

**Title: External Review of Evaluation of INASP/IDS Training
Programme: Pedagogy Skills for Trainers of Policy Makers**

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Executive summary

This evaluation intends to assess the nature and magnitude of the impact of the INASP/IDS Training Programme “Pedagogy Skills for trainers of policy makers and influencers” that sought to build the training abilities of a group of African ‘master trainers’.

In this direction, the two proposed specific objectives are:

- To help INASP and IDS to understand whether this is a cost effective approach for building the capacity of policy makers to access and use research.
- To assess external opportunities and areas for improvement for upcoming similar initiatives

For this, it deployed a mix of research methods, including review of documentation relevant to the program and of selected key publications related to capacity building programmes; telephone interviews to selected key INASP/IDS staff, the donor, and direct and secondary participants; and an online survey to direct participants of the workshop, secondary and tertiary participants and non-participants.

Findings are promising. First of all, the CB **programme has been very effective in terms of achieving its established goals**; the overall reaction of participants to the programme is very positive. Among positive outcomes, we should note an **increased confidence in training and increased knowledge on participatory tools and other skills** such as planning and how to deal with different participants. In this sense, it must be highlighted that the **design of programme has been relevant** since organisers made clear efforts to support meaningful change with a constant commitment to adapt the original design to contextual, organizational and individual complexities. It also very well understood that this type of activities need to focus not just on the capacities needed to produce technical results but also on what it takes to build more effective and dynamic relationships between different actors.

Second, the programme has had **a wide reach**, by directly training 23 participants from diverse countries, which in turn have trained approximately 459 individuals.

Third, **positive impact is reflected through diverse achievements**: 1) enhanced attitudes in terms of how to better transmit the importance of research from policy to trainees, 2) the motivation to continue working in this field by trainees, including the willingness to start teaching specific pedagogical skills; 3) a strategic partnership built between INASP and IDS that can be further expanded to other activities; and 4) the development of content for this training as well as lessons learned by organisers that can be used by other organisations and donors in similar initiatives.

Fourth, **management has been efficient** by effectively transforming available resources into results, from a planning stage that built on previous experiences and training materials to careful consideration to ensure that the training costs remained below the average in this industry.

Building on these achievements, there is a set of suggestions that could be considered to further strengthen the programme or similar activities in the near future:

- 1) Developing an explicit theory of change that clearly represents an overall INASP vision of success, including its preconditions and the link between different CB interventions so as to enhance evaluation and learning.
- 2) Engaging policy makers in a certain stage of the process could strengthen the political skills needed by participants to assess what is important from the policymakers’ perspectives, and what changes they should individually make to conduct more effective trainings.

- 3) Rethinking the duration of the whole process as well as combining diverse capacity building strategies, especially to strengthen follow up, by using virtual tools that allow trainees to share their progress and obstacles with the rest of the group and receive additional mentoring.
- 4) Consider joint trainings with local experts to incorporate their knowledge of the context, potentially decrease costs, and strengthen local capacity.

Background of the study

This study consists of an evaluation of the INASP/IDS Training Programme that sought to build the training abilities of a group of African ‘master trainers’. The main goal of the evaluation is to determine the nature and magnitude of the impact of this training programme, including expected and unexpected effects.

In this direction, the two proposed specific objectives are:

- To help INASP and IDS to understand whether this is a cost effective approach for building the capacity of policy makers to access and use research.
- To assess external opportunities and areas for improvement for upcoming similar initiatives

The general objective of this training programme was to build the pedagogy skills of a cohort of trainers who provide training to African policy makers and influencers on the use of research evidence to inform policy making. Specific objectives were: (1) Increased understanding of how people learn, (2) Ability to identify training needs, (2) Understanding of pedagogical theories and how they apply to your work, (3) A more learner-centred approach to training, (4) The ability to deal with difficult participants and circumstances, (5) Skills in customising training material, (6) Increased confidence as a facilitator/trainer, (7) New ideas of how to train policy makers to access and use research, (8) The ability to make training fun.

The programme is based on the premise that “capacity building training often aims to influence the attitudes and behaviours of trainees and that such training is far more likely to be successful if the trainer adopts a learner-centred approach rather than a more traditional didactic style. To achieve this, individuals delivering capacity building training need to have the necessary training skills.”¹

It consisted of three phases:

1. Selection & pre-course tasks
2. Training workshop
3. Implementation and mentoring phase.

In the first phase, individuals who provide training in use of research evidence to policy makers (and those who intend to do so in the future) were invited by INASP and IDS to submit an online application to a competitive selection process to secure a place on the training programme. Out of 50 applicants, 23 participants were selected. These were asked to fill in a pre-course diagnostic test and to write an essay reflecting on their experience of teaching and learning. Phase 2 of the programme consisted of a 5 day intensive training workshop. Participants were expected to demonstrate that they had begun to grasp the training concepts by delivering trial training sessions in the final days of the workshop. Throughout the workshop, participants were asked to keep a reflective journal to comment on what they had learnt and how they felt about the experience. Towards the end of the workshop, the lead trainers held individual meetings with each of the participants to discuss their plans the third phase of the programme in which participants were expected to organise and deliver training to policy makers/influencers.

Intended Users & Uses of the External Review

The primary users of this external review are INASP and IDS management staff and donors interested in investing in a training programme such as this one.

The key uses (built into the ToRs) of the external review are:

¹ INASP and IDS (2011) “Teaching pedagogy to capacity building trainers”. Development in Practice. (Draft)

- INASP and IDS to inform future capacity building activities
- Funders to assess the effectiveness of INASP and IDS's approach
- Other organisations who seek to build the capacity of policy makers and influencers (since parts of the evaluation will be made publically available) to learn from this experience

Scope of the evaluation

The two main issues to be addressed in this external review are:

- Determine the reach of the initiative by identifying the approximate number and profession of people who have been impacted by it
- Determine the depth of the initiative by detecting its effects in terms of knowledge, skills, attitudes and behaviour of recipients

In terms of criteria to conduct the assessment the consultants focused on the following aspects²:

1. Relevance of the **design** of the programme- the extent to which the intervention is suited to the priorities and policies of the target group, recipient and donor.
2. Efficacy and impact in terms of **results**: the extent to which the intervention attains its objectives and the positive and negative changes produced by the intervention, directly or indirectly, intended or unintended
3. Efficiency of **management**: – a measure of the outputs and outcomes, qualitative and quantitative, in relation to the inputs.
4. **Lessons learned and recommendations**

Description of the methodology employed

A mix of research methods were used in this study:

- Review of documentation relevant to the program including: post workshop report, workshop materials, indicators developed by INASP/IDS prior to the workshop, participants' reflective essays (pre-course task) and reflective diaries (kept during workshop) and lessons learnt' paper written by facilitators
- Review of selected key publications related to capacity building and training programmes
- Initial orientation conference call with INASP
- Interviews to selected key INASP/IDS staff and donor
- Telephone interviews to a random sample of the direct participants in the workshop
- Telephone interviews to a random sample of secondary participants
- Online survey to direct participants of the workshop, secondary and tertiary participants and non-participants.

Reach and limitations of this evaluation

- First, this evaluation was conducted between March and April 2012, six months after the Trainer of Trainers held in Nairobi. This means that detection of mid-term and long-term impact can only be assessed from participants' declared intentions and plans but cannot be verified within the scope of this evaluation.
- Second, there is seldom a direct link between capacity and performance. Following Ortiz and Taylor (2009:20) although attempts to evaluate capacity development such as this tend to take an instrumental view (focused on outcomes and impact of a specific project/programme interventions), we acknowledge that "connections between capacity and performance are not always clear...Patterns of both capacity and performance are uneven,

² Inspired by ITAD's evaluation criteria

with progress going at different speeds and different times. Investments in capacity can take days or even years to yield significant results (Baser and Morgan 2008:87)³.

- Third, this evaluation builds on what has already been observed by the facilitators of the workshop. Therefore, the focus and what will be presented seeks to complement what has already been evaluated and perceived by organizers and trainers, to highlight new issues or changes related to the above described questions and to outline lessons and recommendations for the future.
- Fourth, one of the main constraints of the evaluation was the difficulty to reach the participants of the trainings, especially the secondary and tertiary ones. The evaluators had access to the complete list of applicants and selected participants of the first training but only to five reports from secondary trainings, where the information was incomplete regarding participants and their contact information. With the help of some of the participants of the first training (ToT) the survey was sent to secondary and tertiary participants but due to the lack of internet access in many African regions, the level of responses was low (in total 26 people answered out of 61 contacted by the evaluators plus the ones contacted directly by the trainers). This also made difficult to arrange interviews with this group, having only been able to carry out five. The level of response of the survey sent to ToT participants wasn't very high either (13 out of 23 participants) but this may be because 10 out of the 26 were interviewed and these may have felt it wasn't necessary to complete the survey as well.

³ Ortiz, A. and Taylor, P. (2009) "Learning purposefully in capacity development. Why, what and when to measure." An opinion paper produced for IIEP

Evaluation Findings

The evaluation is designed around four sections: 1) Relevance of the design of the programme, 2) Effectiveness and impact of its results, 3) Efficacy of management, and finally 4) Lessons and recommendations derived from the findings of the study.

Section 1. Relevance of the Design

In this section we will focus on to what extent the correct **analyses** and right **choices** were made in designing the CB (Capacity Building) programme when looking at how the project was designed, we have taken a dynamic approach following Bakewell and Garbut's assumption that "capacity development is always in motion, inching forward, sideways and sometimes backwards. Sometimes it has the wind behind it, sometimes it generates its own steams and at other times it is stopped in its tracks by forces of nature or man-made power structures. It lives within complex adaptive systems that ensure it will generally tend towards unpredictability. As such, a helpful way to penetrate the fog is by using methods that naturally thrive in the haze of complexity and don't need to solve capacity as a puzzle to prove that something worthwhile is happening. Open learning can coexist with complexity because it assumes complexity is the norm and prefers to feel its way through the marshes (Bakewell and Garbut, 2005) in order to improve the possibility that CD interventions will support meaningful change."⁴

In fact, declarations of organisers and participants in interviews and surveys reveal that the CD interventions were constantly trying to support meaningful change with a clear and constant commitment to adapt the original design to contextual, organizational and individual complexities.

First of all, the design of the programme built on both INASP and IDS previous training experiences (including working with parliamentarians from Uganda, for example) and fell under larger and longer term organisational efforts. This means that the programme not only built on previous identification of specific capacity building gaps (i.e. the lack of specific training skills such as the trainers' ability to reflect or experiment on their own) and lessons learned but it also allowed to further test their assumptions. For example, it provided them with an opportunity to test what constitutes a viable curriculum for teaching pedagogical skills and prove the utility of a learner-centred approach rather than a more traditional didactic style.

Second, even though organisers did not develop an explicit theory of change, the story of how the programme was thought of and designed reveals a clear stepwise process where diverse alternatives to strengthen demand of research from policymakers were considered and tested.

In this sense, the CB programme built on previous work that allowed INASP assess where main interests and gaps relied. In fact, several participants had previously participated before in an Information Literacy workshop conducted by INASP. In that training they had first learned about the learner-centred approach. However, while they understood this was a better approach it wasn't evident that they knew how to implement it. In the interviews, participants mentioned they needed to learn how to better work with this approach and that is mainly why they decided to participate in the training. INASP/IDS had already perceived this gap in

I participated because at my organisation we want to develop a capacity building division; we want to start doing capacity building for policymakers. The participatory skills are good for adult learning and I feel we needed to learn that. Our goals were absolutely aligned, the training has showed me how to train policymakers, how to use research, it was in line with what they want to do.

⁴ Ortiz, A. and Taylor, P. (2009) "Learning purposefully in capacity development. Why, what and when to measure." An opinion paper produced for IIEP, page 35.

terms of pedagogic skills and therefore committed special efforts to develop a specific training that could help trainers acquire or enhance them.

Third, this participatory approach -which emphasizes the importance of the direct engagement of the learner in the process of capacity- also explains why important efforts were made to ensure that the objectives of the training programme covered the needs and expectations of the participants. For instance, as part of the application process, participants were required to write a reflective essay on their experience of teaching and learning as a pre-course task which played a fundamental role to identify their own needs and develop an adequate curriculum. Also, on the first day of the training, participants wrote down in post-it notes what were their own objectives. These were then matched to the facilitator's objectives and most of them coincided. Furthermore, following discussion, two new objectives identified by participants but not included in the facilitators' original objectives were added to the list: the opportunity to network and learn from others and the ability to monitor and evaluate training.

Finally, six months after the course, participants still feel that their objectives and the objectives of the training were aligned. When respondents were asked to define the objectives of the training (see Figure 1), the ones that were mentioned the most were "understanding pedagogical theories and how they apply to your work" (44% selected this option) and "a more learner-centred approach to training" (also 44% selected this option). On a third place came "new ideas of how to train policy makers to access and use research." All the rest, but "the ability to deal with difficult participants and circumstances" and "the opportunities to network and learn from others" were mentioned at least once. Although these last two were not mentioned specifically in this question, they came up later on as personal objectives.

During the interviews and the survey the most mentioned objectives were to develop a more learner-centred approach and to learn new skills to engage trainees. Responses (reflected in the graph below) show clearly that there has been alignment between the participants' goals and the ones of the training. The graph was built from an open question asked to participants: "What were, from your point of view, the objectives of this training?" The answers were compared with the list of objectives mentioned by INASP/IDS in the final report, coming to the conclusion shown in the graph below that all the objectives (but two) were mentioned at least once by the participants. It must be clarified that most of the answers to the following question "what were your personal objectives, if different from the above ones?" said that their objectives were already mentioned on the first one, the only ones added were the two not mentioned above: "ability to deal with difficult participants and circumstances" and "the opportunity to network and learn from other".

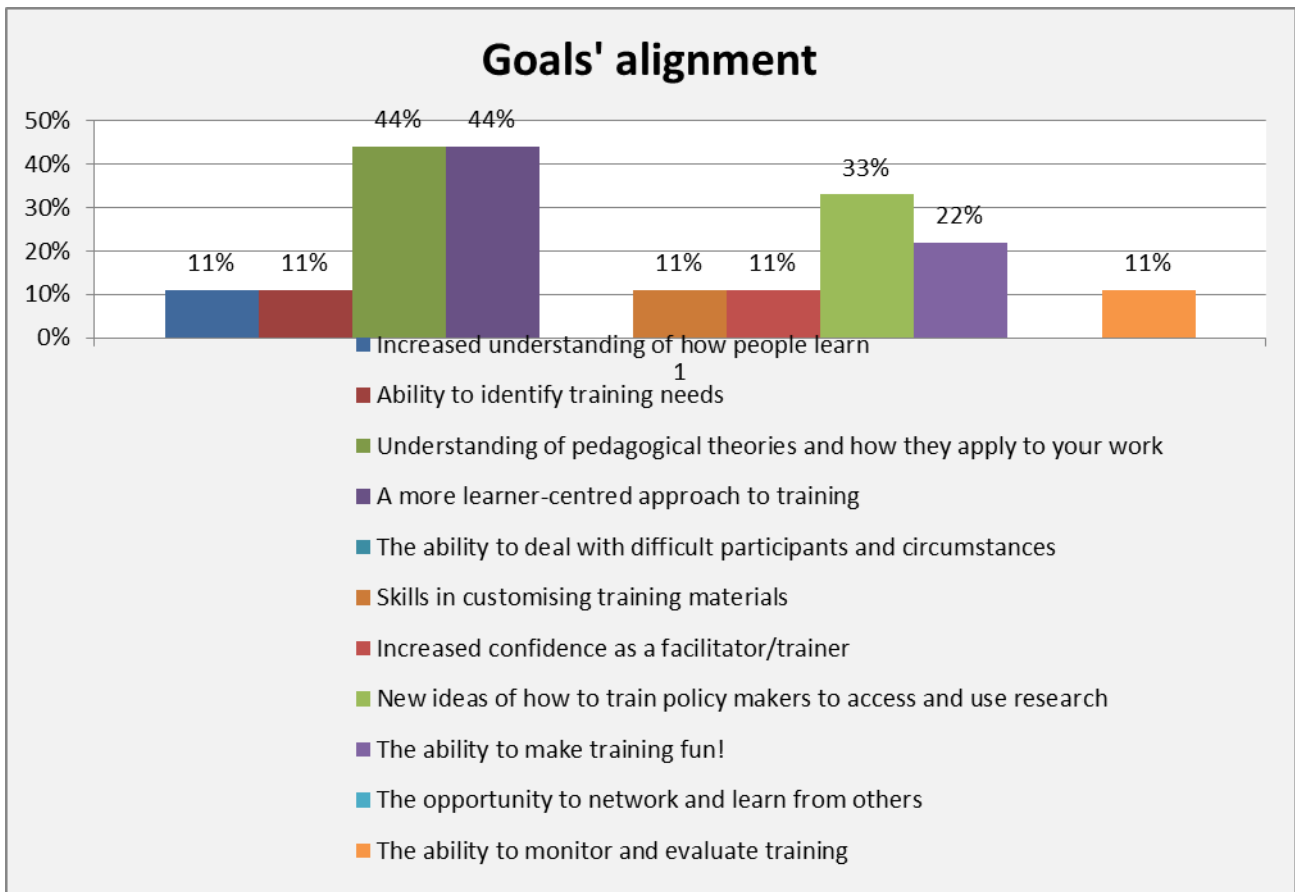


Figure 1 Goals' alignment

Source: Own production based on the list of objectives listed by INASP/IDS in final report compared with responses to online survey to the open question "What were, from your point of view, the objectives of the training?"

In this direction, to ensure consistency of objectives, towards the end of the workshop, the lead trainers held individual meetings with each of the participants to discuss their plans for the third phase of the programme in which participants were expected to organise and deliver training to policy makers/influencers. Participants received training in giving and receiving feedback and were encouraged to invite one of their fellow participants to attend their future training to provide feedback on their training skills. Participants delivered training in various settings over the subsequent six months. The lead trainers also attended a number of training sessions to observe and provide feedback to participants.

However, to reinforce relevance of design, further efforts could be made in terms of ensuring that the intervention suits individual and organizational contexts once participants return home. For example, even though goals can be common, participants' reflective journals reveal that the context in which they develop their trainings is usually one with large numbers of students, shortage of staff, constraints of time and other resources. This jeopardizes efforts to apply a learner-centred approach and sometimes explains why participants often find it easier to revert to teacher-centred methods. New capacity and resource gaps emerge. An interviewee also mentioned the fact that training policymakers is not easy: "These are complex people, they are very busy and one needs to know who you are dealing with." Another participant also mentioned the fact that while working with MPs he will have to think now how to not take things personally. Innovative ways of supporting participants in applying what has been learned after the training will be further analysed in Section 4.

Conclusion: The design of the CB programme has been relevant since organisers made clear efforts to support meaningful change with a constant commitment to adapt the original design to contextual, organizational and individual complexities. However, to further reinforce relevance of design, additional

activities could take place to ensure that the intervention continues to suit individual and organizational contexts once participants return home.

Section 2. Effectiveness and impact of results

In this section we will present the degree and depth in which the initiative achieved its expected outputs and outcomes by detecting its effects in terms of knowledge, skills, attitudes and behaviour of recipients as well as its reach.

Reaction

First of all, and as noted in the ToT Final Report, the reaction to the programme is very positive. There is an overall high degree of satisfaction with the training as reflected in the graphs below.

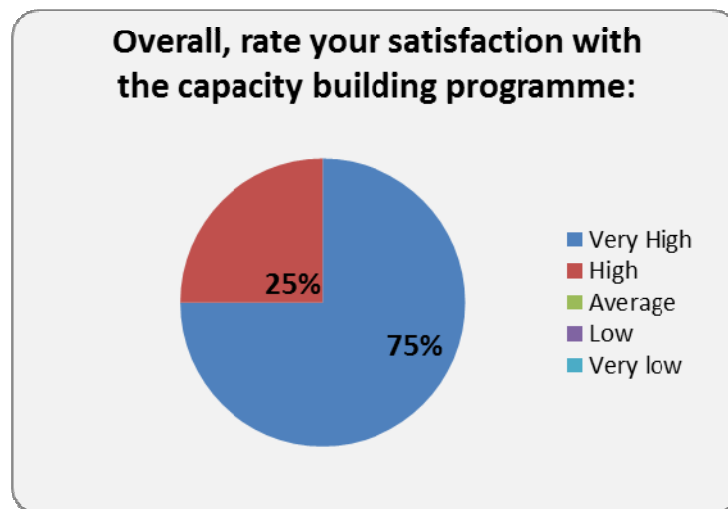


Figure 2 Satisfaction with the capacity building programme - ToT participants
Source: Online Survey, March 2012

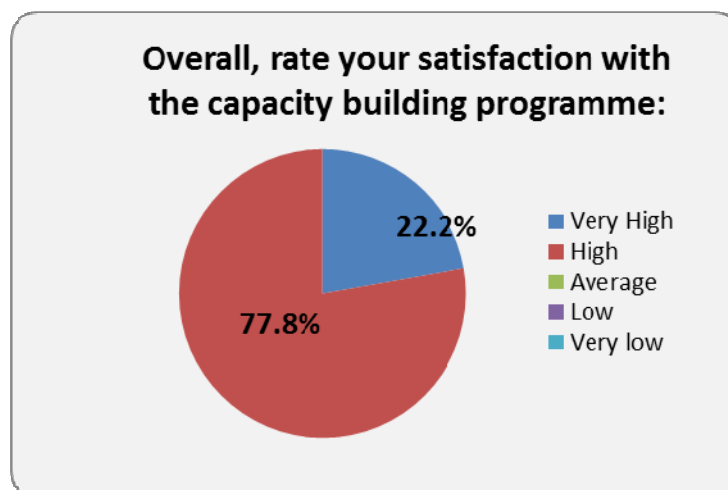


Figure 3 Satisfaction with the capacity building programme Secondary/tertiary participants
Source: Online Survey, March 2012

Satisfaction regarding the achievement of proposed general and personal objectives is also very high: participants found their personal objectives met: 91.7% of the respondents in the survey said their objectives were totally met while the rest (8.3%) said they were mostly met.

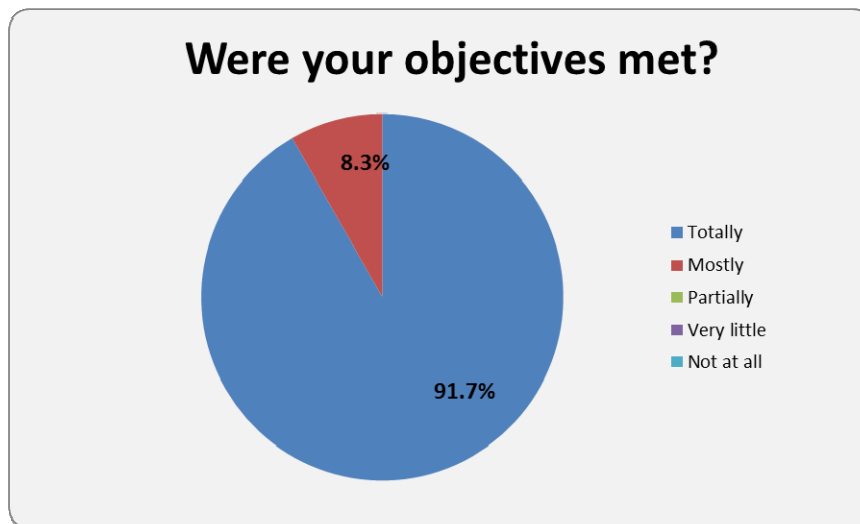


Figure 4 Objectives achieved

Source: Online Survey, March 2012

Among key drivers of satisfaction (as shown in Figure 5) was that “facilitators were clear in their interventions” with 91.6% of agreement. Assessments from participants confirm that the lead trainers developed this training programme in response to a need they had observed and based on their experiences of successful capacity building programmes. Overall, the lead facilitators also felt the programme was highly successful: “The individuals selected to attend the workshop were generally very enthusiastic and dedicated; the workshop was very enjoyable and participants learnt a great deal; and the mentoring phase supported on-going learning and development.”⁵

The second most highly valued aspect is that the training “reflects best practices and current knowledge on the topic” with 83.3%.

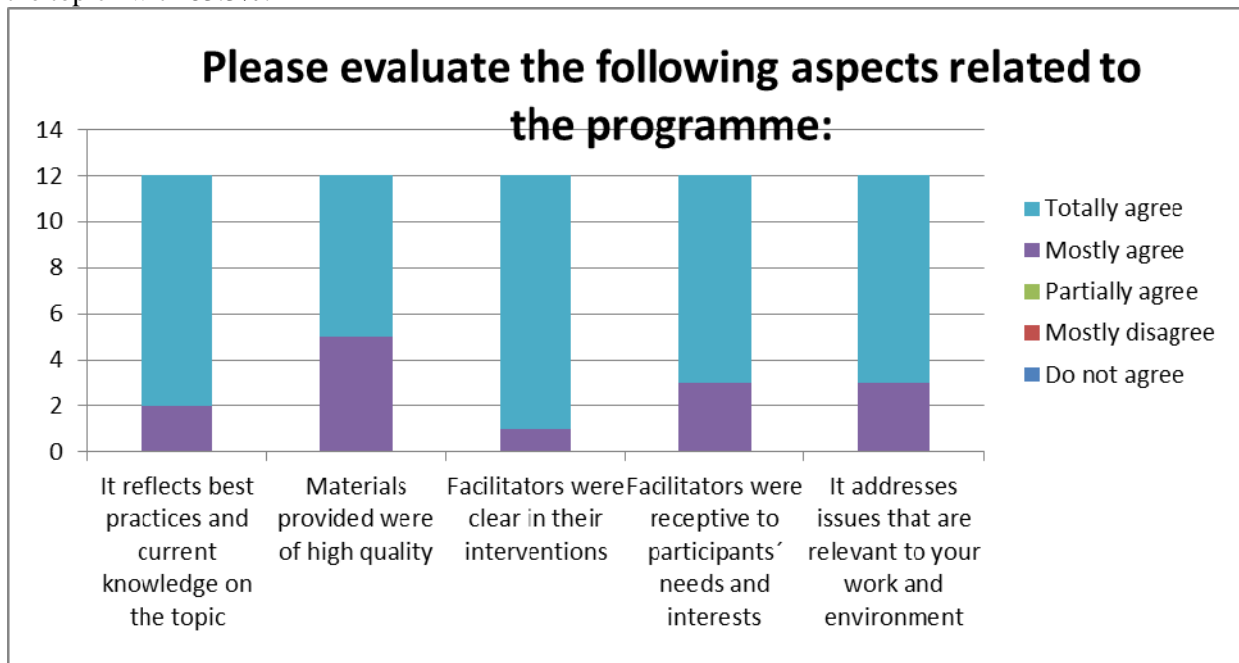


Figure 5 Evaluation of aspects related to the programme

Source: Online Survey, March 2012

Expected outputs

⁵ INASP and IDS (2011) “Teaching pedagogy to capacity building trainers”. Development in Practice. (Draft)

In terms of outputs, and linked with the workshop’s objectives as stated and validated with participants, it was expected that by the end of the workshop participants would have:

- Understanding of pedagogical theories and how they apply to their work
- Increased confidence as a facilitator/trainer
- Ability to identify training needs
- Skills in customising training materials
- Increased understanding of how people learn
- New ideas of how to train policy makers to access and use research
- A more learner-centred approach to training
- The ability to deal with difficult participants and circumstances
- The ability to make training fun

In terms of **learning** (what participants have learnt from the programme) their perceptions are that most of the skills and knowledge that they were expected to acquire in the training, were totally or partially accomplished. The three categories that all the participants felt they learnt were “increase understanding of how people learn”, “ability to identify training needs” and “understanding of pedagogical theories and how they apply to your work.”

On the other end is the “ability to customise training materials” which although is not considerably low (75% of people consider they have acquired this skill), it’s the lowest compared to the other ones. It is important to keep it in mind since this skill was perceived as important by interviewees; many mentioned that they know they need to customise and develop materials depending on the target group they are training but this task demands from them considerable time and effort. What they specially mentioned were the presentations on power point and the need to learn to make them more appealing and engaging. This is relevant because the Practical Note also notes that by the end of the training significant number of participants continued to give answers which went against the teaching in the workshop. For example almost one third of participants continued to say that the optimum time for a single presentation was 20 minutes despite repeated discussion during the workshop of the need to keep presentations short. So although the overall result of what participants felt they learnt is considerably high, since none of the categories is below 75%, it is important to remember that satisfaction is not enough to rate participants’ effective learning.



Figure 6 Skills and knowledge acquired
Source: Online Survey, March 2012

Finally, in the Practical Note written by INASP and IDS the authors state that the capacities they wanted to build were those related to pedagogical skills for teaching, resulting ultimately in a behavioural change, which will be analysed below (page 19). The rationale behind this was the belief that a shift in the trainers approach will be difficult, but absolutely necessary, if CB programmes are to become effective and sustainable and if CB trainers are going to make use of learner centred-approaches, they will need to update their knowledge, skills and, perhaps most crucially, their attitudes.

Expected outcomes

Among the expected outcomes, INASP and IDS were able to achieve promising results.

Regarding **confidence** in training, four participants literally expressed that they have increased their confidence in delivering training. While others didn't express it in a straight forward way, it can be inferred through other answers that they have gain confidence; they said they felt enthusiastic about continuing learning and developing this kind of approach and new methodologies like reflecting helped them improve their work. Six months later the interviews have demonstrated the participants still feel the same way. Although in some cases they have said that it is very difficult and it takes more time and preparation to develop a learner-centred approach, they believe that in the end it is worthwhile. In one of the observations of the trainings held after the ToT, the evaluators realised that one of the participants "who had been rather nervous during the workshop, performed very well when observed after the workshop. This participant revealed that successfully completing the workshop teaching task had increased her confidence and so she had felt much more relaxed the next time she had to teach"⁶In order to be able to judge other participants, more observations should be carried out but generally respondents said they feel more comfortable thanks to the skills they have acquired.

In conclusion, my confidence level for using the learner centred approach to training is rising exponentially. I am invigorated to learn more.

Concerning the **increase of knowledge on participatory tools**, results from the survey and the interviews show that participants feel they have acquired these. However, from the observation on latest trainings, observers have realised that many people that favoured a participatory approach, in the end still use exercises that are related to centralised approaches. For example, in a training delivered by one participant a number of long lists of facts were presented on power-point slides when this information could have been elicited from trainees using a brainstorming approach. Something similar happened with the use of techniques to engage participants. Although most of the interviewees and the people that answered the survey said they felt they learned how to better do this, it has been identified that specific things such as time that a power point presentation should last is not taken into practice. One explaining factor is that interviewees mentioned they needed more time to practice and do exercises. Although they really appreciated the fact that the workshop was mainly practical, they felt time wasn't enough to incorporate everything.

When asked about the best aspects of the training, the **participatory approach** was mentioned very often: "Most of my learning experiences were in a lecture format and I thought it may not be easy to shift to this kind of approach at once. However, the tasks did change my attitude in this regard."

Another instance for incorporating participatory approaches involves learning how to reflect. In this sense, reflective essays and journals were incorporated into pedagogical training in order to facilitate more effective learning and attitudinal change. However, many of the reflective journals submitted at the end of the workshop were themselves lacking in reflection.⁷ Given that this was the first time that the attendees have participated in training with this approach and as it is mentioned in the Practical Note, probably more guidance should have been given on how to write down these reflective journals. "The conclusion from this may be that truly reflecting on experience is quite difficult for many people. If they have not been encouraged to do this in the past, it can feel like a big shift. In retrospect, the lead trainers believe that it would have been useful to ask participants to get feedback (from peers and/or lead trainers) each day on the

⁶ INASP and IDS (2011) "Teaching pedagogy to capacity building trainers". Development in Practice. (Draft), page 6

⁷ Idem, page 4

depth of their reflection.”⁸ This again demonstrates the continuous predisposition to reflect and learn from the experience in an iterative process to secure improvement and direction towards positive change.

Also, it should be highlighted that even though the level of critical thinking present in these journals wasn't the expected, participants did feel the idea very useful: “Reflective practice is important to me as a trainer for improving my practice and as a learner to help me engage with the subject matter, think about how what I have learnt can affect changes in my behaviour and attitudes.”

Furthermore, some said they now use reflective journals in their jobs: “I now put what I have learnt into practices during and after training. For instance, the use of mind map and reflective journal helped me to write my workshop report more easily.”

Among the skills they feel they have acquired, many of the interviewees said they now know they need to plan a workshop before running it, that they have learned how to do it in a more relaxing and engaging way, how to deal with different participants and how to set up a room depending on the type of training they are holding. Most of them mentioned they have learned thanks to interactions and discussions and by the “hands on” exercises and also by feeling they weren't being judged while presenting. This last thing was mentioned in several occasions: the workshop style made them feel very comfortable. Another important characteristic that reflects the satisfaction of the group is that all the people that have been interviewed expressed a sense of shared satisfaction among the whole group.

I learnt different pedagogical skills, their strength and weakness; the most important being the learner-centred approach. I also learnt the importance of careful planning lessons while taking cognisance of the different learning styles; and the importance of assessment in the entire learning process.

What also proves that the participants have improved their teaching skills is the satisfaction shown by secondary trainees both in the interviews and in the survey (see Figures 7 & 8). Although what was more appreciated in the secondary workshops was the topic that was being taught (such as how to use the internet, how to send emails, how to write policy briefs, how to manage an information system in a library, etc.), the perception of how the facilitator conducted the trainings was also very good (see Figure 9).

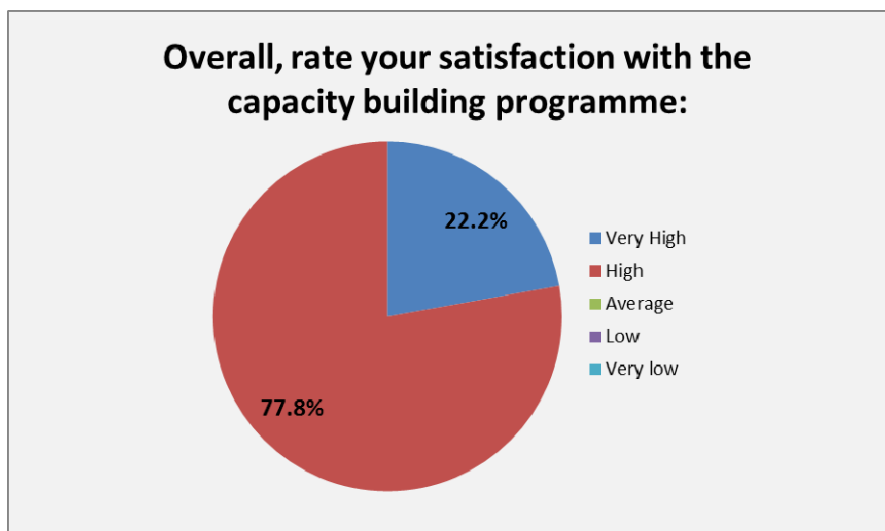


Figure 7 Satisfaction with the capacity building programme

Secondary/tertiary participants
Source: Survey, March 2012

⁸ Idem, page 4

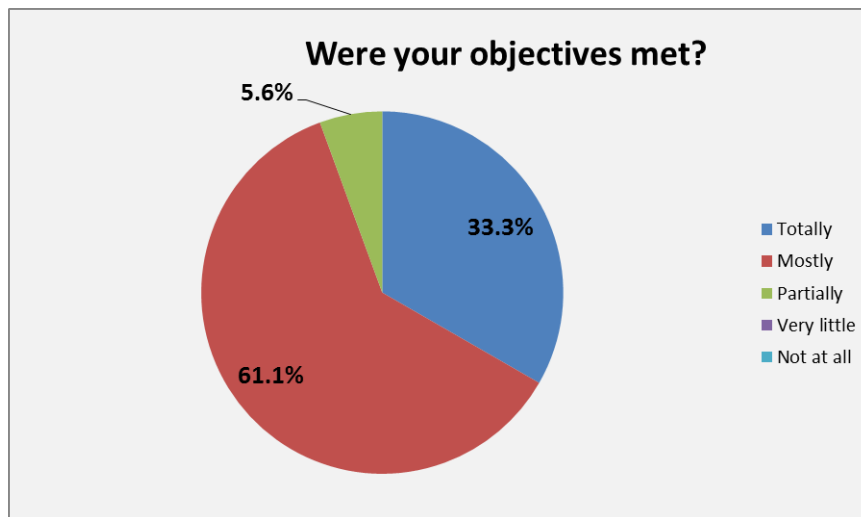


Figure 8 Objectives achieved by secondary/tertiary participants
Source: Survey, March 2012

One of the interviewees actually mentioned that he had never received such a participatory workshop before; therefore it seems that the trainers are picking up and acquiring behavioural change thanks to the ToT. Figure 9 (extracted from the survey to secondary and tertiary participants) shows that 66.6% of the respondents totally agreed with the statement “facilitators were clear in their interventions” and 70.5% felt that “facilitators were receptive to participants’ needs and interests”. Although some of the partially agreed with these, no one answered that they mostly disagree or do not agree at all.

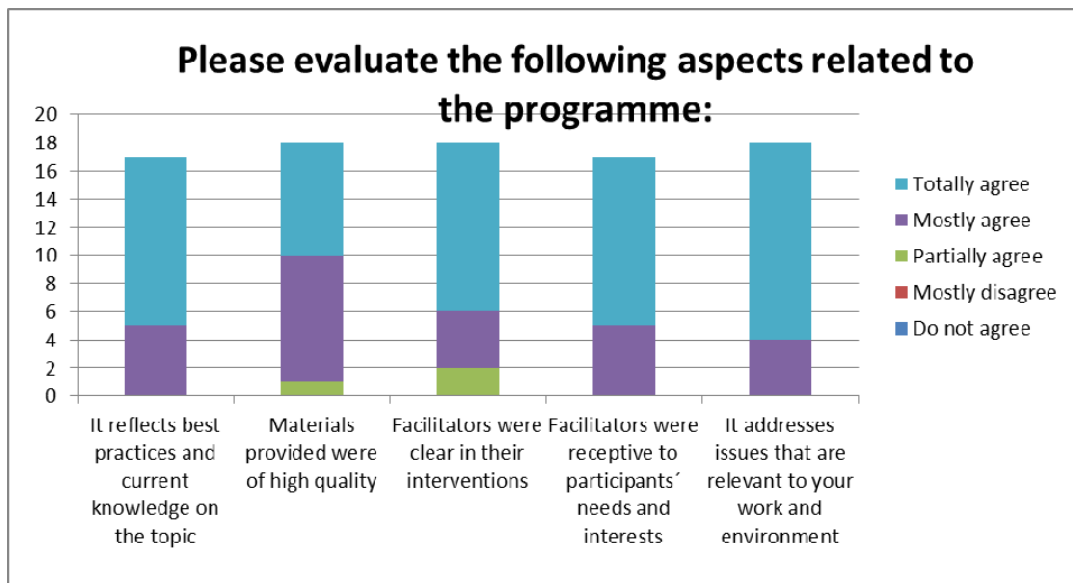


Figure 9 Evaluation of aspects related to the programme

Source: Survey, March 2012

These percentages correlate with the observation of some of the trainings that participants ran after the ToT. From the five trainings observed, it was detected that trainers were displaying strong or apparent selected behaviours during teaching sessions. Specifically on those related to the interaction between trainer and trainees, results were high both in the evaluation made by trainees (graph above) and the evaluators (graph below). *What still needs improvement though, demonstrated by both graphs, is the clarity of the trainer in giving instructions and interventions.*

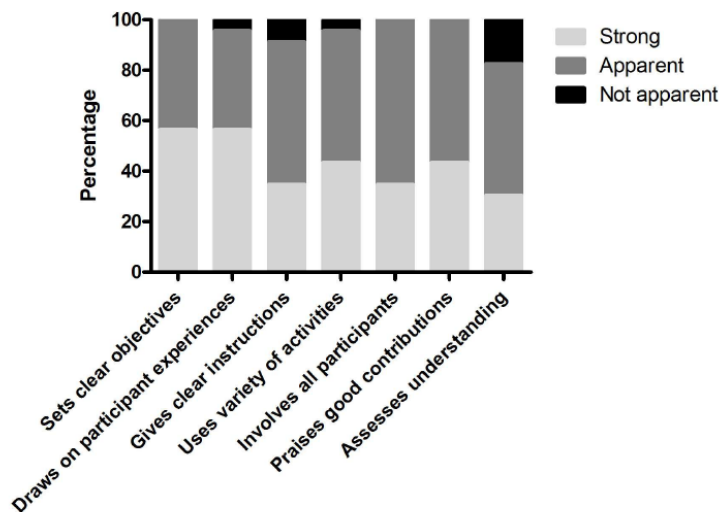


Figure 10 Proportion of participants displaying selected behaviours during teaching session

Source: INASP and IDS (2011)

Regarding the way in which participants in secondary and tertiary trainings felt they learned the answers include discussions, interaction with other students, sharing experiences, asking questions and by doing exercises. When answering what was that they liked best of the training several people mentioned the role of the facilitators, their approach to the learning cycle and the participatory way of teaching. Among dislikes, they mention in some cases the fact that they didn't have much time to practice what they have learned and also, in several cases, the lack of computers which made learning slow since they had to share them. The continuous interruption of the internet in the information literacy courses was also posed as a problem.

Overall it can be concluded that the participants of the ToT have achieved the capability to apply what part of what they have learned since the secondary trainees felt they have learned from their facilitators.

It is also important to mention that all of the people interviewed (except one person) have conducted at least one workshop since they have participated in the ToT. From the survey, respondents mentioned they apply what they have learnt in the trainings they conduct. Those who haven't ran workshops yet, said they use what they learned in other activities such as internal presentations, mentoring of partner organisations or planning before incurring in other tasks (mind map and reflective journal seem to be the most popular tools for this stage). This means not only that they are having the capacity to apply what they have learned but that the programme has selected the right set of participants in terms of potential application.

Another important aspect to highlight when considering the results of the programme is the motivation perceived by the interviewees to continue learning on this kind of skills and sharing them with their job colleagues. They also mentioned that they have a responsibility in their region to expand this kind of knowledge and that they want not only to continue doing their usual trainings but also to incorporate some components they have learned in the ToT so that other individuals can make use of them as well.

Interestingly, one of the interviewees said that he wants to work with other INASP/IDS trainees because even though they usually they know the content and topic of the training but they experienced more doubts on how to communicate it and engage participants. This could be improved by strengthening follow up mentoring /support to ensure effective change.

One of the interviewees even suggested the need to continue interacting with the group in some way such as an on line forum, mailing list or community. In this way they could share experiences, lessons learned and difficulties with others as they continue their training activities.

Conclusion: the CB programme has been very effective in terms of achieving its established goals; the overall reaction of participants to the programme is very positive (75% are very highly satisfied with it and 25% are highly satisfied); also participants perceive that they acquired most of the skills and knowledge expected to be incorporated in the training. Among positive outcomes, we should note: 1) increased confidence in training, 2) increased knowledge on participatory tools and other skills such as planning and how to deal with different participants.

In terms of room for improvement, more time to practice and do exercises was required by participants; and there are two skills that need further attention: the ability to customise training materials, and the clarity of the trainer in giving instructions and interventions.

Impact

Reach

One of the main issues for this evaluation is to determine the reach of the initiative by identifying the approximate number and profession of people who have been impacted by it

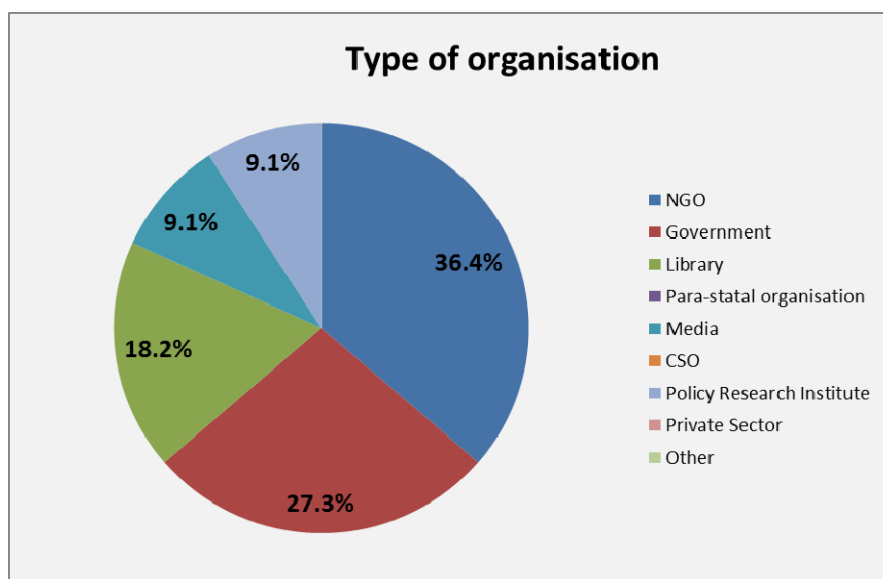


Figure 11 Type of organisation

Source: Survey, 2012

The training was delivered to 23 people selected from a total of 50 applicants. From the people that answered the survey, there were mainly members of NGOs, Government and Libraries as shown above in Graph 12.

Subsequently to the training and until the moment of conducting this evaluation, and based on the survey and interviews, it can be deduced that at least 27 trainings and workshops were held by its participants (see Appendix 1). The majority of the trainings were on Information Literacy and Literacy Skills (9), while others were on how to improve writing skills (including policy briefs) (3). The rest vary between how to use social networks, to blogging and information systems for libraries. From the information provided by interviewees and those who answered the survey, 193 persons received secondary trainings.

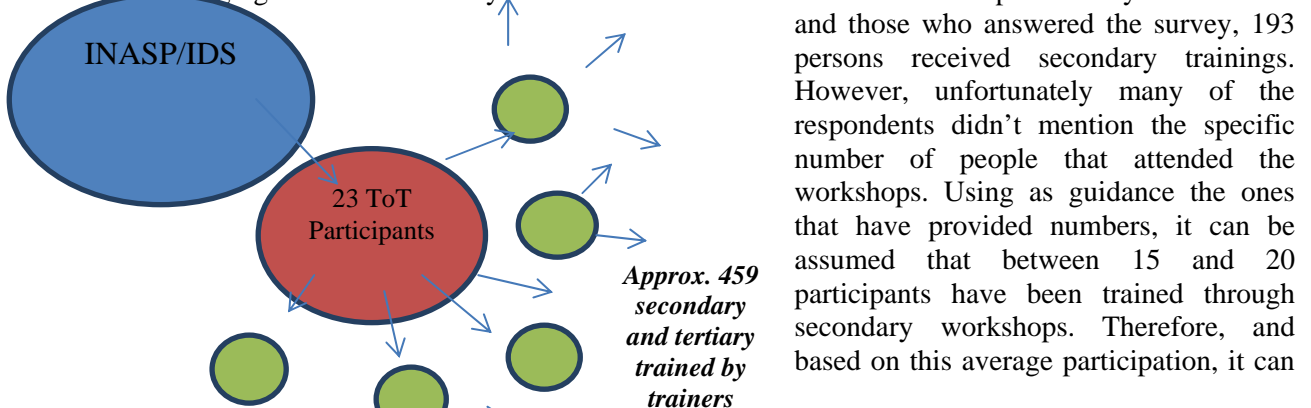


Figure 12 Secondary and tertiary trainings

Source: Own production

be inferred that approximately 459 individuals have indirectly benefited from this programme.

Among the profile of people trained are elected district assembly women, members of parliament, journalists, members of NGOs, social workers, librarians and members of ministries.

It is also relevant to take a look at the objectives of the workshops delivered by participants after the ToT. For example, one of them (on information literacy for women) aimed to allow participants “to recognize when information is needed and to develop the ability to locate, evaluate and use specific information effectively for policy formulation for development; to be able to make better and informed decisions on policy that will be more beneficial to their communities.” Another training targeted journalists with the goal “to equip participants with the skills that they need to become more resourceful and competitive in their search and reportage of information. Journalists are identified in Ghana to be the vehicle to drive the social, economic and political growth of the country.” (For topics of secondary trainings, see Appendix 1).

Since the final aim of the CB programme is to better inform policymakers with evidence, it’s worth noting that many of the trainings that have been carried out explicitly state the goal of influencing in public decisions. The issue was also presented among the participants of the trainings: when asked if they have changed their attitude towards the use of evidence in policymaking, most of them responded positively, some saying they haven’t considered before the use of evidence for making decisions and others said they knew it was important but they now know how to effectively promote it. For example, one of them mentioned he learned the importance of extracting the main aspects of a long document in order to help his boss to better focus on what’s useful and finally use it to make better decisions.

In my interactions with policy makers, I used to think that my role was just supportive and that the policymakers had all the answers but after this workshop and further interactions I realised that I have so much to offer them so that their policies are based on evidence. In fact through some of the EIPM projects that I am now involved in, policy makers have actually realised the crucial role that I can play as an intermediary so as to promote evidence informed policy

In terms of reach, a third survey sent to diverse networks in Africa⁹ to assess potential participants of this type of trainings and detect reasons why they might not have applied to this opportunity. The survey was voluntarily completed by 36 people. It is interesting to note that there are other people involved in training policymakers in Africa and that either they never heard of this programme (61.5%) before or that they have heard of it but did not participate (38.5%).

Their profile is suited to this type of interventions. When asked to select the main activities that characterise their organisation, capacity building and training were selected by the 41.7% of the respondents, education by 42.7%, and influence in public policy by 37.5%. These figures show that there are still target groups that could benefit from this type of trainings. Moreover, when asked if they ever had to train policymakers before, 73.9% answered positively.

⁹ The survey was sent to the Global Ebpdn, ebpdn Africa, AFREA, Policy Action Network (managed by HSRC), RAPID contacts, Emma Broadbent’s contacts (researcher based in Sierra Leone), Onthinktanks.org’s contacts, CommsConsult’s contacts, and through vippal.org

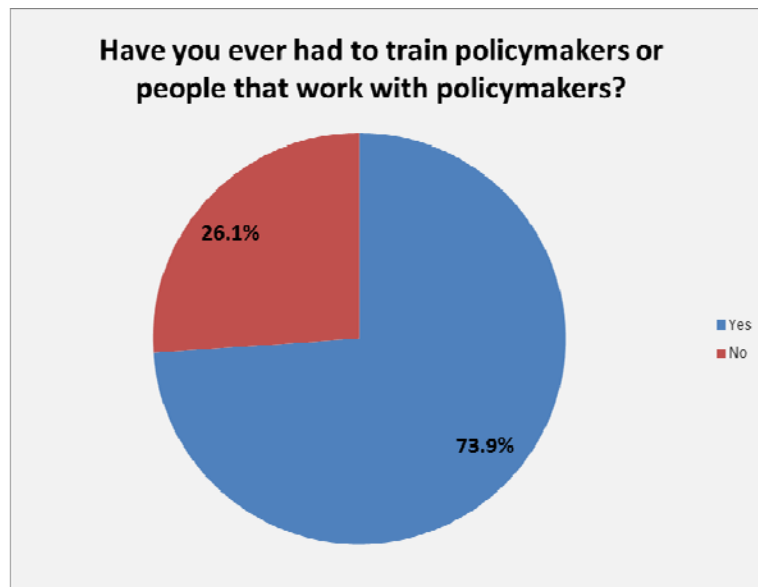


Figure 13 Training to policymakers

Source: Survey, March 2012

From this we can deduce that there is scope for furthering communications on this type of initiatives to reach new audiences. Regarding those who were aware of the opportunity but did not apply, the reasons for not participating were mostly timing problems.

Preliminary it can be concluded that there is need and interest to further develop this kind of training. In terms of establishing topics for future trainings, among the skills the respondents of this third survey feel they need to develop are presentations skills, public speaking, better use of power point, training skills for policy influence, dealing with politicians and ways of transmitting ideas clearly and easily.

Changes in attitudes and beliefs

Changes in attitudes and beliefs of participants are more difficult to measure, especially because they are usually part of a longer term process.

To detect some potential changes, and as mentioned above, participants of the ToT were asked about their attitudes and beliefs towards the use of evidence in policymaking, which are key to work on the motivations that policymakers may have to use or not use it. Part of the respondents of both the survey and the interviews said that they knew before the course that the use of evidence was important but what they now know better is how to actually transmit this importance to their trainees. One of the interviewees said he realised thanks to the course that when training policymakers it is very important to try to understand the context in which they work and that “many times they don’t use evidence because they don’t know how to access it, rather than not wanting to use it” and acknowledged that it’s their role to improve this.

The change in belief is more linked to how to make evidence effectively influence policy: many said they now know better how to specifically work with evidence. 83.3% of the respondents said that they have acquired, thanks to the training, new ideas of how to train policy makers to access and use research. On the same question asked to secondary and tertiary trainees, 70.6% of respondents also selected this option.

However, it is difficult to attribute this change to the course itself because it might be combination of other trainings they have participated in and their own professional experiences.

Surprisingly, on this same question (change of attitudes towards the use of evidence in policymaking) most of the secondary and tertiary respondents said that the workshop they have participated in have helped them understand that they not only have a supportive role towards policymakers but that they can also offer them a lot more working as intermediaries and helping them use research. Another secondary/tertiary participant

said that now he knows the importance of being able to select the relevant evidence instead of handing in a 50 page study.

Finally, although behavioural change is one of the most difficult things to achieve and it takes time and needs practice, it seems from the answers of the trainees that working on general attitudes and beliefs was the first step towards this goal. Participants feel that the ToT it was well focused; in general they felt it was an “eye opener”: they realised they were running trainings in a very different way and that this new approach and tools would help them improve their own workshops.

Behavioural change

Regarding behavioural attitudes, the programme was designed to assess how the participants taught after taking the training. Therefore, some participants were observed during their teaching sessions. “During the teaching session, participants performed remarkably well.” However, participants who had performed very well during the workshop teaching session, performed less well when observed after the workshop mainly due to a lack of preparation. This demonstrates that *knowing* how to deliver good training may not be enough to effect *behaviour change* in real world settings.¹⁰ This is ratified by the suggestions mentioned above that attendees needed more time, not only to process what they had learned but also to practice in order to incorporate the new skills.

Although it is very difficult to partially assess potential for mid and long term impact, it can be said that the motivation to continue working on this line exists among the trainees, both from those who participated in the ToT and from secondary and tertiary participants. Most of them said their plan is to continue conducting trainings as they have been carrying out. A few participants of the ToT also mentioned the willingness to start teaching specific pedagogical skills.

Examples of mid/long term plans are, for example, expand trainings not only in the home country but to other African regions, develop trainings in information literacy in universities, and formalizing a training programme to be delivered externally by their own organisation.

One of the trainees mentioned that he has realised that not only parliamentary people are policymakers but also people that work in ministries, therefore they want to expand the training to these people.

They have all expressed the will to continue working with INASP and IDS, most of them in a jointly manner to continue training policymakers, members of NGOs and practitioners. They identified the need of resources as well in order to develop these but they also mentioned that it is important that they start conducting trainings such as pedagogy skills by themselves, that INASP and IDS taught them how and now they need to start teaching the same to others by themselves.

Other outcomes

Two additional and significant outcomes must be highlighted. First, as an internal benefit for both INASP and IDS a strategic partnership for both based on a shared vision and a common set of goals was developed which has proven effective for this specific programme and can be further expanded to other activities. This was partly due to the effective detection by both partners of the competitive advantages of each (for INASP IDS brought specific experience in teaching the learner-centred approach, for example; for IDS, INASP brought to the table its experience in training policymakers, for instance). It also built on a very effective combination of two highly skilled professionals such as Kirsty Newman and Siobhan Duvigneau who could merge two different teaching styles and experiences to support each other and produce needed amendments throughout the training.

Second, the development of content for this ToT as well as the reflections produced by organisers on what worked and what could be improved in the near future (including publication of this knowledge in field related journals) that could be used by other organisations and donors in similar initiatives is a clear

¹⁰ INASP and IDS (2011) “Teaching pedagogy to capacity building trainers”. Development in Practice. (Draft)

contribution to general efforts to increase the demand of research in policymaking. A systematic ecology of evidence production and use for public policies requires that this type of knowledge is generated and shared: INASP and IDS are effectively walking in this direction.

Conclusions: the CB programme has had a wide reach, by directly training 23 participants from diverse countries, which in turn have trained approximately 459 individuals. Positive impact is reflected through diverse achievements: 1) enhanced attitudes in terms of how to better transmit the importance of research from policy to trainees, 2) the motivation to continue working on this line by trainees, both from those who participated in the ToT and from secondary and tertiary participants, including the willingness to start teaching specific pedagogical skills; 3) a strategic partnership built between INASP and IDS that can be further expanded to other activities; and 4) the development of content for this ToT as well as lessons learned by organisers that can be used by other organisations and donors in similar initiatives.

Among recommendations, we should highlight to provide participants with more time to process what they learned; and to build on the interest and need for this kind of approach identified in the region by informing on future trainings to additional networks and spaces in order to reach an even wider audience.

Section 3. Management

From interviews, budget analysis and perceptions from participants, it can be affirmed that the programme effectively transformed their resources into results.

The planning stage was cost-effective: INASP selected the right partner and they jointly built on previous experiences and training materials without losing sight of specific needs and interests of this particular intervention.

Furthermore, careful consideration was given to ensure that the venue for the conference was adequate but not luxurious; per diem provided to participants is low compared to the average in this industry (10 USD besides covering meals).

Furthermore, when asked if the costs incurred in the training were worth its results, responses from participants were unanimously positive. All of them felt they have acquired new skills and they can now run better trainings thanks to the ToT.

“The costs incurred were worth the results, because we are now receiving requests for more trainings of this nature from government ministries and research organisations.”

Costs covered by the organisers were transport, accommodation, food, materials and daily allowances. None of the participants invested any of their own resources except for time. Moreover, participants who don't live in Nairobi said that they wouldn't have been able to attend the training if they had had to cover these costs by themselves. Only the ones that said that could have attended without a sponsor are those living in Nairobi.

Finally, some trainees felt that more participants could have participated of the training if the resources were available. But the majority felt that the number of trainees was enough for this particular training and even one suggested it could have been better to have one more facilitator.

Section 4. Lessons and suggestions

From the sections above, it is more than clear that overall satisfaction with programme was high. Participants have acquired new learning skills and in some cases behavioural change is flourishing. However, behavioural change takes time and in order to keep on developing it and ground it among African trainers, mentoring and continuous learning are needed.

Among most significant lessons and linked suggestions we should highlight:

- 1) This CB programme very well understood that this type of activities need to focus not just on the capacities needed to produce technical results (such as increased knowledge of participative tools & approaches) but also on what it takes to build more effective and dynamic relationships between different actors (such as links between participants or between them and policymakers). “Capacity develops as interactions between these actors progress; for instance, employees returning from a training event will have to deal with their team, manager or subordinates”.¹¹ Also, according to participants, there is a need to further consider the policymaker’s environment. Training policymakers means working with a group of very busy people that deal with complex and highly political problems. It is important to help trainers understand that their audience usually has a lot of pressure and responsibility over many important decisions. Therefore, understanding the environment of the policymaker will help the trainer to better deal with their particular contexts.

Suggestion: engagement of policymakers in a certain stage of the CB process could strengthen the political skills needed by participants to assess what is important from the policymakers’ perspectives, and what changes they should individually make to conduct more effective trainings. This is aligned with the perspective expressed by DFID’s representative on CB strategies being more effective when policymakers get involved.

- 2) The **learner-centred approach** was one of the most relevant contributions of the training. In most of the cases, it seems that the immediate result is an increased awareness on this type of pedagogy skills. In fact, effective application of a very different paradigm for teaching might be more difficult to achieve since participants quickly revert to standardized practices that have internalised for a very long time in their own learning experiences, and by weight of their cultural and social idiosyncrasies. However, some participants acknowledge this difficulty (which might be due to the work done in terms of promoting critical thinking) which represents a good opportunity to build on by further supporting them in taking forward this change.

Suggestion: rethink the duration of the whole process as well as the mix of CB activities to be developed

- 3) Tangible and positive outputs and outcomes prove that the intervention has been effective and efficient. However, the **development of an explicit ToC** that clearly represents an overall INASP vision of success, including its preconditions and the link between different CB interventions could strengthen evaluation and learning. This should not be an overly structured, pre-programmed approach that would have been doomed to failure in the dynamic and complex environments where these trainings usually take place.

Suggestion: having an explicit change model—even as a rough guide and baseline for learning—to avoid excessive improvisation and more easily determine what makes any particular result relevant. “The elaboration of a change framework serves to visualise development ends and preconditions of success, broad change strategies, and even to clarify ideal organizational roles within the broader ecosystem in which the organization operates. (...) The TOC aids in understanding where the most strategic interventions lie along the framework, and what complementary alliances and relationships (e.g. with organisations, project teams, individuals, or some combination), as well as underlying capacities, are needed for catalysing desired change. And (...) it creates a reference point for defining what makes CD effective or not. Developing and operationalising a TOC can be highly complementary to overall organizational strategy development.¹² This would also leverage INASP’s institutional strengths and promote investment in the interventions most likely to create long-term positive change.

¹¹ Datta A., Shaxson L. and Pellini A.(2012) “Capacity, complexity and Consulting Lessons from managing capacity development projects” Results of ODI research presented in preliminary form for discussion and critical comment. Working Paper 344, ODI

¹² Taylor P. and Ortiz A. (2008) IDRC Strategic Evaluation of Capacity Development "Doing things better? How capacity development results help bring about change" Institute of Development Studies (IDS)

- 4) **Combination of diverse capacity building strategies:** The third phase of the programme (mentoring for trainings conducted after the ToT) is fundamental since it is the moment to assess what trainees have learned and support them as they try to apply this in their current positions. However, it is understandable that due to limitation of resources (human and financial) it is not possible to mentor all of the trainees. Also, in some cases mentorships did not work well: mentors were asked to deliver the training themselves due to their larger experience and knowledge.

Alternatively, the reports after the trainings are a good tool to track what has happened subsequently. However, INASP/IDS have only received six of these while this evaluation revealed that at least other 27 trainings have been held since the ToT. In terms of the format of the reports, it is especially important to require the name and contact information of participants so as to be able to build a database and gather and systematise information on outputs and outcomes.

Suggestion: other follow up options besides mentoring and peer assistance could be considered. “The more recently derived approaches challenge practitioners to complement their teaching and advisory skills with more intensive methods of dialogue, brokering, facilitation and mediation. A vast and rapidly increasing number of dialogue tools, handbooks and case studies are available to practitioners seeking to increase their skills in understanding and facilitating these processes. These more holistic and system-responsive approaches go some way towards addressing the political dimensions of capacity (...) and start to deal with the relations and interactions between actors within and across an organisation”.¹³ A reconsideration of the types of capacity development services (see Box below) could be conducted after developing an explicit ToC so as to refine what type of strategies better suit expected outcomes.

Box 3: Types of capacity development services

<p>Conventional</p> <ul style="list-style-type: none"> • Training and related workshop forms; • Technical advice (often focused on specific systems and/or procedures); • Support to project management; • Support to lobby and advocacy work. <p>More advanced</p> <ul style="list-style-type: none"> • Action research and action learning, including pilots and laboratories; • Knowledge brokering and networking; • Various kinds of multi-stakeholder processes; • Stimulating mutual and public accountability mechanisms; • Coaching and mentoring; • Change and process facilitation; • Leadership development; • Value chain development; • Knowledge networking.
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Source: Ubels et al. (2010).

Figure 14 Types of capacity development services

- 5) **The specific duration of the ToT** could be reconsidered: this was an aspect mentioned by almost all the respondents which believed that even though the training took a full week and was very intense, there was a sense of needing more days to practice what they have learned.

Suggestion: An alternative to make the week more useful and give more time to participants to practice is to consider having smaller groups of training. In this way participants will have the chance to practice and reflect more and better on what they learn. Another option is to have one more facilitator so that he/she can have more direct interaction with a smaller group of participants.

¹³ Datta A., Shaxson L. and Pellini A.(2012) “Capacity, complexity and Consulting Lessons from managing capacity development projects” Results of ODI research presented in preliminary form for discussion and critical comment. Working Paper 344, ODI

- 6) **Continuous learning:** linked to the mix of capacity building strategies, it has been identified that many trainees felt they needed to share their progress and obstacles, thoughts and doubts with the rest of the group once they started carrying out their own trainings.

Suggestion: One idea is to establish an interactive forum or community of practice where people can stay in touch with each other and where INASP and IDS can participate and provide assistance when needed. This is a very effective way to follow up on practical exercises. However, since connection to the Internet is not good everywhere, it should be checked beforehand for which group of participants such a tool would work. An email group could also be considered.

Other recommendations include:

Deepen consideration of the context that affects the way post trainings are delivered. Participants expressed the need to better incorporate the context in which their own trainings develop. For instance, sometimes they don't have much time for doing an effective planning, they receive large numbers of students and there is shortage of staff (therefore, they often find it easier to employ teacher-centred methods). Other difficulties are related to time constraints or other resources, such as lack of computers.

Suggestion: given their likely better knowledge of the context, there could be significant merit in working with 'local' capacity development consultants, maybe including one or two participants of the original ToT as suggested below. However, as noted by DFID's representative it is important to first ensure that local experts have the adequate training skills. Additional advantages are that costs are usually lower, language issues can be better resolved and local capacity is strengthened.

Consider joint trainings. Many participants expressed the willingness to carry out joint trainings with INASP/IDS. By combining facilitation from a member of INASP/IDS and an African trainer, learning can be enhanced for both parts.

Consider how to incorporate on line tools, e-platforms and virtual courses in some specific cases (poor Internet access would be an obstacle in many environments) to complement face to face interactions, continue support and assistance from mentors, and facilitate peer exchange and discussion.

Appendix 1

	Training Name	Place	Date	Topic	Type of people	No. of participants
1	Better science training for East African Journalists under WREN Media UK			Better science		
2	Information Literacy Workshop Training for Assembly Women in Northern Region of Ghana	Ghana	8 th – 12 th August 2011	Information Literacy Skills	Elected District Assembly Women in Northern Region	21
3	Information Literacy Training for Journalists	Ghana	10 th – 14 th October 2011	Literacy Skills	Journalist (print and media)	21
4	Evidence Informed Policy Writing and Presentation for Policy Influencers	Upper East Region, Ghana	24 th – 28 th October 2011	Evidence-Informed Policy Making	NGO's, Health workers, Social workers	27
5	The Relevance of Social Networking Tools in Education	Accra, Ghana	22 nd March 2012	Social Networking	Junior High Students	20
6	The Relevance of Social Networking Tools in Education	Accra, Ghana	26-30 March 2012 and two more modules in April and June	Social Networking	Research Scientist	28
7	Information Literacy for Policy Makers and Legislative Bodies of House of Federation	Ethiopia	October 11-14, 2011	Information Literacy		23
8	Writing Policy Briefs Workshop	Zimbabwe	October 3 – 7 2011	Policy briefs		22
9	Policy Network: Stakeholders Workshop	Zimbabwe	January 2012	Policy Network		
10	Wet Lands Information Literacy Training Programme	Zimbabwe	December 2011 – 30	Literacy Training		
11	Workshop for Members of staff of Parliament					
12	Workshop for					

	Members of staff of Parliament					
13	KOHA		August 2011	Library Software		15
14	KOHA		November 14 th – 25 th 2011	Library Software		
15	Copperbelt University Information Literacy Workshop organised by the Information Literacy DelPHE Project	Botswana	13-16 March 2012	Information Literacy		
16	Information Literacy for Policy Makers and Legislative bodies of House of Federation	Ethiopia	17-21 October 2011	Information Literacy	Policy Makers and Legislative bodies of House of Federation	
17	Zimbabwe Writing Skills Workshop for Policy Makers.	Ethiopia	3-6 October 2011	Writing Skills	Policy Makers	
18	Workshop on Information Literacy Pedagogical Skills for Librarians in Institutions of Higher Learning	Zambia	13-16 September 2011	Information Literacy	Librarians	
19	Workshop on Information Literacy Pedagogy in Higher Education	Botswana	1-2 September 2011.			
20	Zambian Parliament Workshop on Writing Policy Briefs	Zambia	15-17 August 2011	Policy Briefs	Parliament	
21	Information Literacy Workshop	Botswana	29-31 August 2011	Information Literacy	Librarians	
22	Information Literacy Workshop	Zambia	8 – 9 August, 2011.	Information Literacy	Librarians	
24	Human Resources for Health Evidence for Policy brief: “Empowering Frontline workers in Evidence Informed Policymaking Process	South Africa	14-17 November 2011		midwifery researchers and academicians and representative from policy making in the Ministry of health	16
25	Training in the Nigeria Centre for knowledge	Nigeria			Scientists	

	management					
26	Training for journalists	Kenya			Journalists	
27	How to blog	Ghana		Blogging	Journalists	

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