to work they may be more closely involved with producing), or different cultures within different agencies (Norad-based respondents may prioritize these activities more highly or perhaps have better access to these products), or perhaps the differing nature of respondents’ roles in different agencies.

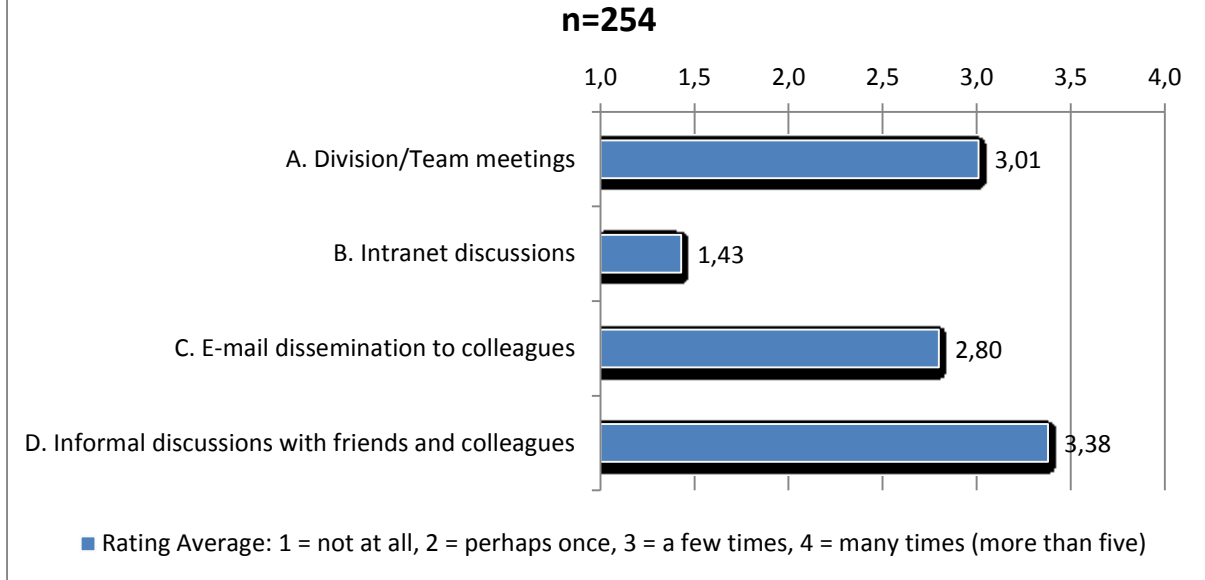
Another survey question could shed some light on these hypotheses. We asked respondents how much of their work time they spend reading research, policy studies and evaluations and found that two-thirds of respondents claim to spend '1-10%' of their time on these activities (chart 10). There are no significant differences in mean results to this question by gender or by agency; which is somewhat counterintuitive in the context of the variations identified in the previous survey question (chart 9). Possibly this is due to the scale we have used – perhaps smaller categories (eg '1-5%' and '6-10%') would have shown variation between agencies.



### *To what extent do respondents share different knowledge products?*

We also asked respondents about their information *sharing* behavior. On average, respondents indicate that each month they share knowledge a few times through informal discussions, team meetings and by email dissemination, but seldom through intranet discussions. Chart 11 displays the average rating per question. There is no significant variation in information sharing results by gender or agency; however a full breakdown of responses by agency is available in appendix 2.

**Chart 11: In a typical month, how often do you share knowledge about what works and doesn't work in development?**



Several respondents (n=9) also provided examples of ways that they share information not listed above. Primarily through formal and informal contacts with partners, networks, ministers and ministry staff. Although one respondent also mentioned public reports and another mentioned teaching new staff as routes to dissemination.

Respondents generally reported higher rates of information sharing (chart 11) than information access (chart 9 and chart 10). This may mean that respondents tell several people about information they find interesting/useful but do not necessarily access the source documents for information that others share with them.

### *What helps and hinders use of knowledge?*

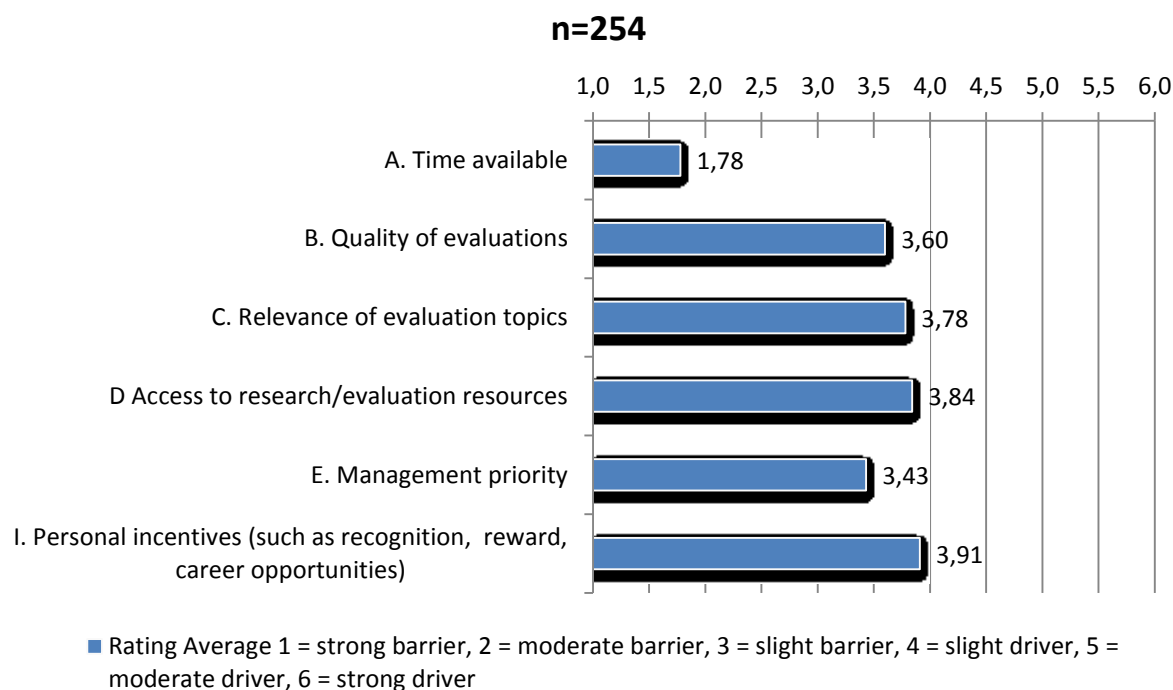
We asked respondents the extent to which they think various factors act as drivers or barriers to use of evaluation/research knowledge and found some interesting variation in results (chart 12)<sup>9</sup>. Overall, respondents rated most of the factors favorably (erring towards being a driver rather than a barrier) with two exceptions: management priority and time<sup>10</sup>. These factors may well be linked.

Some respondents (n=5) criticized the format of this question – in particular, they challenge the conflation of research and evaluation which may have different barriers and drivers acting upon their use; and argue that items could be both barriers and drivers depending on the situation. It is possible that other respondents also found this question difficult to respond to and as such findings should be treated with caution.

<sup>9</sup> Three additional factors were omitted part way through the survey data collection

<sup>10</sup> In his context we assume 'time' relates to the proportion of time that can be/ is made available for using evaluations and research for work purposes. However, 'time' could also relate to a short period before a decision is made for example.

**Chart 12: To what extent do the following factors act to support or inhibit the use of evaluations/research in decision making/to improve your work?**



Several respondents (n=10) provide additional comments about other drivers and barriers to research and evaluation use. In particular they refer to the length, breadth, medium, format and presentation as barriers; and they refer to relevance and the feeling of doing a better job as drivers. Some of their comments are listed below.

*“Format of report - strong barrier”*

*“It's a driver to use if I feel I can do a better job”*

*“Evaluations are more often than not too general in their scope and recommendations - and too long.”*

*“The channel for access to evaluation reports is also key in our case. Often it is difficult to navigate the intranet because one needs to read Norwegian in order to reach certain places. The use of short cuts to key sites needs to be promoted.”*

*“I use evaluations that are linked to issues I am working on”*

Again we find variation by gender and agency and a full breakdown of responses by agency is available in appendix 2:

- Women rate the “quality of evaluations” and “relevance of evaluation topics” more highly than men, suggesting they generally see these as drivers while men see them as barriers
- Respondents working for Norad rate “quality of evaluations” and “management priority” more highly than those working for MFA. They also rate “Relevance of evaluation topics” and “Access to research/evaluation resources” more highly than those working for embassies
- There are no significant differences in responses between those working for MFA and those working for embassies

The findings suggest that respondents working for Norad experience more drivers for using research/evaluation knowledge than those working in MFA and embassies. However, more investigation is needed to know whether this reflects a study effect, a difference in culture, a difference in work role or other reasons.

### *What would help respondents to make greater use of evaluation knowledge?*

We asked respondents “what would help you to make greater use of evaluation knowledge in your work?” Many respondents (n=155) provided suggestions, and a coded analysis of these responses is presented in the word cloud figure 1.

Figure 1: “What would help you to make greater use of evaluation knowledge in your work?”



An analysis of these suggestions highlights nine recurring themes. Respondents are asking for:

1. More **time** is needed to read reports
2. **Management priority** that promotes and rewards evaluation use and therefore encourages staff to read reports
3. Greater **clarity about the relevance** of evaluation findings for respondents’ own work
4. More relevant and practical **recommendations**, and institutionalized processes for evaluation **follow up**
5. Well written **summaries** that focus on key findings and lessons (for example abstract, one-pager and two-pager formats were suggested as well as policy briefs)
6. Regular and creative **dissemination** of evaluation summaries and headlines (eg regular emails with links to general and targeted studies, reminders on the intranet and newsletters were suggested)
7. Improved **accessibility** of evaluations, both in terms of searching and locating relevant studies and the style and language of reports themselves
8. Opportunities to **engage** with evaluation findings through seminars, **workshops, presentations** and discussions at divisional meetings
9. Better **quality** evaluations overall, that go into greater depth and take better account of the program context

Two other suggestions were presented less frequently but are also worth mention. Firstly, three respondents suggested there needs to be greater focus on building **internal capacity and skills** to interpret and operationalize evaluation knowledge. Secondly, two respondents suggested evaluations should be **more forward looking and controversial** to spark more interesting debate.

Furthermore, three respondents also commented on the importance of **participation by local officers** to improve the quality of evaluation as well as the use of evaluation findings, and three respondents commented on the need to **rethink ‘what’ is being evaluated and how**, in order to ensure all evaluations are necessary and proportionate, to streamline evaluation activity across agencies and to minimize the burden on local and partner staff.

### *What evaluation training have respondents received?<sup>11</sup>*

More than half of respondents (59%) have received some training in evaluation (chart 13), usually from internal training sources (70%) (chart 14). There is no variation in results to evaluation training and involvement questions by gender, but there is some variation by agency: respondents working for Norad are significantly more likely than those working for MFA and embassies to report that they *have* received some training in monitoring and evaluation (table 3).

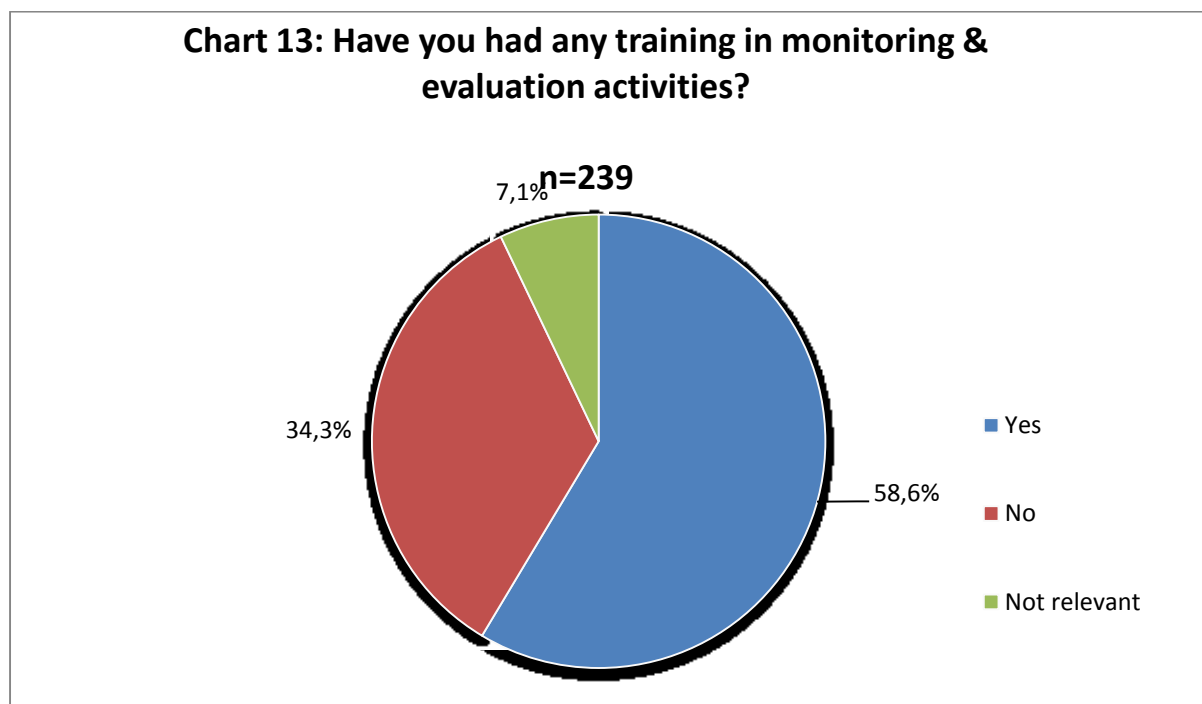
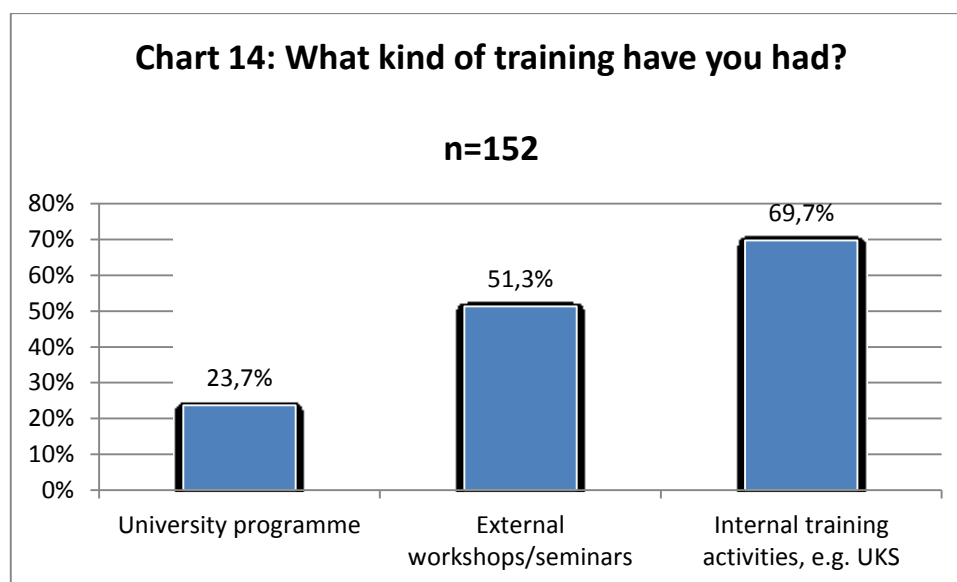


Table 3: Reported M&E training rates by agency

<i>Have you had any training in monitoring and evaluation activities?</i>				
	<b>Norad</b>	<b>MFA</b>	<b>embassies</b>	<b>Total</b>
<b>Yes</b>	50	32	47	129

<sup>11</sup> Questions 7 – 12 in the questionnaire covering charts 13-15 in this report are questions about evaluation culture that are identical to questions in a survey conducted in six Norwegian Civil Society organisations, in the autumn 2012. Source: Forss (2012) Four Organisations – Four Evaluation Cultures. In Barbier J-C. and Hawkins, P. (Ed) (2012). See also *A Study of Monitoring and Evaluation in Six Norwegian Civil Society Organisations (Norad Evaluering 7/2012)*, by “Andante – tools for thinking AB”, commissioned by the Evaluation Department in Norad. A comparison has not been undertaken here.

	74.6%	45.7%	54.7%	57.8%
<b>No</b>	15 <sub>a</sub> 22.4%	32 <sub>b</sub> 45.7%	33 <sub>a, b</sub> 38.4%	80 35.9%
<b>Not relevant</b>	2 3.0%	6 8.6%	6 7.0%	14 6.3%
<b>Total</b>	67 100%	70 100%	86 100%	223 100%



Several respondents (n=10) provided further information about the training they had received. UKS, UN and Riksrevisjonen/Forvaltningsrevisjon (auditor general) training were mentioned specifically.

### *What are respondents' attitudes and experiences of evaluation?*

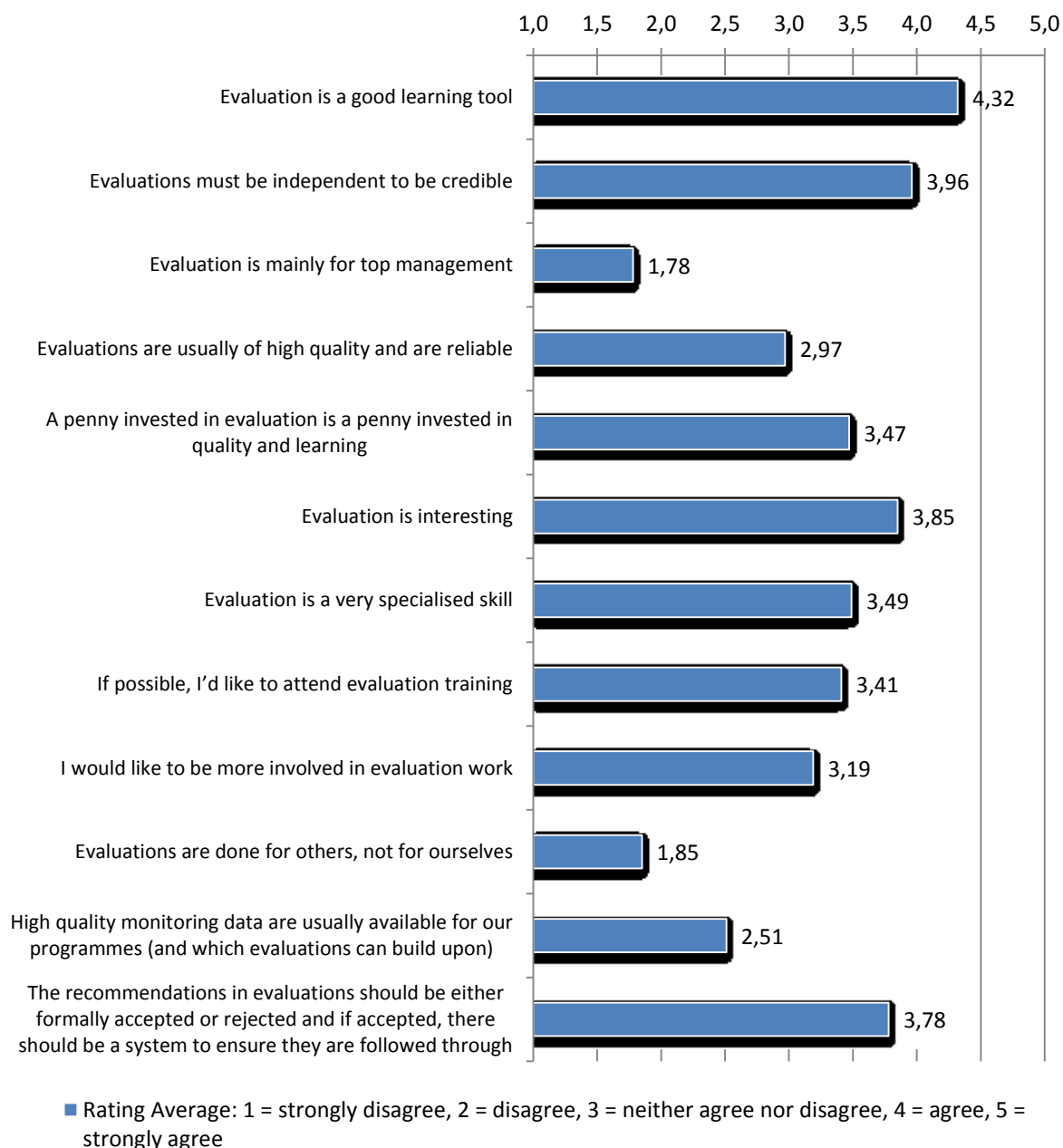
Next we explored respondents' attitudes to a range of general and specific evaluation issues and found (chart 15):

- Respondents are fairly neutral, erring towards positive on most issues
- Respondents indicate agreement that:
  - Evaluation is a good learning tool
  - Evaluations must be independent to be credible
  - Evaluation is interesting
  - The recommendations in evaluations should be either formally accepted or rejected and if accepted, there should be a system to ensure they are followed through
- Respondents indicate weak disagreement that:
  - High quality monitoring data are usually available for our programmes (and which evaluations can build upon)
- Respondents disagree with the statement that
  - Evaluation is mainly for top management, and
  - Evaluations are done for others, not for ourselves



**Chart 15: To what extent do you agree or disagree with the following statements?**

**n=250-253**



We find variation by gender and by agency<sup>12</sup>:

- Compared to men, women are more likely to agree that “Evaluation is a good learning tool” and that “The recommendations in evaluations should be either formally accepted or rejected and if accepted, there should be a system to ensure they are followed through”

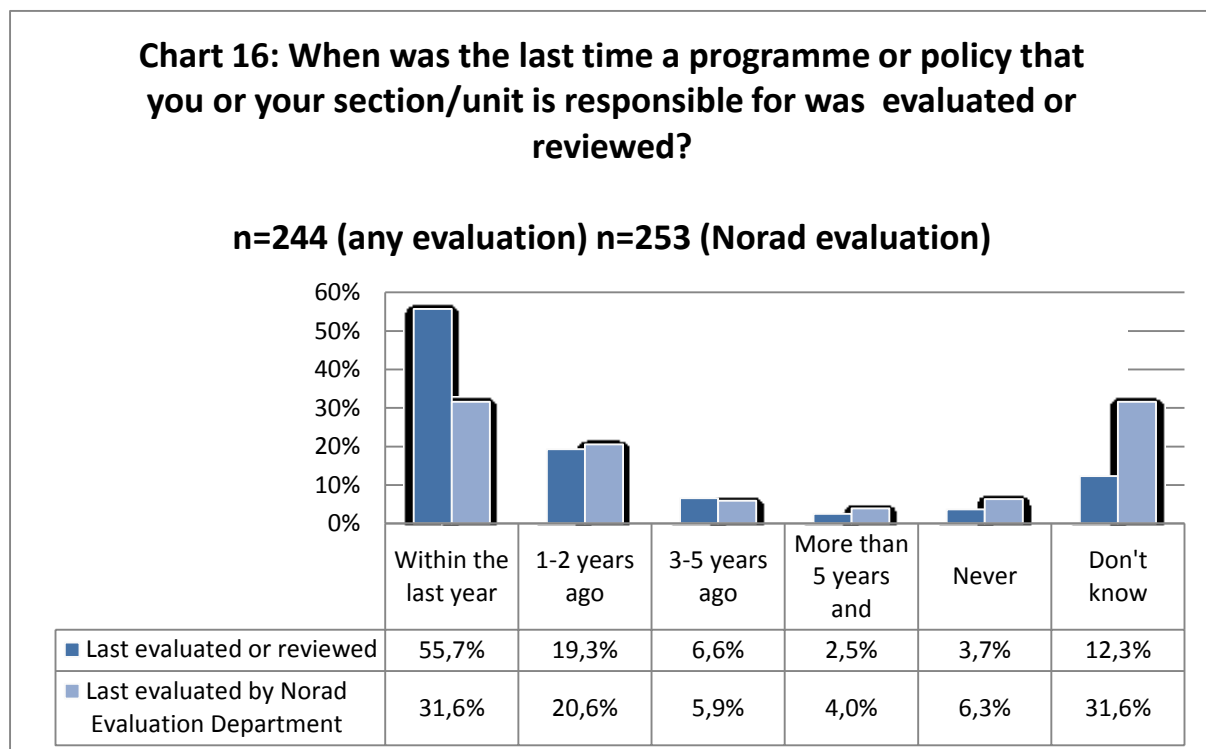
<sup>12</sup> These questions are chosen from a range of questions on evaluation culture, asked to samples of respondents in six Norwegian NGOs during the autumn 2012, by Kim Forss et al. in the Study on Evaluation and Monitoring in six Norwegian Civil Society organisations (Evaluation Report 7/2012, Norad, pp. 43-55).

- Respondents working for Norad are more likely than those working for MFA or embassies to agree that “Evaluation is interesting” and
- Respondents working for Norad and embassies are more likely than respondents working for MFA to agree that “If possible, I would like to attend evaluation training”

The findings suggest a slightly more positive disposition towards evaluation in Norad than in other agencies. Again, this could be explained by many factors.

### *How recently were respondents ‘evaluated’?*

Most respondents have very recent experience of evaluation (chart 16): 56% report that a program or policy their section is responsible for was evaluated/reviewed in the last year. However, their experiences of evaluation undertaken by Norad Evaluation Department are slightly less recent: 32% in the last year. Interestingly nearly a third of respondents do not know the last time that a program or policy their section is responsible for was evaluated by Norad Evaluation Department. A full breakdown of responses by agency is available in appendix 2.



See appendix 3 for a list of identified recent evaluations by respondents. Most respondents (n=147) reported recent experience of a Norad Evaluation Department evaluation (i.e. those who responded that they had experience within the last year, 1-2 years or 3-5 years). These respondents were routed to ‘part II’ of the survey which asked a series of questions about their most recent evaluation experiences. The remaining respondents were routed directly to profile questions at the end of the questionnaire.

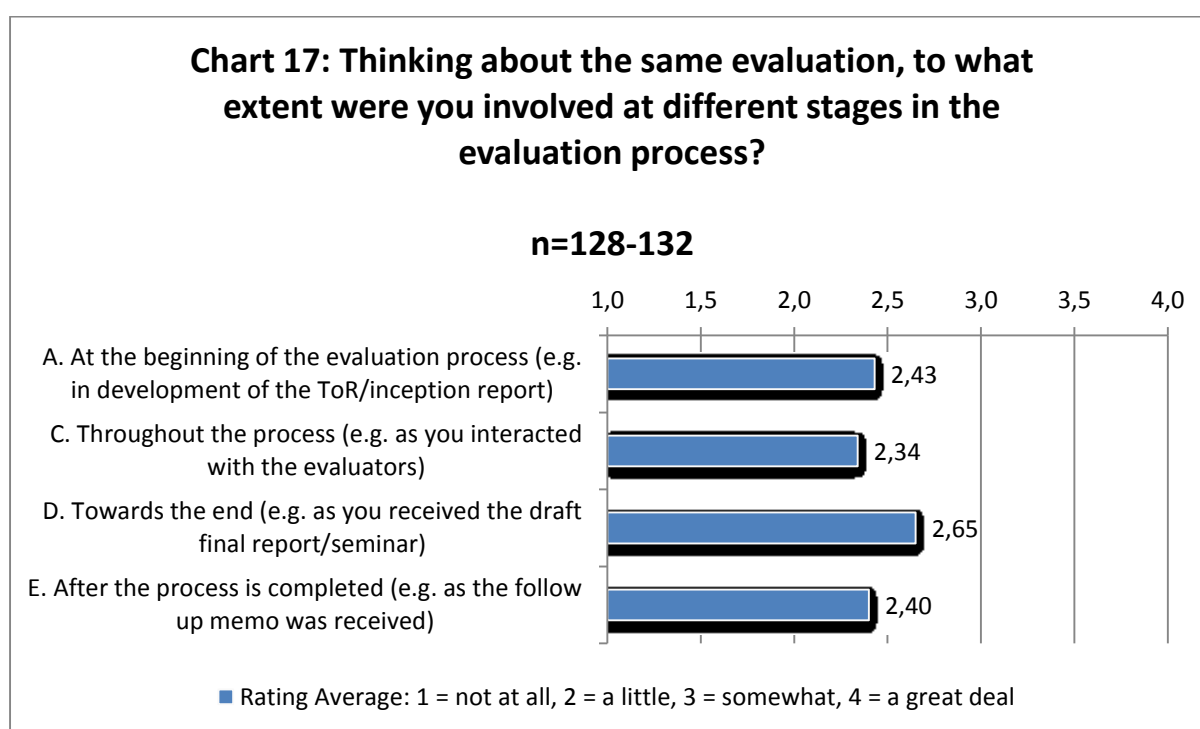
## Part II - Specific experience with the evaluation process and use of evaluations

Part II of the survey dealt directly with respondents' experience of a recent Norad Evaluation Department evaluation. As such, only respondents who reported recent experience (n=147) were invited to answer these questions while the remaining respondents were routed directly to the profile questions at the end of the survey.

### *To what extent are respondents involved in the evaluation process?*

On average, respondents with recent experience of a Norad Evaluation Department evaluation generally report being *a little* or *somewhat* involved in all stages of the evaluation process (chart 17). However, there is some variation by gender and agency:

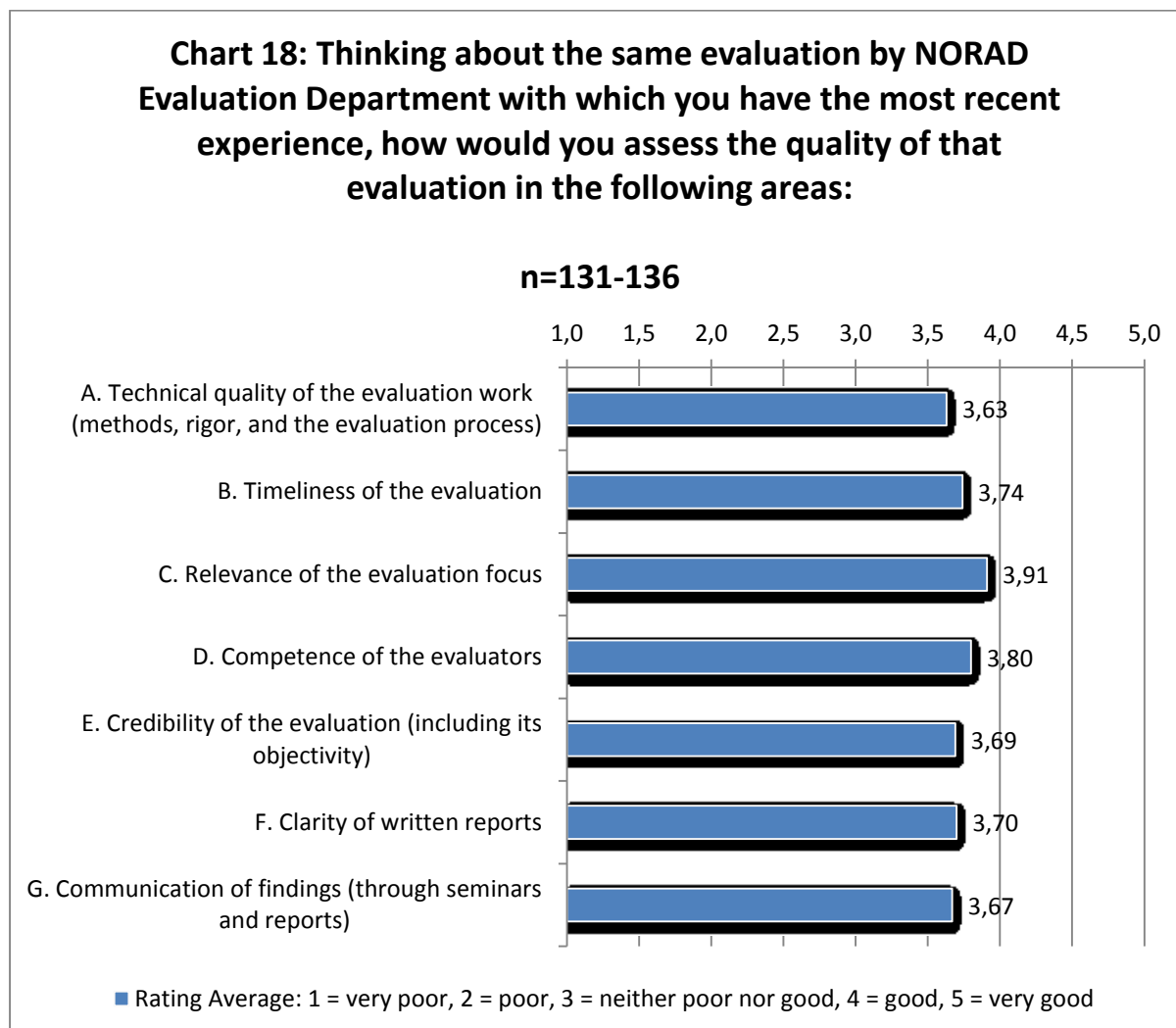
- Compared to male respondents, women report feeling generally less involved at all stages of the evaluation process, except after the process is completed
- Compared to respondents working for embassies, those working for Norad report feeling less involved "throughout the process"



Several respondents (n=8) provided comments about their involvement in the evaluation process: five explain low involvement at particular points was due to them transitioning into or out of the section whose programme was being evaluated while the evaluation was in progress, and one respondent explained that the particular evaluation had not yet completed all of these stages. The remaining two respondents provided interesting comments to contextualize their responses: One respondent had been interviewed by the consultant once and answered "not at all" regarding his/her involvement at each stage; another respondent answered "a little" and "somewhat" regarding his/her involvement at each stage but explained this would have been higher had the survey asked about involvement in reviews. Although this comment is isolated to one survey respondent, it may be worth further qualitative investigation to understand whether the process for undertaking reviews is generally considered more inclusive than evaluation processes conducted by the Norad Evaluation Department.

### How do respondents rate the quality of evaluations?

Respondents with recent experience of a Norad evaluation were generally positive about the quality of these evaluations, with averages in all categories erring towards 'good' (chart 18). There is no significant variation in mean scores for any of the categories by gender or by agency<sup>13</sup>.



Several respondents (n=7) provided additional comments about the quality of the evaluation. Two reported that it was hard for them to judge the quality due to lack of involvement or due to the report not being completed yet. Five provided specific issues with the evaluation or the evaluators that undermined the credibility and usefulness of reports. These comments reinforce the importance of communication with information users throughout all stages of the evaluation process.

*“The study on the effects of the Norwegian civil society has a statement on corruption which is interesting but not entirely correct when it says that corruption is a challenge but not a*

<sup>13</sup> There are some correlations between feeling involved and rating an evaluation highly, but these correlations do not present a clear pattern.

*larger systemic problem. This is not true for Nepal. It is a systemic problem. That weakens the credibility of this study for me!”*

*“The evaluation was conducted according to a theoretical framework that didn't take into consideration the particular challenges of Juba.”*

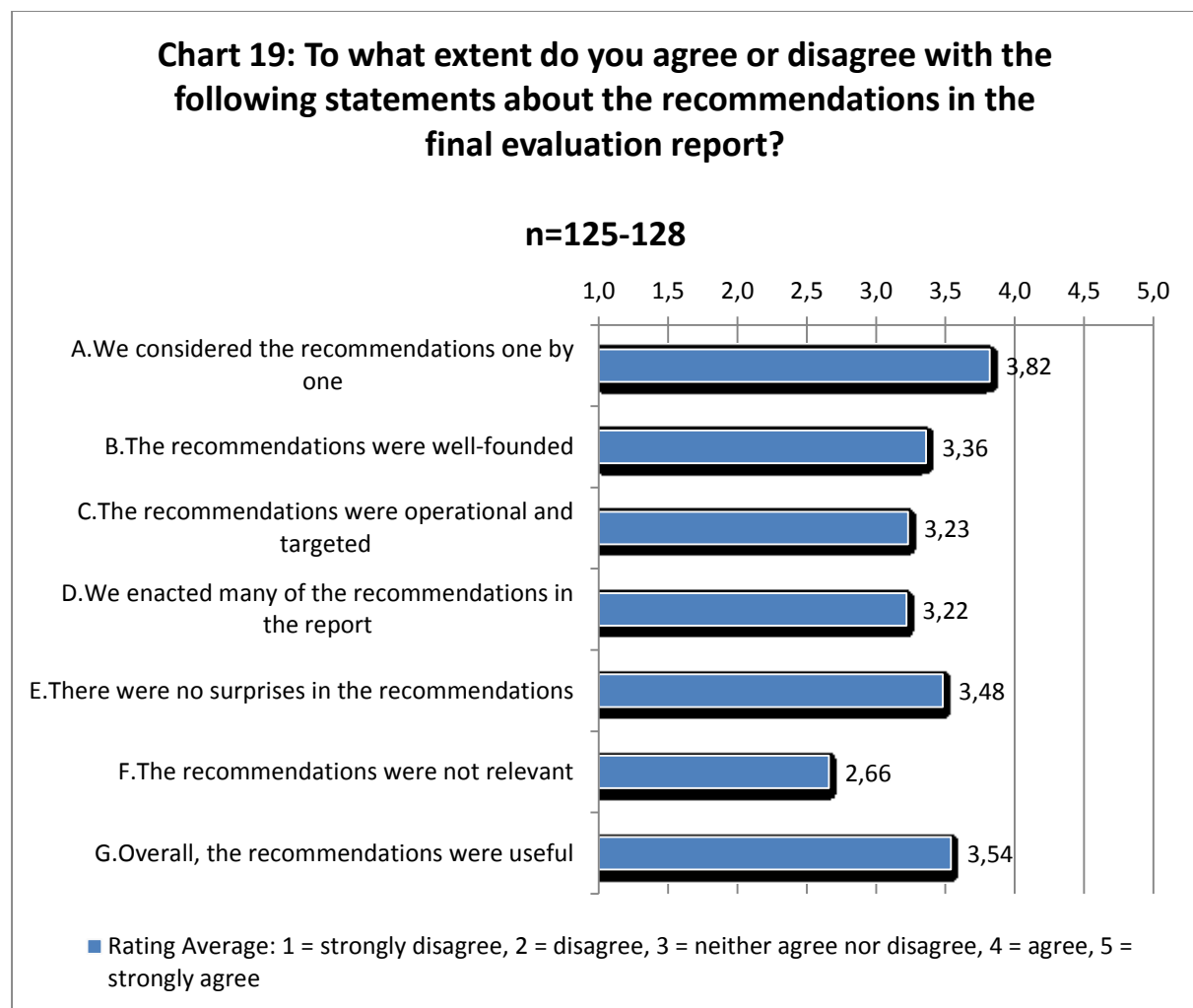
*“Recommendations pedestrian (dull – our explanation), no new ideas”*

*“Voluminous more than anything else.”*

*“Evaluators had competence, but in somewhat wrong field”*

### *And how do they rate their responses to, and quality of, evaluation recommendations?*

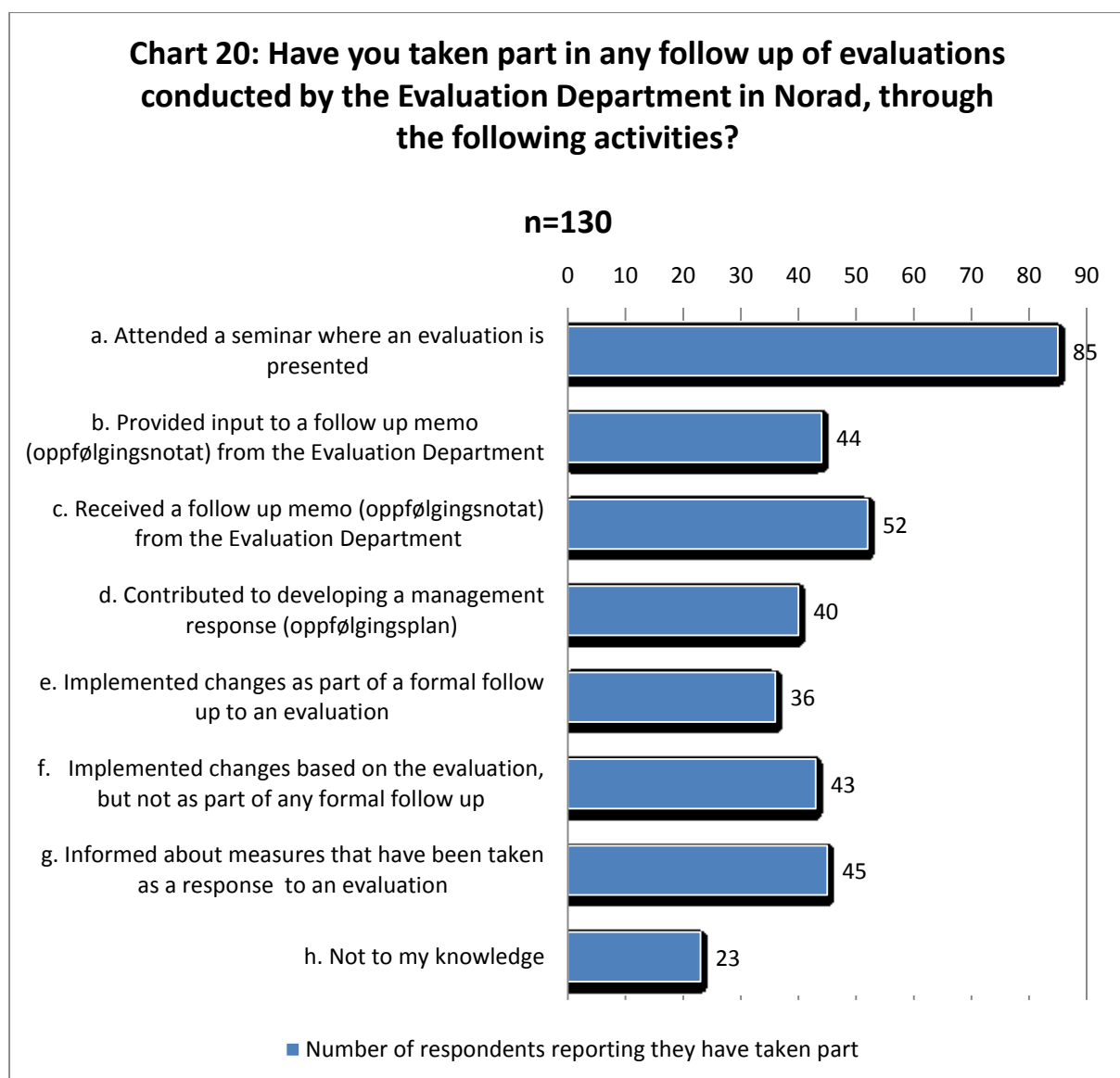
Specifically, respondents with recent experience of a Norad evaluation agree they engaged with the evaluation recommendations (“Considering them one by one”), and that the “recommendations were useful overall” (chart 19). However, their responses are fairly neutral with regard to the other issues relevant to recommendations. There is no significant variation by gender or agency.



Several respondents (n=9) provided further comments to justify their responses about the evaluation recommendations. Five respondents explained why recommendations had not been useful: because they did not present any new ideas (3) or they were too narrow and specific (1) or because the respondent did not trust the credibility of the evaluation and by extension its recommendations (1). Two respondents qualified that the evaluation was not yet complete, although one of these respondents was familiar with the contents of the findings and was able to comment on recommendations; and two respondents explained that it was too early to know whether recommendations would be enacted.

*What experience do respondents have of the evaluation follow up process?*

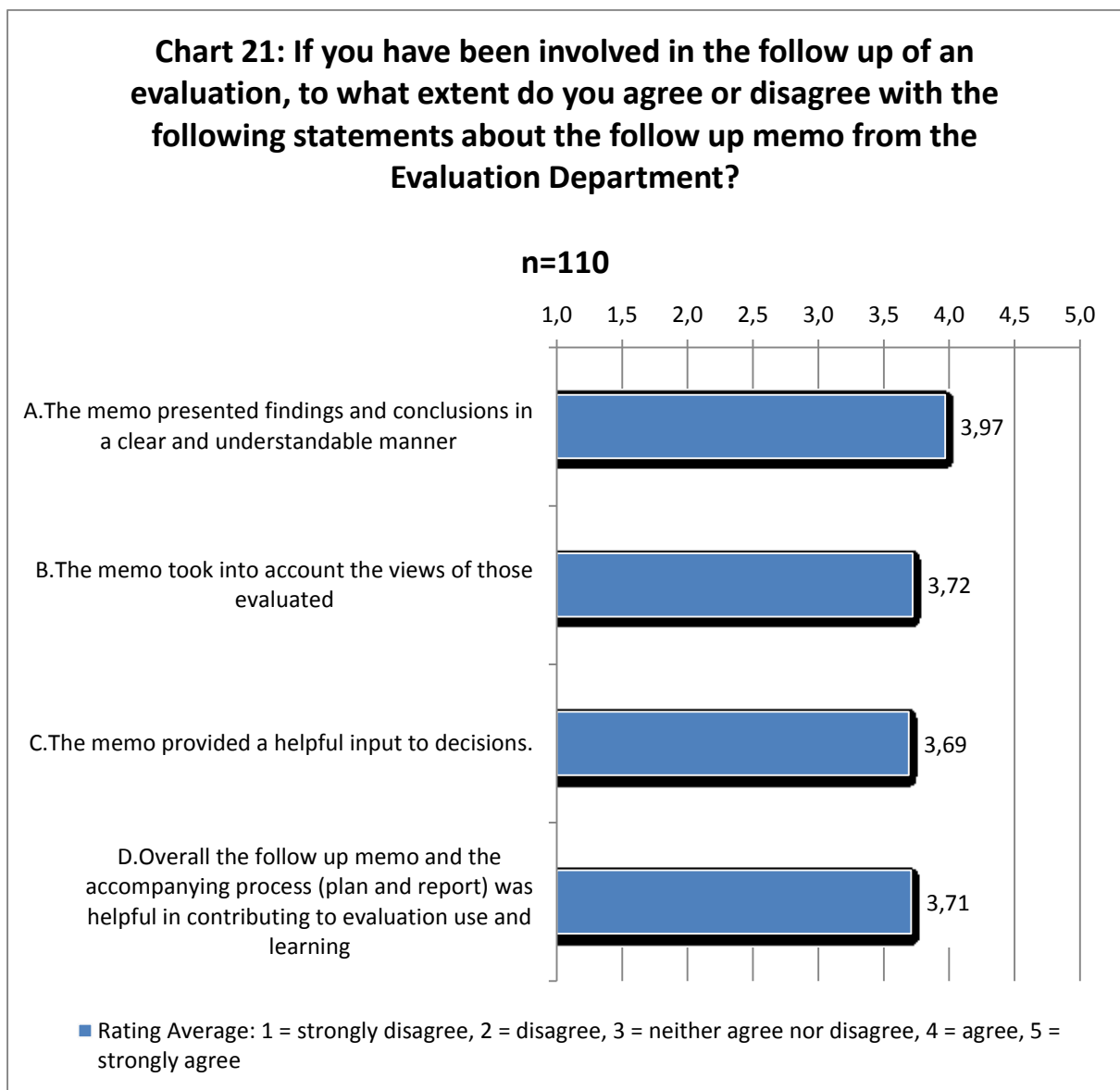
Most respondents with recent experience of a Norad evaluation (130/147) indicate that they *have* taken part in at least one follow up activity, and a significant proportion have taken part in at least one of the formal activities, such as responding to an evaluation follow up memo (chart 20).



### What are respondents' views about evaluation follow up memos?

These same respondents are generally positive about their experiences of the follow up memo, both in terms of whether it was considered helpful in contributing to evaluation use, including as an input to decision making, whether it represented the views of those evaluated and whether it presented findings and conclusions in a clear and understandable manner (chart 21). Again, there is no significant variation by gender or agency.

Interestingly, around a third of these respondents selected 'not relevant' in relation to each of the follow up activities. This could suggest that a large proportion of people are not aware of, or not engaging with, the follow up memo.

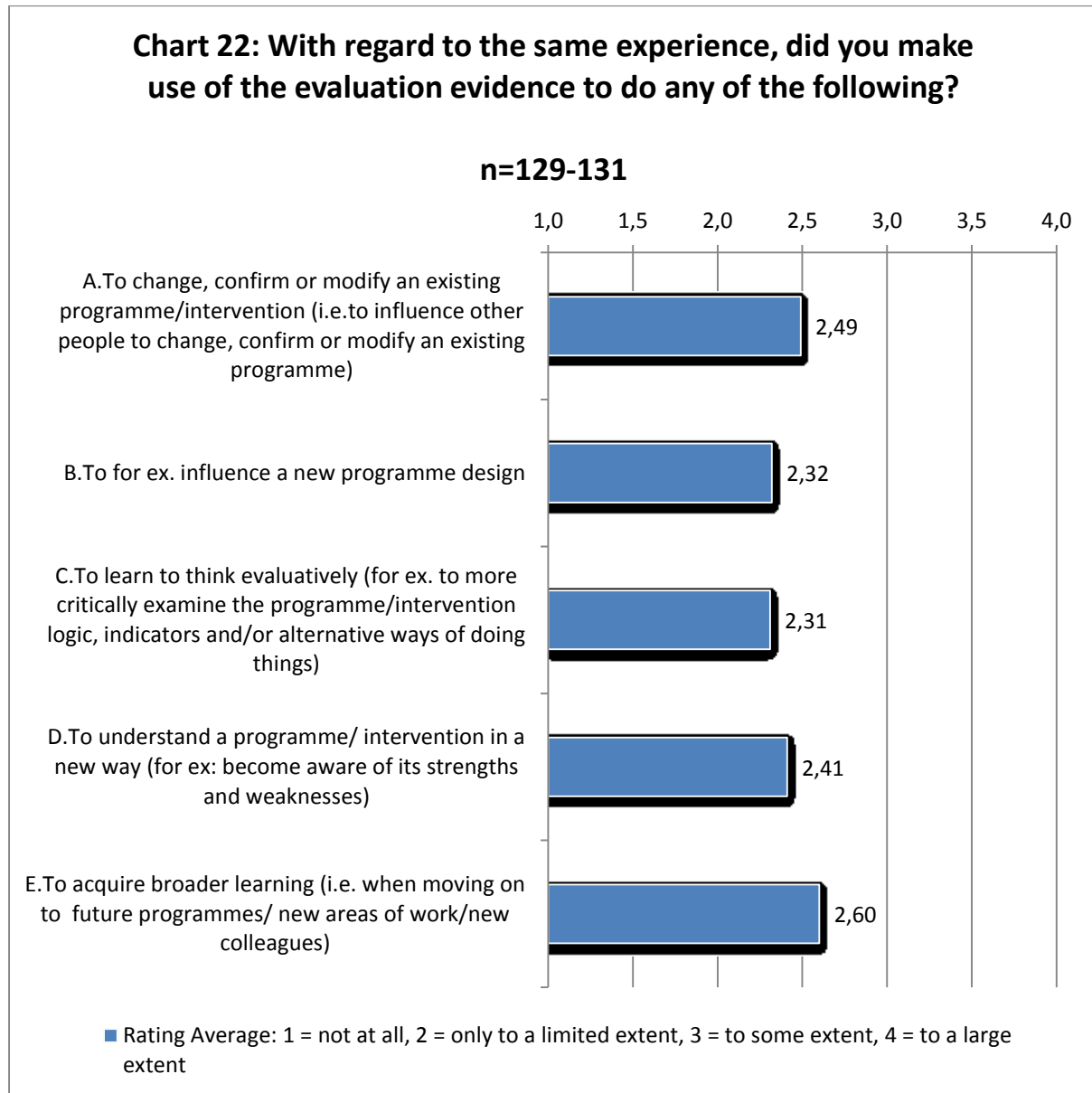


Respondents were invited to provide additional comments about the follow up memo. The main criticism is that a follow up memo has not been received, is received too late or has not resulted in a follow up plan. Several respondents (n=8) also commented elsewhere in the survey about the need to improve follow up processes within agencies and in the field. Lack of time for field staff, changes

in personnel and lack of institutionalization of follow up within agencies were mentioned as issues to address.

*Finally, what difference did the evaluation make?*

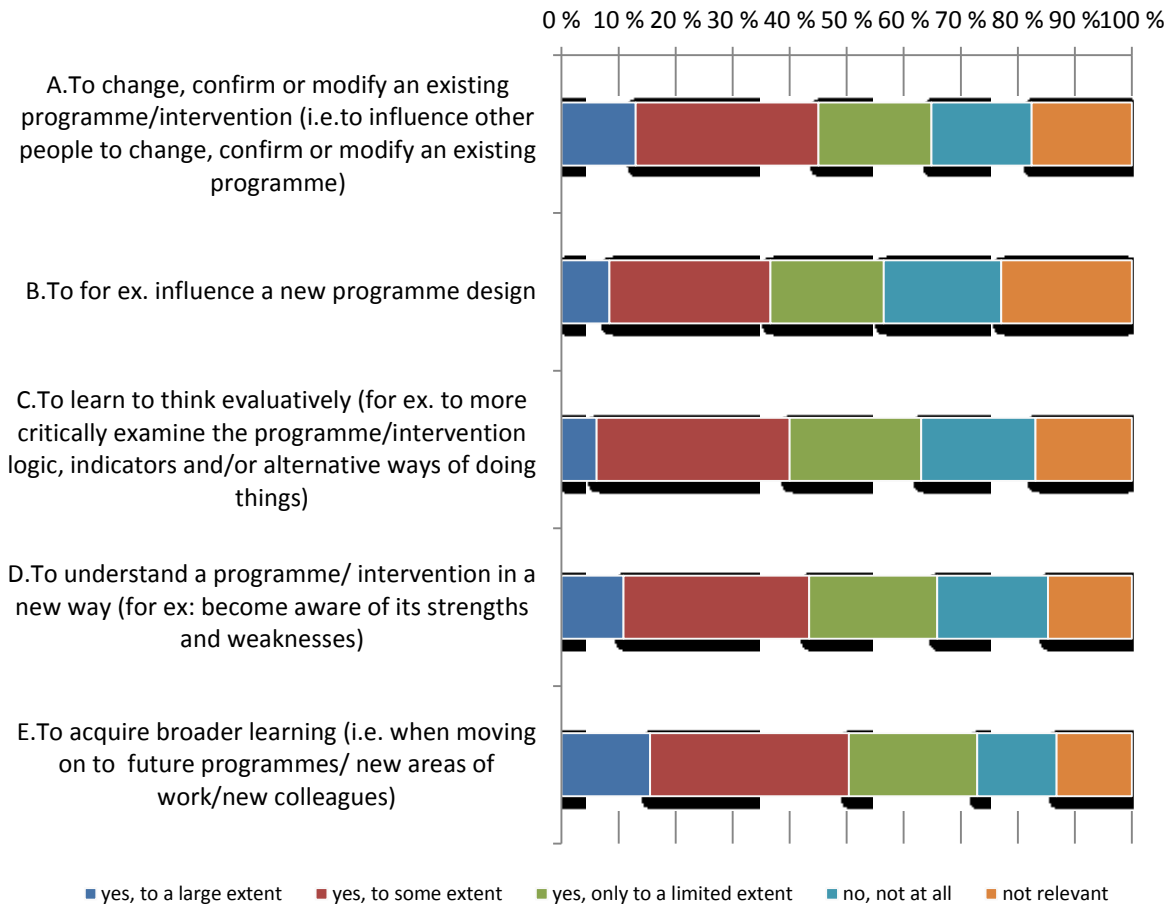
We asked respondents with recent experience of a Norad evaluation what use they made of the evaluation evidence that they gained throughout the evaluation experience. Results are generally conservative; with averages in all categories erring towards *limited* or *some* use (chart 22). Also, the high proportion of respondents that selected ‘not relevant’ in each category is worthy of note (chart 23); particularly in relation to very general concepts such as acquiring broad knowledge.





**Chart 23: With regard to the same experience, did you make use of the evaluation evidence to do any of the following?**

**n=129-131**



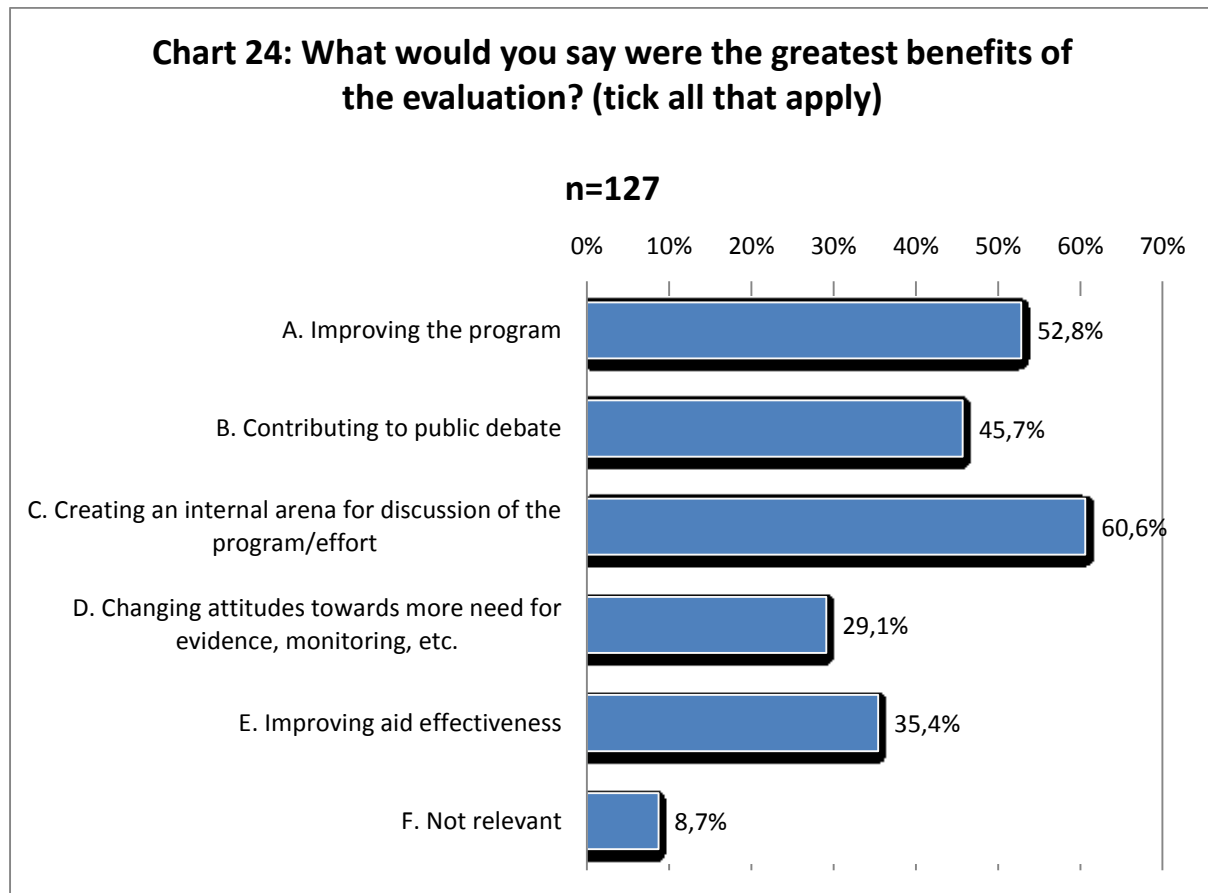
Several respondents (n=8) provided further comments to explain their responses regarding use. Four respondents provided more explanation of the ways in which they had ‘used’ evaluation findings to continue a program, influence the design of a new program and to report to others; two respondents explained that the evaluation had been of no use; and two explained that they had transitioned out of the responsible section before the evaluation was completed. These latter respondents answered ‘not relevant’ to all of the questions about types of use.. This may also reflect a higher awareness and appreciation of instrumental rather than conceptual use.

There is no variation in reported use by gender, but there is some variation by agency:

- Respondents working for Norad report higher levels of use with regard to “acquiring broader knowledge” than respondents working for MFA or embassies; and those working for embassies report higher use in this regard than those working for MFA
- Respondents working for Norad report higher levels of use with regard to “Understanding a program/intervention” than respondents working for MFA

*What are the benefits of a specific evaluation experience?*

We asked respondents with recent experience of a Norad Evaluation Department evaluation what they think the greatest benefits of the evaluation are (chart 24). Of the 127 respondents that provided an answer to this question, 61% report that evaluation had created an arena for internal discussion, around half report improvements to a program, and a third report evaluation improved aid effectiveness.



*What are some examples of influential evaluations?*

Finally, we asked respondents for examples of influential evaluations or research products from their line of work. Interestingly only thirty respondents provided examples of a specific report or set of reports. About half of these were evaluation reports from Norad Evaluation Department, the other half was a mix of reviews and research, or evaluations conducted by other organisations. The full list is presented in Appendix 4.

## Appendix 1: Survey questions

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## INTRODUCTION

Thank you for your interest in this survey about the use of evaluations in the Norwegian development cooperation system.

The purpose of the survey is to identify how evaluations are used in the day-to-day work of staff in the MFA, Norad and at the embassies.

Responses will be treated confidentially.

We anticipate that it will take 15 minutes to complete the questionnaire.

The survey is in English to also capture the perspectives and experiences of local employees in the embassies.

If you would like more information about the study, please visit the Norad website <http://www.norad.no/no/evaluering/p%C3%A5g%C3%A5ende-evalueringer>  
or contact Beate Bull (via [beate.bull@norad.no](mailto:beate.bull@norad.no))

We look forward to receiving your perspectives.

Best wishes

Marie Gaarder  
Evaluation Director  
Norad

## Attitudes to using evaluation and research

### 1. In your opinion, how important are the following tools for acquiring knowledge about what works in your field?

	very important	important	somewhat important	not important at all	don't know
A. Evaluation reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Policy studies and Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Informal conversations with colleagues and friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Formal seminars or meetings where evaluations, policy studies, basic research are presented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Meetings with researchers, evaluators, policy analysts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Attending national or international conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Participating in donor/sector group discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

### 2. In the last three months, how many of the following knowledge products have you read?

	many (more than five)	a few	perhaps one	none at all	don't know
A. Development research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Newspapers /weekly magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Norad Evaluation Department evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Norad/embassy/MFA commissioned reviews or studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (Please specify)

## Behaviours to seeking and sharing evaluation knowledge

### \*3. How much of your work time do you spend reading research, policy studies, and evaluations?

- 0%
- 1-10%
- 11-20%
- 21-30%
- More than 30%

### \*4. Do you agree or disagree with the following statement:

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	don't know
A. For my work, short briefs or executive summaries tell only part of the story. I still need to read the full report to do my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### \*5. In a typical month, how often do you share knowledge about what works and doesn't work in development?

	many times (more than five)	a few times	perhaps once	not at all	don't know
A. Division/Team meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Intranet discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. E-mail dissemination to colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Informal discussions with friends and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**\*6. To what extent do the following factors act to support or inhibit the use of evaluations/research in decision making/to improve your work?**

	strong barrier to use	moderate barrier to use	slight barrier to use	slight driver to use	moderate driver for use	strong driver for use	don't know
A. Time available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Quality of evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Relevance of evaluation topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D Access to research/evaluation resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Management priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Personal incentives (such as recognition, reward, career opportunities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (Please specify)

**\*7. The Evaluation Department in Norad issues its own annual report with the aim to contribute to cumulative learning. Are you familiar with this report?**

- Very familiar
  Somewhat familiar
  Not familiar at all

**8. What would encourage you to make greater use of evaluation knowledge in your work?**

**9. Have you had any training in monitoring & evaluation activities?**

**10. If yes, what kind of training have you had?**

- University programme  
 External workshops/seminars  
 Internal training activities, e.g. UKS

Other (please specify)

**11. Have you taken part in any evaluation?**

## 12. To what extent would you agree/disagree with the following statements:

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	don't know
Evaluation is a good learning tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations must be independent to be credible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is mainly for top management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations are usually of high quality and are reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A penny invested in evaluation is a penny invested in quality and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation is a very specialised skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If possible, I'd like to attend evaluation training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to be more involved in evaluation work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations are done for others, not for ourselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High quality monitoring data are usually available for our programmes (and which evaluations can build upon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The recommendations in evaluations should be either formally accepted or rejected and if accepted, there should be a system to ensure they are followed through	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Part II Specific experience of the evaluation process

Part II is concerned with your experience regarding evaluations. Question 13 will be concerned with your experience with any evaluation or review that has been carried out of a programme or policy that your section is responsible for. Questions (14 - 21) are concerned with your experience with an evaluation conducted by the Norad Evaluation Department. 'Your experience' can refer to both current and previous work.

### 13. When was the last time a programme or policy that you or your section/unit is responsible for was evaluated or reviewed?

### \*14. When was the last time a programme or policy that you or your section/unit is responsible for was evaluated by the Norad Evaluation Department?

Never	More than five years ago	3-5 years ago	1-2 years ago	within the last year	Don't know/Not relevant
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. What was the name of the most recent evaluation (scroll down among the Evaluation Department's report titles from 2006-2012)?**

Other (please specify)

**\*16. Thinking about the same evaluation by NORAD Evaluation Department with which you have the most recent experience, how would you assess the quality of that evaluation - in the following areas:**

	very good	good	neither good nor poor	poor	very poor	don't know
A. Technical quality of the evaluation work (methods, rigor, and the evaluation process)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Timeliness of the evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Relevance of the evaluation focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Competence of the evaluators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Credibility of the evaluation (including its objectivity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Clarity of written reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Communication of findings (through seminars and reports)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**17. Thinking about the same evaluation, to what extent were you involved at different stages in the evaluation process?**

	a great deal	somewhat	a little	not at all	not relevant
A. At the beginning of the evaluation process (e.g. in development of the ToR/inception report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Throughout the process (e.g. as you interacted with the evaluators)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Towards the end (e.g. as you received the draft final report/seminar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. After the process is completed (e.g. as the follow up memo was received)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**18. With regard to the same experience, did you make use of the evaluation evidence to do any of the following?**

	yes, to a large extent	yes, to some extent	yes, only to a limited extent	no, not at all	not relevant
A.To change, confirm or modify an existing programme/intervention (i.e.to influence other people to change, confirm or modify an existing programme)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B.To for ex. influence a new programme design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C.To learn to think evaluatively (for ex. to more critically examine the programme/intervention logic, indicators and/or alternative ways of doing things)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D.To understand a programme/ intervention in a new way (for ex: become aware of its strengths and weaknesses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E.To acquire broader learning (i.e. when moving on to future programmes/ new areas of work/new colleagues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (Please specify)

**19. To what extent do you agree or disagree with the following statements about the recommendations in the final evaluation report?**

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	don't know
A. We considered the recommendations one by one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The recommendations were well-founded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. The recommendations were operational and targeted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. We enacted many of the recommendations in the report	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. There were no surprises in the recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. The recommendations were not relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Overall, the recommendations were useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

The institutionalized/formal system for follow-up of evaluations in the Norwegian development cooperation system includes a memo (oppfølgingsnotat) addressed to the Secretary-General (Utenriksråden) of the Norwegian Ministry of Foreign Affairs, summarizing the evaluation findings and conclusions, stakeholder views, and recommending actions for follow-up. The relevant section(s) in the MFA or Norad is tasked with preparing a plan within six weeks to account for how they intend to follow the actions up, and by which timelines. Within a year, the responsible section must report on progress made on these actions.

**20. Have you taken part in any follow up of evaluations conducted by the Evaluation Department in Norad, through the following activities?**

- a. Attended a seminar where an evaluation is presented
- b. Provided input to a follow up memo (oppfølgingsnotat) from the Evaluation Department
- c. Received a follow up memo (oppfølgingsnotat) from the Evaluation Department
- d. Contributed to developing a management response (oppfølgingsplan)
- e. Implemented changes as part of a formal follow up to an evaluation
- f. Implemented changes based on the evaluation, but not as part of any formal follow up
- g. Informed about measures that have been taken as a response to an evaluation
- h. Not to my knowledge

Other (please specify)

**21. If you have been involved in the follow up of an evaluation, to what extent do you agree or disagree with the following statements about the follow up memo from the Evaluation Department?**

	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree	not relevant
A. The memo presented findings and conclusions in a clear and understandable manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. The memo took into account the views of those evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. The memo provided a helpful input to decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Overall the follow up memo and the accompanying process (plan and report) was helpful in contributing to evaluation use and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**22. What would you say were the greatest benefits of the evaluation? (tick all that apply)**

- A. Improving the program
- B. Contributing to public debate
- C. Creating an internal arena for discussion of the program/effort
- D. Changing attitudes towards more need for evidence, monitoring, etc.
- E. Improving aid effectiveness
- F. Not relevant

Other (Please specify)

**23. Can you name some influential evaluations or research products for your field of work?**

**24. Please use this space if there is anything else you want to tell us about the evaluation or the follow up process**

## profile survey questions

In order to help us identify whether the respondents match the population, we would like to ask you some questions about yourself.

**\*25. What is your age?**

**\*26. What is your sex?**

**\*27. Which agency/ entity do you work for?**

Other (please specify)

**28. How many years in total have you worked in the Norwegian development cooperation system?**

**\*29. What is the highest level of education you completed?**

Other (please specify)

**\*30. How many years have you worked in your current position?**

**\*31. Which of the following levels of management responsibility/positions do you have?**

- Top level manager - such as Secretary-General, Deputy Secretary-General (= utenriksråd/assisterende utenriksråd); Director General, and Director of Department (=ekspedisjonssjef, avdelingsdirektør)
- Higher Mid- level manager - such as Ambassador, Head of Section (in the MFA or Norad)
- Mid-level manager (nestledere, stedfortredere, underdirektører) deputy head of section, Deputies in embassies, Unit head, team leader)
- Special Advisor
- Senior Advisor
- Advisor
- Higher Executive Officer (førstekonsulent)
- Executive Officer (konsulent)

Other (please specify)

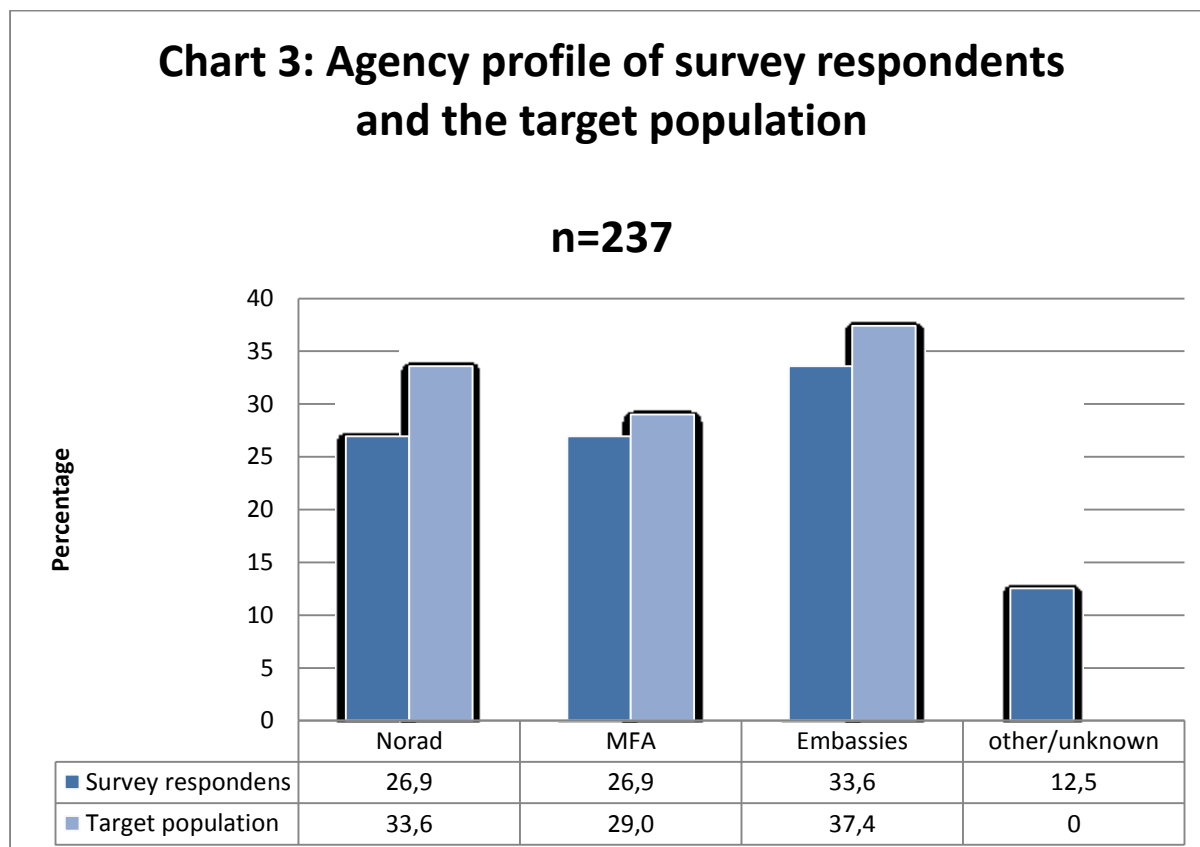


**32. On a scale of 0-10, where 0 is the lowest and 10 is the maximum, please rate the degree of influence you have in policy decisions related to Norwegian development cooperation assistance in your region or area of work (ie decisions on projects, programs, strategies, policies, content of white papers (stortingsmeldinger), budgets, etc).**

**Thank you for your participation!**

## Appendix 2: Responses by Agency

A key area for investigation throughout this study has been any variation between agencies. To this end, we asked survey respondents about their agency affiliation (chart 34).



Throughout this report we have noted any *significant* variations in responses by agency. These variations were identified by undertaking three tests for each question to identify differences between groups – ie testing for differences between Norad and MFA respondents, then between Norad and embassies, then between MFA and embassies. The seven respondents who chose ‘other’ and the 27 respondents who skipped this question were excluded from the break down analysis.

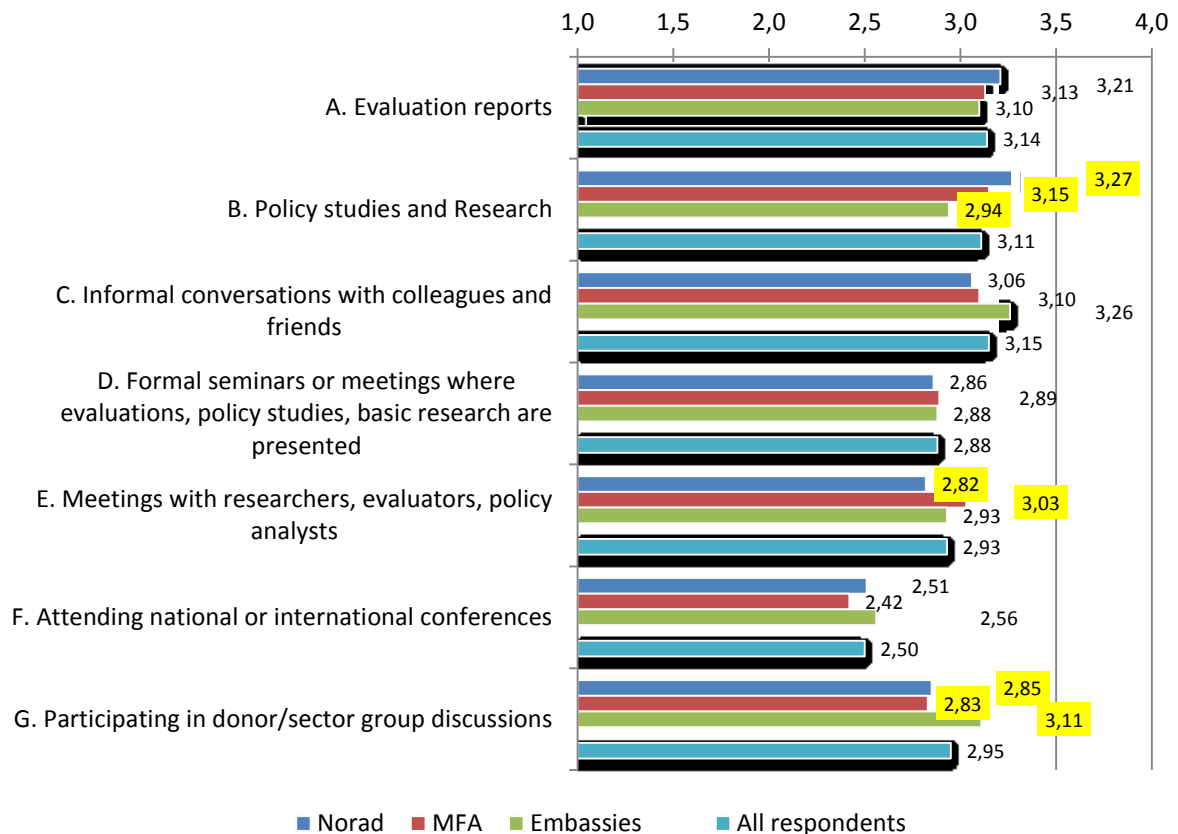
The following charts show an agency breakdown for five of the survey questions. In each chart, the ‘all’ bar shows the proportionate response for all survey respondents who answered the particular question (including those whose affiliation was ‘other’ or unknown). The remaining bars show a breakdown of responses for each of the three agencies: Norad, MFA and embassies. The exact number of respondents for each question varies slightly. As a guide, each chart shows data for:

- All respondents (n=254-260)
- Embassies (n=88-91)
- MFA (n=71-73)
- Norad (n=70-73)

Significant differences are noted in text and highlighted on the chart.

## In your opinion, how important are the following tools for acquiring knowledge about what works in your field?

1 = not important, 2 = somewhat important, 3 = important, 4 = very important

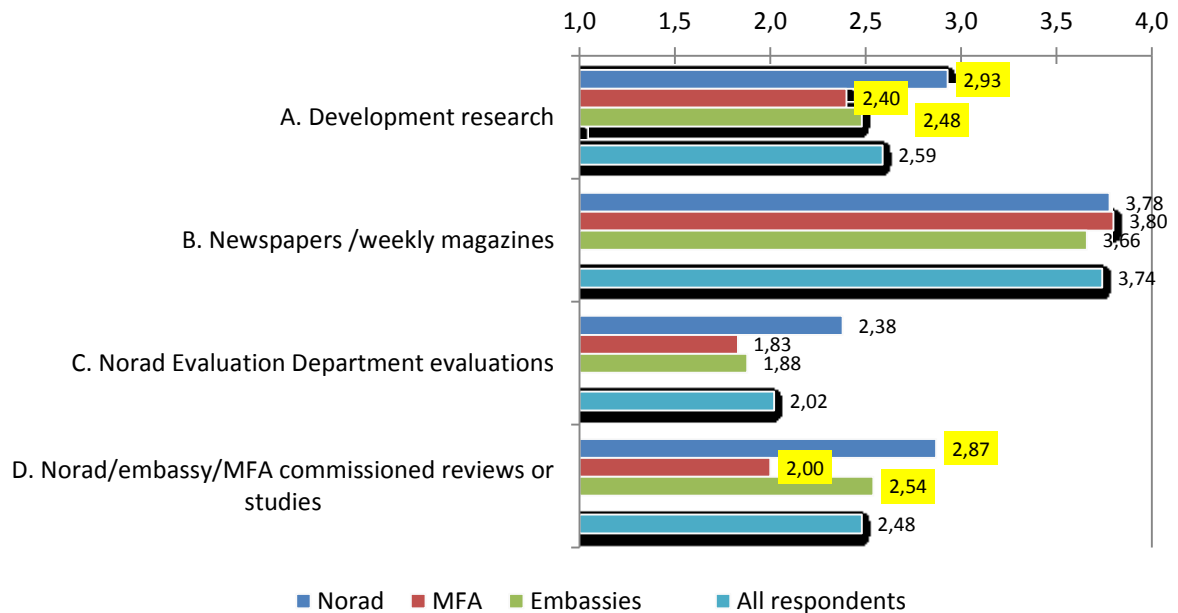


The results show some small but significant variation by agency. On average

- Respondents working for MFA value “Meetings with researchers, evaluators etc” more highly than those working for Norad, and “Policy studies and Research” more highly than those working for embassies
- Respondents working for Norad value “Policy studies and Research” more highly than those working for embassies
- Respondents working for embassies value “Participating in Donor/sector group discussions” more highly than those working for Norad, and more than those working for MFA

## In the last three months, how many of the following knowledge products have you read?

1 = none at all, 2 = perhaps one, 3 = a few, 4 = many (more than five)

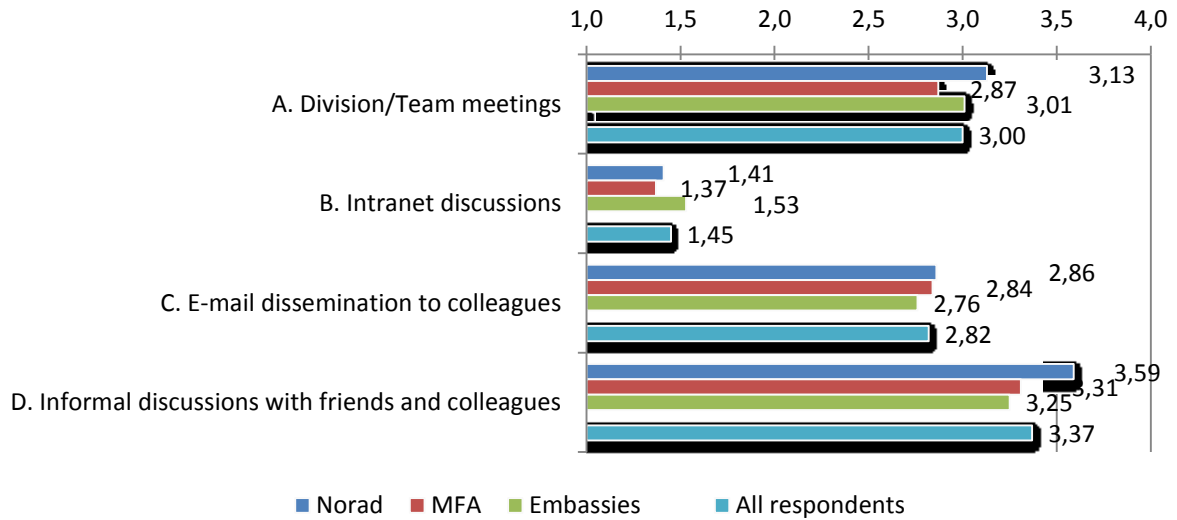


There is no significant variation in the frequency with which respondents access any of these knowledge products by gender, but there are significant variations by agency. On average

- Respondents working for Norad report reading more development research, Norad evaluations and Norad /embassy/MFA commissioned reviews or studies than respondents working for MFA or embassies
- Respondents working for embassies report reading more development research than those working for MFA

## In a typical month, how often do you share knowledge about what works and doesn't work in development?

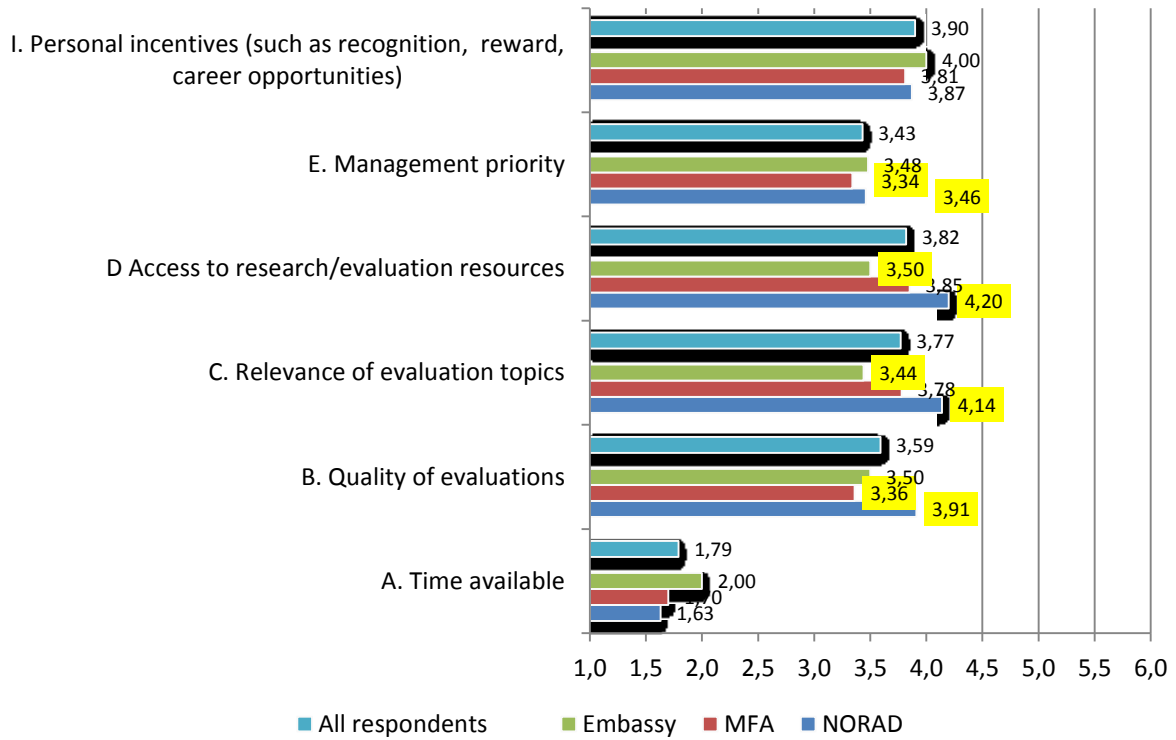
1 = not at all, 2 = perhaps once, 3 = a few times, 4 = many times (more than five)



There is no significant variation in information sharing results by gender or agency.

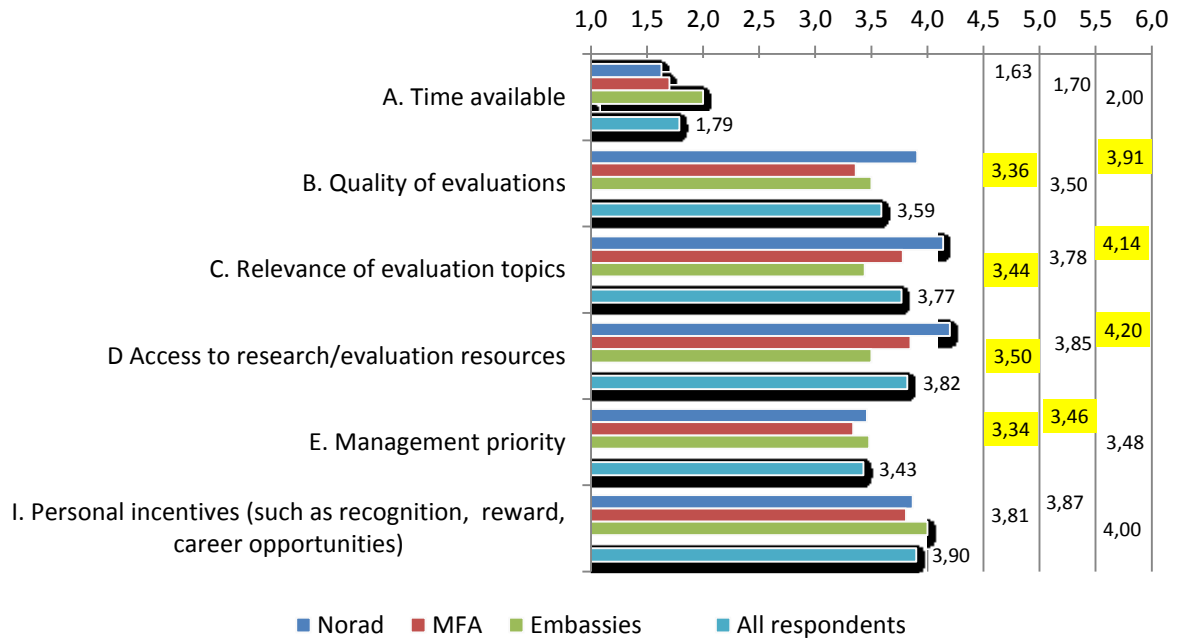
**Chart 38: To what extent do the following factors act to support or inhibit the use of evaluations/research in decision making/to improve your work?**

1 = strong barrier, 2 = moderate barrier, 3 = slight barrier, 4 = slight driver, 5 = moderate driver, 6 =



## To what extent do the following factors act to support or inhibit the use of evaluations/research in decision making/to improve your work?

1 = strong barrier, 2 = moderate barrier, 3 = slight barrier, 4 = slight driver, 5 = moderate driver, 6 = strong driver

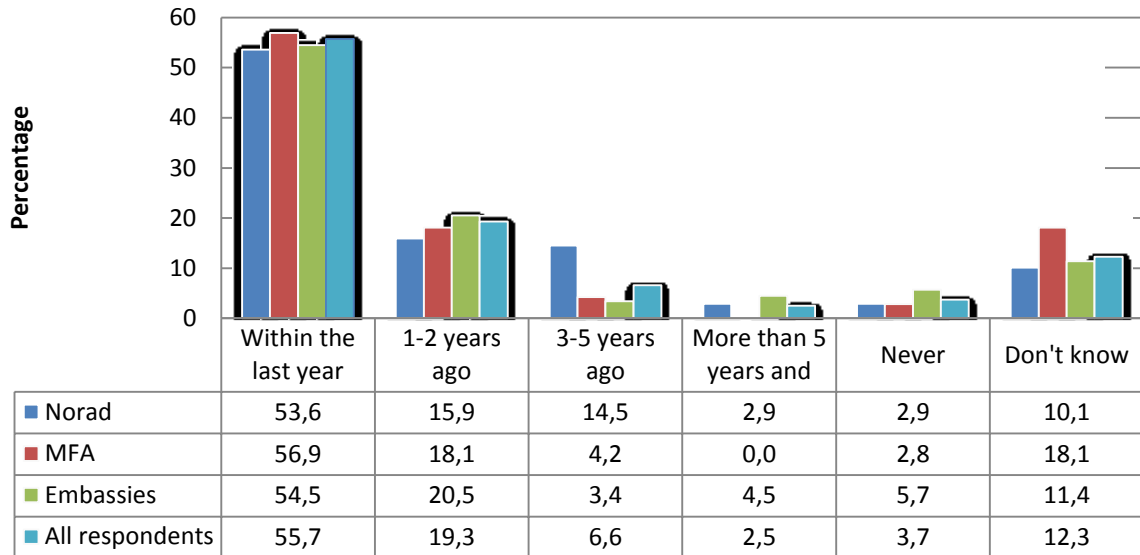


Again we find significant variation by agency:

- Respondents working for Norad rate “quality of evaluations” and “management priority” more highly than those working for MFA. They also rate “Relevance of evaluation topics” and “Access to research/evaluation resources” more highly than those working for embassies
- There are no significant differences in responses between those working for MFA and those working for embassies

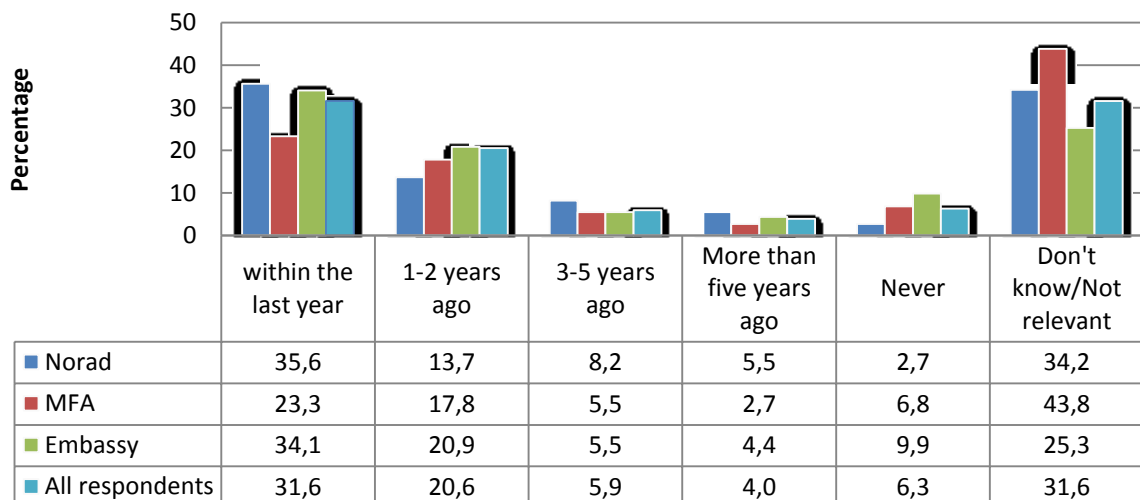


## When was the last time a programme or policy that you or your section/unit is responsible for was evaluated or reviewed?



Most respondents have very recent experience of evaluation and there is only one significant difference between agencies: respondents working for Norad are significantly more likely to report an evaluation within the last 3-5 years than those working for embassies.

## When was the last time a programme or policy that you or your section/unit is responsible for was evaluated by the Norad Evaluation Department?



There are no significant differences in awareness of Norad evaluation department evaluations between agencies.

### Appendix 3: Recent evaluations identified by respondents

The count includes respondents who selected this study from a drop down list and also those who mentioned it in a qualitative 'other' field.

<b>Answer Options</b>	<b>Count of selection from list + mentions in other field</b>	<b>% of selection from list + mentions in other field</b>
<i>2.12 Hunting for Per Diem. The Uses and Abuses of Travel Compensation in Three Developing Countries</i>	14 + 1	9.68%
<i>3.12 Evaluation of Norwegian Development Cooperation with Afghanistan 2001-2011</i>	13	8.39%
<i>4.12 Evaluation of the Health Results Innovation Trust Fund</i>	11	7.10%
<i>3.11 Evaluation: Evaluation of the Strategy for Norway's Culture and Sports Cooperation with Countries in the South</i>	9	5.81%
1.12 Mainstreaming disability in the new development paradigm	6 + 2	5.16%
5.11 Pawns of Peace. Evaluation of Norwegian peace efforts in Sri Lanka, 1997-2009	5 + 1	3.87%
3.09 Evaluation: Evaluation of Norwegian Development Cooperation through Norwegian Non-Governmental Organisations in Northern Uganda (2003-2007)	4 + 1	3.23%
3.10 Synthesis Main Report: Evaluation of Norwegian Business-related Assistance	5	3.23%
7.11 Evaluation: Evaluation of Norwegian Development Cooperation to Promote Human Rights	4 + 1	3.23%
1.08 Evaluation: Evaluation of the Norwegian Emergency Preparedness System (NOREPS)	4	2.58%
1.11 Evaluation: Results of Development Cooperation through Norwegian NGO's in East Africa	4	2.58%
10.10 Evaluation: Democracy Support through the United Nations	4	2.58%
18.10 Evaluation: Real-Time Evaluation of Norway's International Climate and Forest Initiative	4	2.58%
2.11 Evaluation: Evaluation of Research on Norwegian Development Assistance	4	2.58%
5.08 Evaluation: Evaluation of the Norwegian Research and Development Activities in Conflict Prevention and Peace-building	4	2.58%
9.11 Activity-Based Financial Flows in UN System: A study of Select UN Organisations	4	2.58%
1.10 Evaluation: Evaluation of the Norwegian Centre for Democracy Support 2002–2009	3	1.94%
12.10 Evaluation: Real-Time Evaluation of Norway's International Climate	3	1.94%

2.08 Evaluation: Joint Evaluation of the Trust Fund for Environmentally and Socially Sustainable Development (TFESSD)	3	1.94%
6.08 Evaluation: Evaluation of Norwegian Development Cooperation in the Fisheries Sector	3	1.94%
6.11 Joint Evaluation of Support to Anti-Corruption Efforts, 2002-2009	2 + 1	1.94%
7.09 Evaluation: Evaluation of the Norwegian Programme for Development, Research and Education (NUFU) and of Norad's Programme for Master Studies (NOMA)	2 + 1	1.94%
7.10 Evaluation: Evaluation of Norwegian Development Cooperation with	3	1.94%
1.09 Evaluation: Joint Evaluation of Nepal's Education for All 2004-2009 Sector Programme	2	1.29%
11.10 Evaluation: Evaluation of the International Organization for Migration and its Efforts to Combat Human Trafficking	2	1.29%
2.09 Evaluation: Mid-Term Evaluation of the Joint Donor Team in Juba, Sudan	2	1.29%
5.10 Study: Evaluation of Norwegian Business-related Assistance Bangladesh Case Study	2	1.29%
8.11 Norway's Trade Related Assistance through Multilateral South Africa Case Study	2	1.29%
1.08 Study: The challenge of Assessing Aid Impact: A review of Norwegian Evaluation Practise	1	0.65%
1.08 Synthesis Study: On Best Practise and Innovative Approaches to Capacity Development in Low Income African Countries	1	0.65%
1.09 Study Report: Global Aid Architecture and the Health Millenium Development Goals	1	0.65%
13.10 Evaluation: Real-Time Evaluation of Norway's International Climate	1	0.65%
14.10 Evaluation: Real-Time Evaluation of Norway's International Climate	1	0.65%
2.08 Study: Anti- Corruption Approaches. A Literature Review	1	0.65%
2.08 Synthesis Study: Cash Transfers Contributing to Social Protection: A Synthesis of Evaluation Findings	1	0.65%
2.09 Study Report: A synthesis of Evaluations of Environment Assistance by Multilateral Organisations	1	0.65%
3.08 Evaluation: Mid-term Evaluation the EEA Grants	1	0.65%
3.09 Study Report: Evaluation of Norwegian Business-related Assistance Sri Lanka Case Study	1	0.65%
4.09 Evaluation: Evaluation of Norwegian Support to the Protection of Cultural Heritage	1	0.65%
4.11 Study: Contextual Choices in Fighting Corruption: Lessons Learned	1	0.65%
6.09 Evaluation: Evaluation of the Humanitarian Mine Action Activities of Norwegian People's Aid	1	0.65%
6.10 Study: Evaluation of Norwegian Business-related Assistance	1	0.65%

9.10 Study: Evaluability Study of Partnership Initiatives	1	0.65%
and Forest Initiative. Country Report: Tanzania	1	0.65%
the Western Balkans	1	0.65%
10.11 Evaluation of Norwegian Health Sector Support to Botswana	0	0.00%
15.10 Evaluation: Real-Time Evaluation of Norway's International Climate	0	0.00%
16.10 Evaluation: Real-Time Evaluation of Norway's International Climate	0	0.00%
17.10 Evaluation: Real-Time Evaluation of Norway's International Climate	0	0.00%
2.10 Synthesis Study: Support to Legislatures	0	0.00%
4.08 Evaluation: Evaluation of Norwegian HIV/AIDS Responses	0	0.00%
4.09 Study Report: Norwegian Environmental Action Plan	0	0.00%
4.10 Study: Evaluation of Norwegian Business-related Assistance	0	0.00%
5.09 Evaluation: Evaluation of Norwegian Support to Peacebuilding in Haiti 1998–2008	0	0.00%
8.10 Evaluation: Evaluation of Transparency International	0	0.00%
and Forest Initiative (NICFI)	0	0.00%
and Forest Initiative. Country Report: Brasil	0	0.00%
and Forest Initiative. Country Report: Democratic Republic of Congo	0	0.00%
and Forest Initiative. Country Report: Guyana	0	0.00%
and Forest Initiative. Country Report: Indonesia	0	0.00%
Organizations: A Synthesis Study	0	0.00%
Uganda Case Study	0	0.00%
<b>Total</b>	<b>147 + 8</b>	<b>100%</b>

Under “other” 32 responses listed different types of evaluations conducted by the Evaluation Department (some are ongoing) and reviews conducted by other departments in Norad or MFA/embassies, or institutions. One respondent found the question “strange” and would have preferred it to be reformulated to “which of the following evaluations are familiar to you”. The following evaluations are listed:

- Review of Pak-Norway Institutional Cooperation Program (in progress); Review of NCA Interfaith Program (in progress); Review of Basic Education Improvement Program November 2011 Grant Management Review of the Norwegian embassy in Islamabad 2012
- Agricultural review which is being done now (evaluation of support to the agriculture sector and food security (by the evaluation department - to be completed 2013): II
- Interreligious dialogue Pakistan NCA: II
- Evaluation of Women Law Centre
- 5.12 Real-Time Evaluation of NICFI, lessons learned from Support to Civil Society Organisations: III
- Norwegian Action Plan for Environment
- Evaluation reports in the UN system

- Exploratory study of the wider effects of Norwegian civil society support to countries in the south (conducted by the Civil Society department in Norad)
- How the Malawi embassy was conducting its business
- grant management review
- End-review of the VINOGE0 Phase I
- Evaluation of Multilateral aid to education (by the Evaluation Department - ongoing to be completed 2013)
- Evaluation of LACS, OPT
- Review of the Humanitarian Policy
- Evaluation of Norwegian support to Oil for Development (by the Evaluation Department yet to be published) II
- Similar study on Guyana (?)
- Civil society (?)
- Evaluation of UN

## Appendix 4: Influential evaluations or research products identified by respondents

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1. 6.11 Joint Evaluation of Support to Anti-Corruption Efforts, 2002-2009 (in select countries)
2. 2.11 Evaluation: Evaluation of Research on Norwegian Development Assistance
3. 3.11 Evaluation: Evaluation of the Strategy for Norway's Culture and Sports Cooperation with Countries in the South x2
4. EFA Nepal 2004-09, Evaluation report 1.12 Mainstreaming disability in the new development paradigm
5. End review of DLGSP (local governance programme) which gave input to the national program LGCDP several assessments done for the LGCDP... NPTF review Mid term review of the LGCDP Focused evaluation of LGCDP End review of ESAP which formed the basis for the next program to mention some
6. 6.08 Evaluation of Norwegian Development Cooperation in the Fisheries Sector
7. 2.12 Hunting for Per Diem. The Uses and Abuses of Travel Compensation in Three Developing Countries
8. 7.11 Evaluation of Norwegian Development Cooperation to Promote Human Rights
9. Evaluation of the Norwegian Petroleum-Related Assistance, Evaluation Report 1/2007
10. 7.09 Evaluation of the Norwegian Programme for Development, Research and Education (NUFU) and of Norad's Programme for Master Studies (NOMA)
11. 6.12 Facing the Resource Curse: Norway's Oil for Development Program
12. 4.07 Evaluation of Norwegian Development -Support to Zambia (1991 - 2005)
13. Howard Richards:"The Evaluation of Cultural Action".
14. Kälin and Schrepfer's report on protection of disaster induced displacement, published by UNHCR in 2012, Condor Consulting's evaluation of Brookings - LSE Project on Internal Displacement, also published in 2012
15. Mid-term review of the Action Plan for Women's Rights and Gender Equality in International Development Policy
16. Norad 5/2012 (Real time evaluation of Norway's International Climate and Forest initiative)
17. 7.09 Evaluation of the Norwegian Programme for Development, Research and Education (NUFU) and of Norad's Programme for Master Studies (NOMA)
18. OHCHR report on LGBTs ILGA reports on LGBTs UNESCO/Save the Children Research on LGBT children
19. Performance Assessment Framework for budget support to Malawi
20. 12-18.10 Real-Time Evaluation of Norway's International Climate and Forest Initiative (NICFI) w/country reports x2
21. Research within REDD and on Climate and Gender
22. Research on taxation conducted by CMI
23. Review of Embassy's Gender Portfolio; Review of Pak-Norway Institutional Cooperation Program
24. Review of international aid in light of the 2006 crisis in Timor-Leste.
25. 3.11 Evaluation: Evaluation of the Strategy for Norway's Culture and Sports Cooperation with Countries in the South (Malawi report)
26. 10.10 Evaluation: Democracy Support through the United Nations
27. The Impact of Rights-based Approaches to Development. Evaluation/Learning process. Bangladesh, Malawi and Peru (UK Interagency Group on Human Rights Based Approaches)
28. The Lancet series on maternal and child health
29. The UNDP Human Development Reports and World Bank's annual Report (WDR) often chart new territory and provide useful guidance for policy. WDR 2011 (post-conflict) was particularly helpful. Use internal revision reports/internal monitoring reports for follow-up of programs on the ground and in headquarters.



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