

# REPORT ON WORKSHOP TO BUILD THE CAPACITY OF NATIONAL PLAYERS IN PUBLIC POLICY EVALUATION

Dosso du  
**01 to 05**  
July 2024

*Trainer: Dr ElHadji Mamadou Ndiaye*  
Independent valuation consultant, [mamadou009@gmail.com](mailto:mamadou009@gmail.com)

Report produced by the trainer: Dr El Hadji Mamadou Ndiaye, Project  
evaluation expert, [mamadou009@gmail.com](mailto:mamadou009@gmail.com);

## I. Background and justification

The evaluation of public policies is an essential practice that enables governments to measure the effectiveness, efficiency and impact of their actions on the country's socio-economic development. In Niger, the need to strengthen this practice is all the more pressing given the challenges of development, management of public resources and implementation of the Sustainable Development Goals (SDGs). These challenges are amplified by a changing environment, marked by increased demands for transparency and accountability towards citizens and international partners.

This training workshop on public policy evaluation comes at a strategic time, when Niger, like other developing countries, is seeking to improve governance and administrative efficiency through well-founded and effectively evaluated public policies. The training aims to equip participants with the skills needed to conduct rigorous evaluations, thereby contributing to better decision-making and more effective management of public programmes. It is designed to meet a crucial need for capacity-building among those directly or indirectly involved in the evaluation of public policies.

Niger's recently adopted National Evaluation Policy (Politique Nationale d'Évaluation - PNE) is a strategic framework designed to systematise the evaluation of public policies, programmes and projects at all levels of government. It is designed to promote a culture of accountability, transparency and continuous improvement of public services. The training workshop is fully in line with the objectives of the NCB, as it seeks to develop and strengthen the skills needed for the effective implementation of this policy. In particular, this training is in line with the specific objective of the NCB, which is to develop institutional and technical evaluation capacities in Niger. It aims to equip government players, policy-makers and evaluation practitioners with the knowledge and skills they need to conduct evaluations in line with international standards and adapted to Niger's specific circumstances. By equipping participants with these tools, the workshop will make a direct contribution to achieving the NCB's ambitions in terms of governance and the performance of public policies.

This training course therefore represents a crucial step in the operationalisation of the NCB and in the Nigerien government's ongoing effort to improve public governance through a strengthened evaluative culture. It is envisaged as a catalyst for more rigorous and transparent governance practices, which are essential for the country's sustainable development.

### I. TRAINING OBJECTIVES

- **General objective**

The main objective of this training is to contribute to the development of an evaluation culture in Niger. This involves not only improving individual skills, but also establishing the regular and systematic practice of evaluation in public management processes. By strengthening this evaluation culture, Niger will be able to ensure more transparent, effective and responsive management of its public policies and programmes, in line with the expectations of its citizens and international standards.

- **Specific objectives**

**1. Technical and institutional capacity building in public policy evaluation :**

- Techniques: Participants will receive in-depth training in the various evaluation methodologies and tools, including quantitative and qualitative methods. The aim is to prepare them to design and carry out reliable and rigorous evaluations that meet international standards and local requirements.
- Institutional: In addition to technical skills, training aims to strengthen the institutional structures and processes that support public policy evaluation. This includes training on evaluation governance frameworks, the development of internal policies for regular evaluation, and the creation of systems for following up evaluation recommendations.

**2. Improved decision-making and strategic planning through evaluation**

- Informed decision-making: Participants will learn how to use evaluation results to inform and optimise policy decisions. The emphasis will be on interpreting evaluation data to answer policy questions and adjust strategies accordingly.
- Strategic planning: The workshop will also highlight the importance of evaluation in long-term strategic planning. Participants will be trained on how to integrate lessons learned from evaluations into planning and budget cycles to better align resources with national priorities and sustainable development goals.

In short, these aims are to establish a solid basis for public policy evaluation in Niger, to build the institutional and technical capacity needed to support this practice, and to improve the quality of public management through more informed and strategic decision-making.

## II. Training agenda

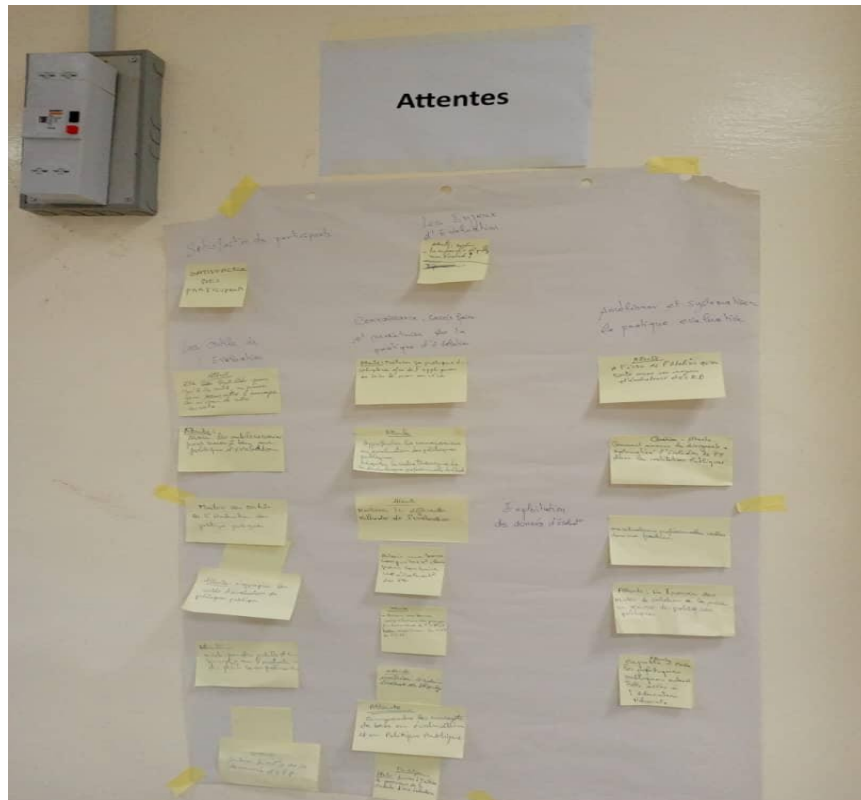
### III.

Day 1	Day 2	Day 3	Day 4	Day 5
Welcome and installation	Welcome and installation	Welcome and installation	Welcome and installation	Home installation and
Opening ceremony Introduction of participants Expectations and questions	A look back at what has been learned	Back to on the learning from J2	Back to on the learning from J3	Back to on the learning from J4
Module 1: 1. Defining and contextualising -	Module 2: 2 Planning a collaborative evaluation -	Module 3: 3 Collecting and analysing data	- Presenting results from the field (continued)	Module 5: Learning, reflection and assessment and

<ul style="list-style-type: none"> <li>- Clarify concepts (monitoring, evaluation, public policies, evaluation of public policies, life cycle of a cycle policy/programme);</li> <li>- Distinguishing evaluation from other management and control functions</li> <li>- Understanding the role of public policy evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Planning an assessment</li> <li>- Managing pernicious cases</li> </ul>	<ul style="list-style-type: none"> <li>- Explore my toolkit (presentation)</li> <li>- Prepare the field phase (instructions and group)</li> </ul> <p><b>Field phase from 10 a.m.</b></p> <ul style="list-style-type: none"> <li>- Experiment with tools and methods for collecting data in the field</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate the tools used (by group with 4L tool)</li> <li>- Analysing data</li> </ul>	<p>Conduct a post-evaluation reflection (starfish tool)</p>
<b>Coffee break</b>				
<ul style="list-style-type: none"> <li>- Clarify concepts (monitoring, evaluation, public policies, evaluation of public policies, life cycle of a cycle policy/programme); (+Quizz+VF)</li> <li>- Distinguishing evaluation from other management and control functions</li> <li>- Understanding the role of public policy evaluation</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing up a TOC</li> <li>- Analysing a results chain</li> <li>- Develop relevant evaluation questions</li> <li>- Plan and implement a coherent approach to collecting and analysing quantitative and qualitative data</li> </ul>	<p><b>Field phase</b></p> <ul style="list-style-type: none"> <li>- Experiment with tools and methods for collecting data in the field</li> </ul>	<p><b>Module 4:</b></p> <p><b>4 Presenting results</b></p> <ul style="list-style-type: none"> <li>- Present PD assessment data</li> <li>- Assessing the quality of an evaluation report, followed by discussions on the criteria for evaluating a report and the ToR.</li> <li>- Analyse of recommendations</li> <li>- Presentation on visualization and of data reporting</li> </ul>	<p><b>Evaluation of the workshop Closing ceremony</b></p>
<b>Lunch</b>				
<b>Revitalizer</b>	<b>Revitalizer</b>	<b>Revitalizer</b>	<b>Revitalizer</b>	<b>Revitalizer</b>
<ul style="list-style-type: none"> <li>- Carry out a diagnostic study of the issues involved in evaluating public policies, the case of the</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the content, quality and format of the TORs,</li> </ul>	<ul style="list-style-type: none"> <li>- Presenting results from the field</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the importance of ethics in evaluation</li> </ul>	

Niger				
			- Taking accountability into account	

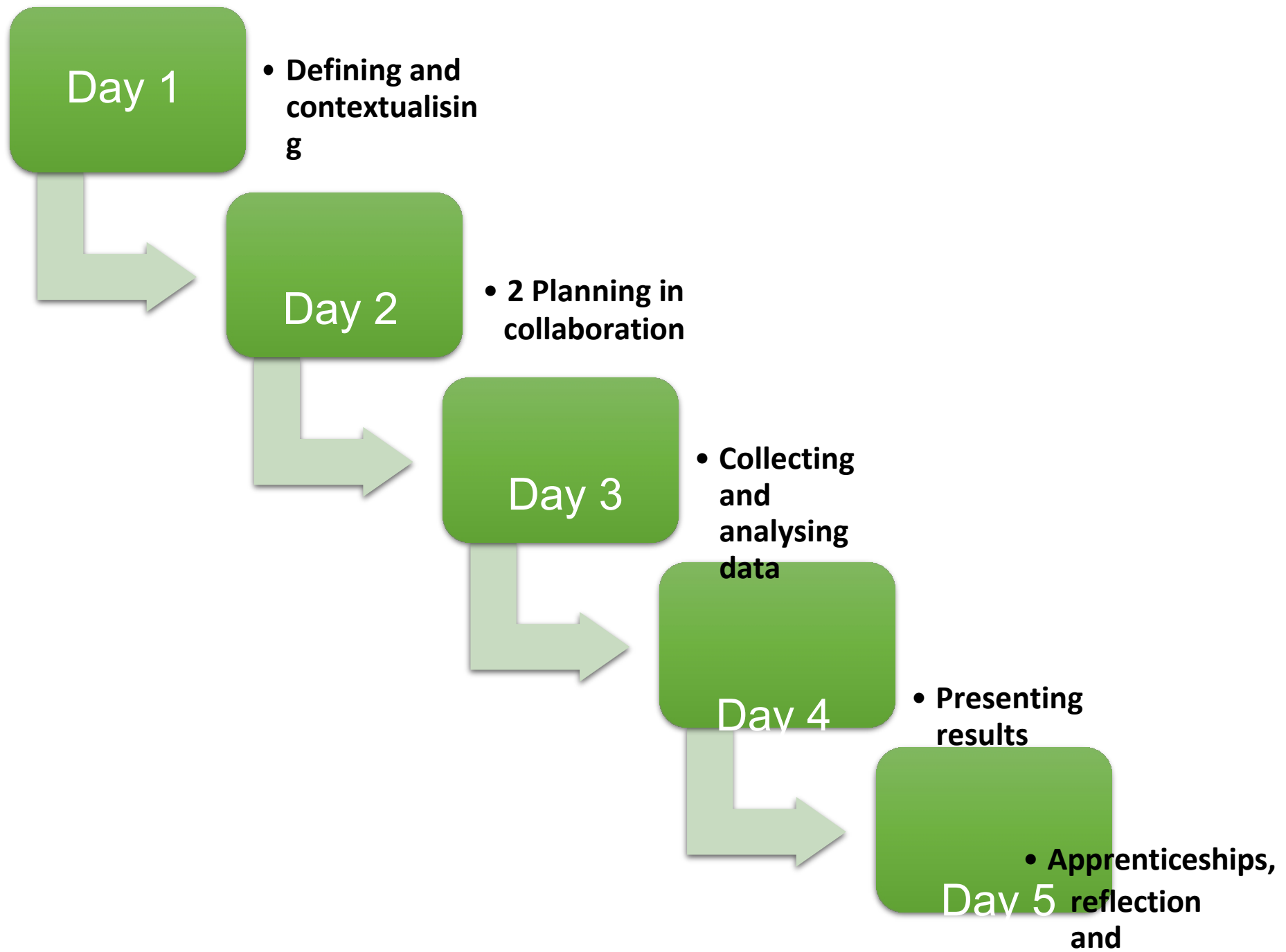
#### IV. Methodology



The course of a session and its content are set out below:

Given the importance of bringing elected representatives up to speed in such a process, the workshops were held over 5 days, with participants drawn from ministries and public policy evaluation offices. The training was designed according to the principle of adult learning. The resource persons used advanced participatory methods. The training on public policy evaluation was participatory and adopted a mixed pedagogical approach, designed to maximise the learning and engagement of participants. This approach is based on three main components: theoretical presentations, group discussions and practical work. The course was therefore made up of : Theoretical presentations, group discussions, practical work with case studies, games and role plays and plenary discussions. The teaching methodology favoured interaction and the active participation of participants to create a dynamic and engaging learning environment using interactive methods, active participation and feedback and exchanges to gather the opinions of all participants in an andragogical style.

In short, the training methodology, combining theoretical, practical, interactive and participatory approaches, is designed to equip participants with the skills and knowledge they need to evaluate public policies effectively. The course plan and the various sequences of



**assessment**

	Specific objectives	Terms and conditions
<p><b>Opening session</b></p> <p><b>1 Defining and contextualising -</b>            Participants will have a thorough understanding of the fundamentals, principles, contexts and issues involved in evaluating public policies.            Raising awareness of the importance of a culture of evaluation and its impact on public governance.</p>	<p>Defining concepts (monitoring, evaluation, public policy, public policy evaluation, policy/programme life cycle);</p> <p>Distinguish assessment from other management and control functions            Carry out a diagnostic study of the issues involved in evaluating public policies, as in the case of Niger.</p>	<p>Presentation, introduction to the concepts, true or false exercise, table discussion</p> <p>Presentation, followed by a table-top exercise. Opinions on: type of evaluation, quality of evaluations, strengths and weaknesses of sponsors and evaluators.</p> <p>Group work followed by plenary session: Review of Niger's NCB and discussions on the importance of an evaluation culture and its impact on public governance (institutionalisation of evaluation, national evaluation guide, professionalisation of evaluation, training and certification in PP evaluation, etc.).            (review of documents, assessment of current situation and action to be taken)</p>
<p><b>2 Collaborative planning -</b> Collaborative development of an evaluation plan</p> <ul style="list-style-type: none"> <li>• Skills are acquired in preparing, conducting and managing quality assessments, which are useful for decision-making and improve the performance of development initiatives.</li> </ul>	<p>Defining OCD and contextualising it for Niger            Analysing the results chain</p> <p>Understanding the concept of planning and types of planning            Sharing assessment planning</p> <p>Discussing the content, quality and format of TORs, designing TORs</p>	<p>Presentation,            Group work (developing an OCD)</p> <p>Presentation (exercise in filling in a strategic plan or logical framework for a domain)</p> <p>Presentation and group discussions on the ToRs for assessments in Niger</p>

<p><b>3 Collect and analyse data</b> - Implement the evaluation plan by collecting information to answer the evaluation questions.</p> <ul style="list-style-type: none"> <li>• Iterative analysis and interpretation of data to answer the evaluation questions.</li> <li>• Participants' skills are developed to carry out rigorous and impartial evaluations of public policies, using relevant criteria and indicators</li> <li>• Participants are equipped with the tools and knowledge needed to carry out rigorous and impartial evaluations of public policies.</li> <li>• Participants' technical and institutional capacity to evaluate public policy and monitor action are strengthened</li> </ul>	<p>Define assessment criteria Develop relevant assessment questions</p> <p>Build an evaluation matrix Choose the type of evaluation design according to the questions and context</p> <p>Plan and implement a coherent approach to collecting and analysing quantitative and qualitative data</p> <p>Experiment with data collection tools and methods</p>	<p>Table discussions on OECD + criteria (gender, culture, disability, sensitivity to AYE or CC, etc.) and proposals for evaluation questions.</p> <p>Table discussion on the types of evaluation and their advantages and disadvantages: authors (internal, external, mixed), time of evaluation (ex ante, mid-term ex post) and method (quantitative/quali).</p> <p>Presentation, design of an evaluation matrix on a theme through group work Presentation and discussion on</p> <p>Presentation, group work and discussion of good practice in the planning, implementation and reporting stages Plenary discussion on : In your opinion, what measures could be put in place in Niger to ensure good quality evaluations?</p> <p>Presentation of around ten tools and group work to express the tools (at least 6) Discussion of the advantages and limitations of tools and methods</p>
<p><b>4 Present usable, high-quality results</b> Use the lessons learned from interpreting the data and reflecting on the assessment process with the customer</p> <ul style="list-style-type: none"> <li>• Participants are made aware of the importance of transparency, accountability and good governance in the management of public finances and in the decision-making process. political decisions ;</li> </ul>	<p>Present PD assessment data</p> <p>Assessing the quality of an evaluation report, followed by discussions on the criteria for evaluating a report.</p> <p>Discussing the importance of ethics in evaluation</p>	<p>Data visualisation and reporting presentation</p> <p>Use of a grid to assess the quality of an evaluation report produced in Niger Discussion on the qualities of a good evaluation</p> <p>Presentation, case studies of assessments with shortcomings (data quality, fraud, GBV, ethics) Table discussion on values and ethics in assessment</p>

<b>5 Learning and assessment</b>	How do you take action?	Use of the tool with individual reflections and actions to be continued and commitments for the future
----------------------------------	-------------------------	--

## V. Daily training reports

### Summary of day 1 activities by : AICHA

From 1<sup>er</sup> to 5 June 2024, a capacity-building workshop for national players on the "evaluation of public policies" was held at the Toubal Hotel in Dosso. This important workshop was attended by all the players from the sectoral ministries working in the field of public policy, members of the team from the Office of the High Commissioner for State Modernisation and resource persons (see attendance list).

The session opened with a speech by the High Commissioner for State Modernisation, who thanked the participants for coming to Dosso despite their busy schedules. He went on to stress the importance of this workshop, which forms part of the capacity-building programme for national players in the field of public policy evaluation. He called for the effective involvement of the participants, examined the content of the modules in detail and declared the workshop open. Then it was the consultant's turn to introduce himself and to allow all the participants to present themselves using an excellent presentation technique.



To enable the twenty-two (22) national players to get to know each other, he instructed the participants to form pairs in a circle. The exercise consisted of each player introducing his or her partner. This exercise will enable all the participants to get to know the different players present before the end of the workshop.

After the coffee break, draft forms on public policy evaluation were shared to test participants' level of knowledge. After a number of fraternal exchanges, many of the concepts used to define monitoring and evaluation helped the players to better understand the issues involved.

identify the issues involved in evaluating public policies. The modules are spread over 5 days. The first day's module is based on the definition and contextualisation of public policy. The aim is to clarify concepts, distinguish evaluation from other functions, understand the role of evaluation, ....

After this exercise, when we returned from lunch, the consultant explained the evaluation criteria, which consist of 6 points: relevance, coherence, effectiveness, impact, sustainability and efficiency.

Following this, we were given application exercises to help us better understand the public policy evaluation process

After so much discussion and sharing, the session ended with an exercise in organising the workshop.

### Results of the J1 synthesis on the current state of the NCB in Niger

Aspect assessed	Status of situation (findings and achievements)	Areas for improvement (weaknesses, bottlenecks, difficulties)	Recommendations or actions to be taken to improve the SOP
Framework institutional and organisational framework	<ul style="list-style-type: none"> <li>✓ Framework institutional planned not operational</li> <li>✓ Lack of an action plan for the National Evaluation Policy</li> <li>✓ Guide national for the evaluation of public policies undeveloped</li> <li>✓ The national structure in charge of evaluation not set up</li> </ul>	<ul style="list-style-type: none"> <li>✓ Problem of political support</li> <li>✓ Reread the SOP</li> <li>✓ Develop all the tools needed to operationalise the NCB</li> </ul>	<ul style="list-style-type: none"> <li>✓ Putting in place the implementing bodies and tools provided for in the SOP</li> <li>✓ Implementing the roadmap</li> <li>✓ Create a fund evaluation fund</li> <li>✓ Systematise text-based assessments</li> <li>✓ Creating a dedicated assessment structure</li> </ul>
Financing	Weak financing	The NCB does not provide for a fund dedicated to the evaluation of PP	Create a fund dedicated to the evaluation of CP
Steering/Coordination	Instability of the institutions responsible for evaluation Bodies not operational guidance and implementation	Lack of political will to implement legislation	Creating an independent assessment institution
Making the NCB operational	No NCB action plan	Lack of funding and political will	Drawing up an NCB action plan

operationalisation of the NCB	In line with RBM; Difficult to get off the ground; Insufficient publicity;	Popularisation ; Impregnation; Participation; Resources ;	Raising awareness ; Reinforcement the institutional framework ; NCB Review
-------------------------------	--	--	--



**Summary of Day 2 activities by :**

On Tuesday 02 July 2024, work continued on the training seminar for stakeholders on the evaluation of public policies.

First of all, **Mr Sanda Bawa**, Director of the Training and Capacity Building Department at the HCME, presented the mood barometer filled in by the participants with great satisfaction. The trainer then invited the participants to play a circle game. This consisted of throwing a ball around the circle with a view to questioning each participant about what they had learned from the previous day's presentation.

The actual work began with module 2, which dealt with how to plan an evaluation; what is a public policy? According to Anderson, public policy is "a set of actions coordinated by the state or other public actors to solve a specific problem or improve a situation deemed unsatisfactory".

Evaluating a public policy means taking stock of how well a given activity has been carried out.

After this phase, the trainer presented the TOR for an exercise on reviewing the national evaluation policy. 4 groups worked on this policy. The first group worked on the institutional and organisational framework, followed by the second group on governance, the third on funding and the fourth on the operationalisation of the national evaluation policy. Each group took stock of the part that concerned it, the aspects to be improved and the recommendations.

The second task assigned to the different groups was to discuss several subjects, including the institutionalisation of evaluation in Niger, training and certification in evaluation, the professionalisation of evaluation in Niger, the national evaluation guide and the community of practice. The aim is to make observations and draw up recommendations on each subject.

The floor was then given to the High Commissioner for State Modernisation for a presentation on the IN ITINERE evaluation of the national evaluation policy. This is an ongoing evaluation. Its aim is to improve the conditions for implementing the national evaluation policy and to help advance the process of institutionalising the NCB in Niger, while highlighting its effectiveness, the bottleneck, the lessons learned and the main recommendations. Other recommendations include a short-term review of the NCB, redefining the composition of the committee by including the HCME, etc.

After this presentation, the floor was given back to the trainer for a presentation on the stages of the evaluation process. These include the preparatory phase, planning and the start-up phase, which consists of drawing up the terms of reference. Finally, there is the data collection phase.

The trainer then drew the participants' attention to the key point to be taken into account in the design. You have to understand why you are doing the evaluation, the scope of the intervention, the context of the evaluation, the geographical, socio-cultural, political, economic and institutional circumstances that create opportunities or challenges. We can also note the availability of data and the roles of the partner organisations involved in implementation.

When it comes to assessment, the trainer points out that there can be a number of problems. So 4 working groups were set up to identify these problems.

Group 1 worked on: if the planned evaluation does not correspond to the resources available, what should be done; group 2 on the lack of definition and basic data. The third group worked on the evaluation of public policy on adolescent children and group 4 on the PPEAJ in a tense political and socio-cultural context.

After the lunch break, a presentation was given on the theory of change, which is a method that explains how an intervention is supposed to lead to a specific change in the development plan. This is a document that enables us to understand a programme and its long-term results, starting with the inputs, activities, outputs, immediate results and intermediate results.

When it comes to evaluation, the theory of change is crucial. Without it, it is impossible to explain why things happen or don't happen. To get a better grasp of the concept, the 4 groups worked on different themes, including health, education, HIV, gender equality and women's rights. The trainer went round the different groups to explain and guide the participants on how to develop the theory of change. The second day's work ended on this note.



**Summary of day 3 activities by : FATOUMA**

On Wednesday 03 July 2024, work on the training seminar for stakeholders on the evaluation of public policies continued in the conference room of the Toubal Hotel. **Mr Sanda Bawa**, Director of the Training and Capacity Building Department at the HCME, began by presenting the mood barometer.

Then, as usual, the consultant invited the participants to form a circle. This time there were pieces of white paper folded on the floor in the middle of the circle. The trainer instructed each participant to take one of the pieces of paper and keep it. When he gave the green light, each person in turn had to open the piece of paper and interpret what was written on it. Then we took a coffee break.

After the coffee break, the consultant began the third module, **collecting and analysing data**: what tools should be used? What should be done in the field? What should be avoided in the field?

<p><b>Among the tools he listed a few:</b></p> <ul style="list-style-type: none"> <li>- The grid for describing an experience</li> <li>- Frequently asked questions(FAQ)</li> <li>- Site visit</li> <li>- Support by the pairs (Peer assistance)</li> <li>- After action analysis</li> <li>- Writing workshop</li> <li>- Community of practice</li> <li>- Case studies</li> <li>- Storytelling</li> <li>- Learning circle</li> <li>- Efficient transfer of responsibilities</li> </ul>	<p>The trainer then explained to the audience that in the field, when you are an emerging assessor, you have to :</p> <ul style="list-style-type: none"> <li>- A good introduction to the subject;</li> <li>- Saying hello;</li> <li>- Presenting yourself well as an interviewer;</li> <li>- Dress appropriately;</li> <li>- Conduct the survey in the language of the respondent ;</li> <li>- Have the consent form as a document.</li> <li>- The trainer gave extensive details about the consent form and its role in the survey. This document gives the respondent all the information they need, explains their rights, tells them how long the survey will last and asks for permission to take a photo or video.</li> <li>- the qualitative method rather than the quantitative method was chosen because the questionnaires were not available, so we provided guides for the moderators</li> </ul>
--	---

Practical exercises were given to each group so that they could try out some of the data collection tools and methods before going out into the field at 3.30 p.m. This enabled the players to get a feel for how to use the evaluation tools and methods. 7 groups were formed to work on different themes.

- The first, second and third groups on the tool/devaluation of the capacities of organisations at NGO level
- the fourth and fifth groups on mapping vulnerability among adolescents
- the sixth and seventh groups on teenagers' moment of truth.



## Summary of day 4 activities by : Aboubacar Ibrahim Mouha, Head of Division/Directorate of Studies and Programming, MAH/GC

The fourth day of training began with the presentation of the mood barometer and the reading and amendment of the third day's report. Then, in accordance with the points announced in the agenda for the day, the groups proceeded to report on the results of the field visits carried out to try out some evaluation tools. The main aim of this feedback was to assess the tools used, in particular the methodology, results, areas for improvement and points to be abandoned. The table below summarises the feedback from the field visits by group:

### GROUP BREAKDOWN

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
ELGOU	GALO	ADAMA	GALADIMA	KONA	RAHINA
AHMED	OUMERA	SAKO	ISSA	AMADOU	MOCTAR
ALOU	FATOUMA	MOHA	SANDA	OUSSEINA	CISSE
AICHA		NAADE	DADDY	ABDOULKARIM	

Groups	Tools used	Targets	Methodology	Results	Points strong
Group 1	Moment of truth from	Group of nine (09) girls attending school	Choice of theme (Unwanted pregnancies and consumption of of	Drawing on padex paper, discussions, recommendations	Participatory
Group 2		Young Boys			
Group 3	Mapping vulnerability	Mixed group of schoolchildren aged 15+ (4 girls and 2 boys)	Presentation of the environment Identification of zones secure and insecure	Drawing on padex paper, discussions, recommendations	Participatory
Group 4	OCAT OSC and OCB	NGO ADSEP	Guide administration maintenance	Rating	Evaluate the with a view to Plan for reinforcement of capabilities
Group 5		NGO DOUBANI			
Group 6		Association from people infected and affected by HIV			

Following the feedback, a number of discussions took place on the tools and the possibilities for improving some of them (increasing the number of questions on the moment of truth tool, etc.). To sum up, the choice of assessment tool is determined by :

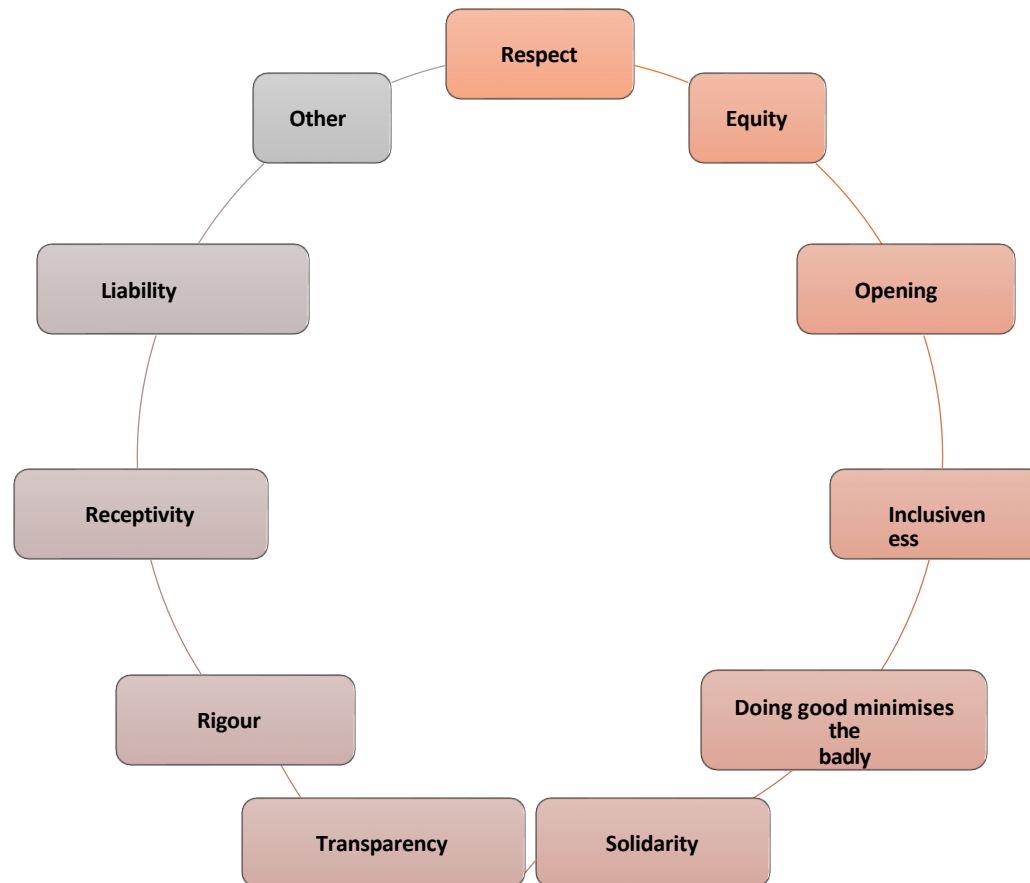
- **What information do we need?**
- **What type of assessment do we want to carry out?**

A combination of tools can also be used, depending on the information requirements.

Having exhausted the item on the feedback from the field visits, three points were discussed: ethical aspects, the presentation of evaluation data and reporting.

### ► Ethical aspects of evaluation

This point was addressed through a group exercise which consisted of determining which of several values proposed by the trainer in the graph below should take precedence throughout the assessment process.



A number of opinions were shared, most of which concerned values such as transparency and responsibility. Clarifications were also provided on certain values. It was noted that all the values are essential and cross-cutting in the evaluation process and that these values must be used rationally. Other important ethical aspects raised during the training included the following:

- Confidentiality is a cross-cutting dimension of the assessment process;
- Free and informed consent before the start of the evaluation, which defines the respondent's rights;
- Compliance with the legal obligations that define the contractual commitments of each party.

► **The presentation of valuation data.**

This part focused on how to present a good report. The trainer gave a number of tips, including the following:

- Customise your audience
- Developing a communication plan
- Include time and resources in the evaluation plan for sharing results
- Use data visualization (word cloud, graphic timeline, icons, traffic maps, mind maps)
- Using alternative report formats

**Summary of day 5 activities by : DADDY**

► **The Report**

This point was also addressed by means of a group exercise involving the use of a grid to assess the quality of evaluation reports on two public policies in Niger.

More specifically, the aim was to check the consistency of the ToRs with the evaluation reports on the basis of a certain number of criteria defined in the grid. It was on this last point that the work of the fourth day came to an end.



## VI. Assessment of training

This section is analysed by M Bawa

This training workshop, held from 1<sup>er</sup> to 05 July 2024, for national evaluation players, was attended by around twenty participants. (see attendance list). On the first day, an evaluation of the day (mood barometer) was carried out by giving participants a code to scan in order to access the link to the form or questionnaire to be completed as part of the training. Participants were asked to rate the quality of the training, the coffee and lunch breaks and their participation according to the following scale: **(1)** Poor; **(2)** Fair; **(3)** Good; **(4)** Very Good.

### Summary of mood barometers from 1<sup>er</sup> July 2024

Twenty-two (22) participants completed the online assessment form.

QUESTIONS	Mediocre	Fair	Fine	Very good	Σ from B & TB
How do you rate the quality of today's entertainment?			68,2%	31,8 %	100 %
How do you like today's coffee break?		45,5 %	40, 9%	13,6 %	54,5 %

How do you feel about today's lunch break?		40,9 %	<b>40,9 %</b>	<b>18,2 %</b>	<b>59,1 %</b>
How do you feel about your participation today?		4,7 %	<b>66,7 %</b>	<b>28,6 %</b>	<b>95,3 %</b>
<b>Average rate</b>					<b>77, 22 %</b>

Analysis of this summary of the mood barometer for 1<sup>er</sup> July 2024 shows that the quality of the entertainment was appreciated by 100% of participants. This indicates the satisfaction of the participants and therefore the quality of the sharing. The participation rate was **95.3 %**, which confirms that the focus was on discussion and that the participants were interested in this topic.

### Summary of the mood barometers for 02 July 2024

For the second day of training, the link to the form was sent by the same electronic means to collect their assessments and comments according to the same scale. Thirteen (13) participants completed the online feedback form.

QUESTIONS	Mediocre	Fair	Fine	Very good	Σ from B & TB
How do you rate the quality of today's entertainment?			<b>23,1%</b>	<b>76,9 %</b>	<b>100 %</b>
How do you like today's coffee break?		38,4 %	<b>46, 2 %</b>	<b>15,4 %</b>	<b>61,6 %</b>
How do you feel about today's lunch break?		7,7 %	<b>38,5 %</b>	<b>53,8 %</b>	<b>92,3 %</b>
How do you feel about your participation today?		15,4 %	<b>53,8 %</b>	<b>30,8 %</b>	<b>84,6 %</b>
<b>Average rate</b>					<b>84, 6 %</b>

Analysis of this summary of the mood barometer for the day of 02 July 2024 shows that the rate of appreciation of the quality of the entertainment is 100%. This indicates the satisfaction of the participants and therefore the quality of the sharing. As for participation, the rate was **84.6 %**, which confirms that the focus was on discussion and that the participants were interested in this topic.

### Summary of the mood barometers for 03 July 2024

For the third day of training, the link to the form was sent to the participants' WhatsApp group, which had been set up to collect their feedback using the same system.

Nineteen (19) participants completed the online evaluation form.

QUESTIONS	Mediocre	Fair	Fine	Very good	Σ from B & TB
How do you rate the quality of today's entertainment?			26,3%	73,7 %	100 %
How do you like today's coffee break?		26,3 %	63, 2 %	10,5 %	73,7 %
How do you feel about today's lunch break?		5,2 %	47,4 %	47,4 %	94,8 %
How do you feel about your participation today?		5,3 %	57,9 %	36,8 %	94,7 %
<b>Average rate</b>					<b>90,8 %</b>

Analysis of this summary of the mood barometer for the day of 02 July 2024 shows that the rate of appreciation of the quality of the entertainment is 100%. This still shows the satisfaction of the participants and the quality of the sharing. As for participation, the rate is **90.8%**, **which** shows the interest given to exchanges and field visit exercises for the focus groups.

---

#### Summary of the mood barometers for the 5 days of training

---

For the fourth day of training, the link to the form was also sent to the participants' WhatsApp group, which was set up to collect their feedback and comments according to the same scale. Twenty (20) participants completed the online feedback form.

QUESTIONS	Mediocre	Fair	Fine	Very good	Σ from B & TB
How do you rate the quality of today's entertainment?			22,7 %	77,3 %	100 %
How do you like today's coffee break?		22,7 %	59,1 %	18,2 %	77,3 %
How do you feel about today's lunch break?		4,5 %	50 %	45,5 %	95,5 %
How do you feel about your participation today?			54,5 %	45,5 %	100 %
<b>Average rate</b>					<b>90,8 %</b>

Analysis of this summary of the mood barometer for the day of 02 July 2024 shows that the rate of appreciation of the quality of the entertainment is **100%**. This still shows the satisfaction of the participants and the quality of the sharing. As for participation, the rate was **100%**, **which** shows the interest shown in the exchanges and field visit exercises for the focus groups.

---

## Summary of individual assessment forms for 05 July 2024

For the fifth day of training, an individual evaluation form was sent by the same electronic means to collect their assessments and comments according to the following scale: **(1):** Poor; **(2):** Fair; **(3):** Good; **(4):** Very good.

A total of 22 participants completed the online assessment form.

Assessment criteria (QUESTIONS)	Mediocre	Fair	Fine	Very good	Σ from B & TB
What do you think of the training environment?			27,3 %	72,7 %	100 %
How do you rate the relevance of the tools used?			45,5 %	54,5 %	100 %
How do you feel about your participation?			68,2 %	31,8 %	100 %
How do you assess the added value of practical exercises of this training?		4,5 %	31,8 %	63,7 %	95,5 %
How do you rate the length of this training compared with the time required to complete it? programme?		22,7 %	66,6 %	13,7%	80,3 %
How do you assess the overall added value of this training?		4,5 %	41 %	54,5 %	95,5 %
How do you rate the usefulness of this training for the players involved? national evaluation systems?			18,2 %	81,8 %	100 %
How do you rate the achievement of the objectives of this training?		4,5 %	68,2 %	27,3 %	95,5 %
How do you rate the teaching skills and quality of the trainer?			4,5 %	95,5 %	100 %
<b>Average rate</b>					<b>96,31 %</b>

Analysis of this evaluation form shows that the participants were very satisfied with this training course. Questions such as the skills and teaching qualities of the trainers, the usefulness of the training, the overall added value of the training content, the objectives achieved, and the relevance of the tools used were respectively assessed at **100%**, **100%**, **95.5%**, **95.5%** and **100%**. The average rating of **good** and **very good** for all questions was **96.31%**. This shows that the training went well, as the testimonials at the end of the workshop easily confirm.

## Comments from participants

At the end of the evaluations, the participants also made the following comments:

- ✓ Good training!
- ✓ In the presentations, there are very few images. Too much literature is scrolled quickly;
- ✓ In short, I found the day very beneficial;
- ✓ I particularly appreciated the teaching methods used by the trainer and the atmosphere he created;
- ✓ The training was participative and I appreciate the quality of the trainer's performance;
- ✓ The day went well, with brainstorming and a participative approach;
- ✓ Focus on the different modules;
- ✓ Lunch break to be improved, the menu is not consistent;
- ✓ I'm pleased that I've got a good grasp of the concepts of monitoring and evaluation, and I'd also like to congratulate the consultant on the quality of the training;
- ✓ Very satisfied with the monitoring and evaluation concepts;
- ✓ Have a nice day;
- ✓ The andragogical method is good, but time management needs to be improved;
- ✓ The exercises were constructive;
- ✓ I really appreciated the High Commissioner's contribution, which helped me to better understand the ToC;
- ✓ The TDC process should have been based on a concrete case;
- ✓ Instructive training;
- ✓ Improving time management ;
- ✓ I was very pleased to have a good grasp of the theory of change;
- ✓ The notion of theory of change gave rise to considerable debate at the end of the day;
- ✓ Today, I learnt about the importance of the theory of change in the development of a project;
- ✓ Very participative training;
- ✓ I enjoyed yesterday's outing, it was good to put theory into practice;
- ✓ All in all, everything went well (stay, training, cohesion). Thanks to the HCME for the invitation;
- ✓ I particularly appreciated the method used by the trainer to remind us of the previous day.
- ✓ I very much appreciated the preliminary questions on paper, which enabled us to review the previous day's module and which was the subject of constructive mutual exchanges;
- ✓ The field testing phase is an excellent idea;
- ✓ The fieldwork enabled me to understand the OCAT tool, which is a good tool for evaluating NGOs;
- ✓ As for the breaks, the juices are very sweet, there are fish and rotten meat. Some people have even been poisoned;
- ✓ The field session is an excellent initiative;
- ✓ It would be a good idea to compile and share all the documents provided by the organisers and those produced by the participants;
- ✓ A day full of tools. Some tools cannot be mastered in a single application;

- ✓ Interesting training ;
- ✓ The trainer created a convivial atmosphere and encouraged interaction between participants, as well as moments of exchange so that participants could compare their points of view and enrich each other's knowledge. The participative activities that require the collaboration and active involvement of the participants. Thank you to the HCME. Thank you to the High Commissioner for all his efforts and his remarkable commitment to building the capacity of managers. Congratulations and encouragement for the organisation of this activity;
- ✓ I really liked the scoring grid for the dissertations and reports;
- ✓ The results of the exercises are not sufficiently discussed;
- ✓ The training method adopted by the trainer is quite instructive;
- ✓ I quite rightly appreciate the way the day starts. It's like a casual chat in a friendly atmosphere. It considerably reduces the usual shyness of some participants;
- ✓ It's a really high-level course. The organisation is perfect. Hats off to the consultant and the High Commissioner;
- ✓ I've learnt that we have to be objective in our assessments and that transparency is essential if we are to achieve good results;
- ✓ Very instructive training;
- ✓ I am at a loss for words to give an assessment of the course. The quality of the training is good;
- ✓ I am satisfied with my participation in this training course, I know the difference between monitoring and evaluation, I now know the principles that should guide evaluation and its importance in determining whether or not public policies are producing the expected impacts;
- ✓ Continuing to train players to achieve a critical mass capable of leading to the introduction and systematisation of the culture and practice of evaluation.
- ✓ Congratulations to the trainer on the excellent results achieved;

Overall, the course received very positive feedback from participants. Many appreciated the quality of the training and the trainer's teaching methods, stressing that he had succeeded in creating a friendly and participative atmosphere. The practical exercises, particularly those relating to the theory of change and the field trips, were well received and deemed constructive. Participants also expressed satisfaction with their understanding of monitoring and evaluation concepts.

However, a few points for improvement were mentioned. Some participants felt that the presentations contained too much text and lacked images, and that management time could be improved. The lunch breaks were also criticised for the quality of the meals. In addition, it was suggested that all the documents provided and produced during the training should be collected and shared.

## **VII. Summary and recommendations**

From 1 to 5 June 2024, a capacity-building workshop on the evaluation of public policies was held at the Toubal Hotel in Dosso. The workshop brought together players from the sectoral ministries, members of the Office of the High Commissioner for State Modernisation, and resource persons.

- **Opening:** The High Commissioner recalled the importance of this workshop for building capacity in public policy evaluation and called for the active involvement of participants.
- **Getting to know each other:** the consultant conducted introductory exercises to enable the 22 participants to get to know each other better.
- **Module 1:** Today's module focused on the definition and contextualisation of public policies, as well as on evaluation criteria (relevance, coherence, effectiveness, impact, sustainability, efficiency). Practical exercises were carried out to illustrate these concepts.
- **Module 2:** Planning an evaluation and defining public policy. Participants worked in groups on specific aspects of the national evaluation policy.
- **Presentation of the ToR:** Exercise on the review of the national evaluation policy. Each group analysed different aspects (institutional, governance, financing, operationalisation) and made recommendations.
- **Presentation on in itinere evaluation:** Discussion of the stages in the evaluation process and the key points to consider in designing the evaluation. Group exercises were carried out to identify and resolve potential problems.
- **Module 3:** Data collection and analysis. Data collection tools include the experience description grid, FAQs, field visits and more. Practical advice has been provided for interviewers.
- **Practical exercises:** Participants experimented with different data collection tools. Seven groups worked on various themes (NGO capacities, vulnerability mapping, moments of truth among adolescents).
- **Presentation of the results of the field visits:** Each group presented the methodology, results and recommendations based on their experiences in the field.
- **Module 4 Ethical aspects:** Group exercise on the key ethical values in the assessment process, highlighting confidentiality, free and informed consent and compliance with legal obligations.
- **Module 4 Presenting evaluation data:** Tips for writing a good report, including personalising the audience, developing a communication plan and using data visualisation.
- **Module 5 Reporting:** Group exercise to assess the quality of evaluation reports on two public policies in Niger.
- **Commitment to replicate the training and ensure follow-up:** training participants were unanimous in their commitment to share knowledge and continue the practice in order to improve the evaluation culture in Niger.
- **Positive assessment of the course.**

Throughout the five-day course, participants were unanimous in their praise for the quality of the training. From the very first day, participants expressed total satisfaction with the quality of the presentation, indicating a high level of enthusiasm and a general appreciation of the sharing of knowledge and the teaching techniques used. This satisfaction was maintained over the following days, with a constant 100% appreciation rate for the sessions, demonstrating the consistency and excellence of the way in which the trainers conducted the sessions.

The quality of the training was also judged very positively. Participants found the training useful and relevant, with individual evaluations on the fifth day showing high levels of satisfaction in several key areas. The skills and pedagogical qualities of the trainers were particularly highlighted, with total appreciation. In addition, the tools

used during the training were deemed relevant, which contributed to the overall added value of the content and the achievement of the objectives set.

Evaluation of the training course shows a consistently high level of satisfaction among participants throughout the five days. The quality of the delivery and organisation of the sessions was particularly appreciated, encouraging active participation and significant commitment from the participants. The positive feedback confirms the success of this training course in terms of content, teaching methods and achievement of objectives.

- ✓ **Monitoring and evaluation:** Ensure that the concepts of monitoring and evaluation are well understood, and continue to emphasise their importance in project implementation.
- ✓ **Field sessions:** Maintain and develop field sessions to allow practical application of concepts learned in class, ensuring that exercises are well discussed and understood.
- ✓ **Improve Visual Media:** Integrate more images and graphics into presentations to make content more engaging and easier to understand, by reducing the amount of text displayed.
- ✓ **Time Management:** Optimise time management for each session to ensure that topics are covered in depth without being rushed. Plan specific sessions for discussions and questions.
- ✓ **Quality of lunch breaks:** Improve the quality and variety of meals offered during lunch breaks. Ensure that food is fresh and adapted to the dietary preferences of participants to avoid any risk of poisoning.  
food.
- ✓ **Document Sharing :** Gather and share all training documents with participants
- ✓ **Continuity and sustainability of training: Continuing** to provide ongoing training for those involved in the project in order to achieve a critical mass of professionals capable of conducting and establishing a culture of systematic evaluation.
- ✓ **Participation and exchange:** Continue to foster a friendly, participatory atmosphere, using adult education methods that actively involve participants.
- ✓ **Practical experimentation:** Reinforce the practical sessions, in particular by using concrete cases to illustrate theoretical concepts such as the theory of change (ToC).

## Thank you

- Dr Ayabulela Dlakavu, Programme Manager, Twende Mbele, University of the Witwatersrand
- High Commissioner for State Modernisation
- Director of the Training and Capacity Building Department at the HCME
- Ms NANA FATCHIMA DADDY
- Edoé Djimitri AGBODJAN, CESAG CLEAR coordinator
- All participants in the Dosso capacity-building workshop

# IMAGE TRAINING SESSIONS

