



EvalYouth Global Mentoring Program

Phase II

External Review

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List of Acronyms

DAC	Development Assessment Committee
LMS	Learning Management System
VOPES	Voluntary Organization for Professional Evaluators
YEE	Young Emerging Evaluator
YYP	Youth and Young People

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EXECUTIVE SUMMARY

The overall objective of this external review was to synthesize lessons learned, strengths and weaknesses of the EvalYouth Global Mentoring Program in the second year of implementation (phase II). In addition, the review intended to capture main trends and recommendations to inform the next phase of the program in 2020.

The review was conducted by an external evaluation consultant and was managed by the EvalYouth Task Force II leaders who were responsible for selecting the evaluator and ensuring that the review was efficiently conducted. The review was also in accordance with the study's terms of reference and an approved proposal.

Main findings in the review

There are significant positives:

- The majority of the applications reviewed were reportedly of a high quality and a diverse cohort of mentees and mentors were enrolled into the program during phase II.
- The various needs that enrolled participants wanted fulfilled with this program (e.g. enhanced evaluation skills and networking opportunities) validated the overall need for a global mentoring program for young emerging evaluators.
- The application process improved from the pilot phase as applicants received more timeous feedback about their application status, clearer program announcements and more comprehensive applications.
- The application reviewing process also improved from the pilot as guidelines were compiled for volunteer reviewers. The admin consultant also provided support throughout the reviewing process.
- There was a reduced drop-out rate of participants when compared with the pilot. Various strategies implemented in phase II may have contributed to the reduced drop-out rate. These included the double-opt in of selected participants before the program commenced and regular follow ups with mentees and mentors.
- More than half of the participants in a post-program satisfaction survey (with 87 respondents) indicated that the program met their objectives, needs and expectations. There were also other components indicating high satisfaction. These included respondents reporting that it was worthwhile to participate in the program and that the program provided a welcoming environment. Furthermore, 76% (n= 66) of the survey

respondents rated the quality of the match between mentee and mentor as either excellent, good or very good.

There are some areas for improvement:

- There is a need to clarify how the mentors and mentees should progress through the program.
- The interaction amongst participants on the online learning management system should be improved.
- Interactions between mentors and mentees were sometimes disrupted due to time-zone differences, busy schedules and technical issues e.g. poor internet connection.

Some key recommendations moving forward include:

- Develop a terms of reference for mentors and mentees on how they should progress through the program.
- To improve interaction between mentees and mentors matched pairs should be from the same time-zone. In addition, mentees should be encouraged to set connection goals with mentors and have at least one Skype meeting within the first few weeks of the beginning of the program.
- Consideration should be made to shift the program to different quarters of the year as some mentees and mentors were unable to fulfil the requirements of the program due to lack of availability.
- EvalYouth should use the practical examples used by previous mentors to customize and improve future modules.
- To increase opportunities for funding, 'hot topics' in evaluation should be incorporated into the program to attract funders. These include topics such as systems thinking and conducting evaluations in the time of the Covid-19 pandemic.
- Encourage mentees to keep in contact with each other after the program to sustain an alumni network. Program alumni could be nominated to manage these groups.

1. INTRODUCTION

1.1. Background of Program

The EvalYouth Mentoring program is a part of EvalYouth a global, EvalPartner network that supports and promotes young and emerging evaluators (YEEs) to become future leaders in the evaluation profession. EvalYouth is organized into four main task forces with Task Force II dedicated to the coordination of the EvalYouth Mentoring Program. It has been recognized that YEEs require the support and guidance to increase their skills and confidently take up evaluation roles within their respective countries and communities.

The objectives of the EvalYouth Mentoring Program include:

- To assist YEEs to develop the required skills, capacities and knowledge for successful careers in evaluation;
- To help YEEs to formulate a professional development plan with clear steps for skills development;
- To aid YEEs to identify and overcome challenges and fears of developing in evaluation roles;
- To help YEEs to build stronger networks for advancement in the evaluation profession;
- To form linkages with internships and job opportunities; and
- To enhance the commitment of evaluation experts who are involved in the development capacity development of YEEs.

1.2. Objectives of the External Review

The specific objectives of the review include to:

- Review progress since the pilot program;
- Provide a snapshot independent assessment using the Development Assessment Committee (DAC) criteria as laid out in the DAC Principles for Evaluation of Development Assistance which includes *relevance, efficiency, effectiveness and sustainability, impact and coherence*.
- Provide an assessment of the coordination with local and regional Voluntary Organizations for Professional Evaluators (VOPES).
- Draw on key lessons from the second phase of the mentoring program and provide feasible recommendations to enhance the design and implementation of the program during the next phase.

The external review addressed six main questions which included the following:

1. To what extent is the design of the program relevant to the needs of the target population?
(Relevance)
2. To what extent has the program been efficient in its implementation, with a specific focus on cost, administration, and coordination? (Efficiency)
3. To what extent are participants (mentors and mentees) satisfied with the different components of the program? (Effectiveness)
4. To what extent is the program sustainable and what components are necessary to upscale the program? (Sustainability)
5. What progress has been made since the pilot phase of the program in terms of its relevance, effectiveness, efficiency and sustainability?
6. What lessons and feasible recommendations can be made to enhance the relevance, efficiency and effectiveness of the program?

2. METHODOLOGY

Based on the terms of reference (ToR) the document review was based on an analysis of secondary documents and the Online Learning Management System (LMS), Moodle. This document review consisted of five main steps.

Step 1. A meeting was held on 9 April 2020 with two EvalYouth Task Force II leaders to discuss expectations for the external review and to share information about the documents. The evaluator gained access to the LMS and the following documents:

- The 2018 pilot evaluation
- 2018 and 2019 lessons learned documents
- Minutes of meetings
- Learning modules and participant assignments/posts on LMS
- The admin consultant final program activity report
- Feedback sessions with mentors and mentees
- The 2019 post-program participant satisfaction survey
- The 2019 program tracker

Step 2. Once the documents were accessed, careful consideration was taken to ensure confidentiality and anonymity. Only the evaluator had access to a password protected folder containing the documents which were stored on the evaluator's personal computer. In addition, no names or identifying information were linked to any quotations presented in the findings.

Step 3. The evaluator read through all the documents which guided the finalization for each of the review sub-questions. The available documents were then assessed to determine which document (s) best answered each of the review sub-questions. The data sources were listed next to the relevant sub-questions in the evaluation matrix (see Appendix A). The progress since the pilot and the recommendations for improvement were also noted for each of the main evaluation questions on relevance, efficiency, effectiveness and sustainability.

Step 4. The NVivo 12 qualitative software was used to analyze the qualitative data from the document review. This qualitative software was deemed suitable as it allows users to work with and import multiple data sources and formats. The coding function on NVivo was used to identify key themes which emerged from the data relating to several of the review questions. Where relevant "groundedness" was reported to demonstrate the total number of quotations linked with a specific

theme. A high groundedness score reflects that there were many quotations in the data linked to a specific theme. Any graphical or quantitative information was presented using Microsoft Excel. The evaluator also consulted with the Task Force II volunteers to clarify processes followed.

Step 5. The evaluator organized the findings and recommendations for each of the review questions according to the four main DAC evaluation criteria.

3. FINDINGS AND RECOMMENDATIONS

This section reports on the findings and recommendations for the relevance, efficiency, effectiveness and sustainability of the EvalYouth Mentoring Program. The progress since the pilot and the recommendations for improvement are also discussed for each of the evaluation criteria.

Summary tables of the differences between the pilot edition and phase II of the program as well as recommendations for the new addition are presented in Table 1 and Table 2 on pages 11-13.

Table 1. Summary of differences between the pilot edition and phase II of the program

Pilot edition	Phase II
There were 850 applicants for the program. The technical criteria for the program was not detailed enough.	There were 576 applicants for the program. The technical criteria for the program was more detailed.
There was delayed feedback about application status. Applicants did not receive confirmation of their submissions which resulted in some applicants making frequent queries about their application status or submitting their application more than once.	Applicants received more timeous feedback regarding their application status. Applicants received confirmation of their submissions and those who were not selected or unsuccessful were also notified about the outcome of their application.
Many of the applications had missing information.	Applications were more complete during phase II.
Personal information was not completely removed from applications which may have introduced bias during the reviewing process.	Emails and contact information were removed from the applications before they were sent to the volunteer reviewers.
Task Force II consisted of seven core members who were highly involved and engaged in the work. There was also a larger group who supported efforts over time.	To improve the organizational efficiency, Task Force II leaders started three sub-groups of Task Force II volunteers.
There was a high drop-out rate of participants. Some dropped out late into the program, while others left immediately after the being accepted into the program. By the end of the program 53% of the participants had dropped out.	There was a notably lower drop-out rate in phase II (about 20%). Various strategies were implemented to reduce drop-out such as a double opt-in process, regular follow ups with mentees and mentors as well as a program tracker to track communication between participants.
59% of the participants found Moodle easy to use and liked that it provided a structure for the program, however some participants struggled with its usability.	87% of the participants in the post-program satisfaction survey indicated that if they if they were given a choice they would use Moodle again ¹ .
Mentee skills were vastly different. However, there was no organization so that those with more or less experience knew which materials to focus on. There were also complaints about there being too much content.	Content was more organized so that those with less experience (beginner mentees) and more experience (advanced mentees) were aware which content they should focus on. The learning modules were reduced from six modules to four modules.

¹ The exact same questions were not asked during pilot and phase II however these findings were deemed comparable.

Table 2. Recommendations for the new addition

Recommendations moving forward
<p>To improve the design and coordination of the program:</p> <ul style="list-style-type: none">• Continue to compile lessons learned documents and conduct feedback sessions during and at the end of the program to ensure that weaknesses of the program are addressed.• Develop a ToR for mentors and mentees to clarify how participants should progress through the program.• The admin consultant should provide more frequent follow ups to check whether mentees or mentors have maintained contact.• A Task Force II sub-group should engage more effectively with the LMS in the next phase.
<p>To improve the interaction amongst mentees and mentors:</p> <ul style="list-style-type: none">• Address issues of time differences by selecting mentoring pairs from the same time-zones.• Have a virtual conference for mentees and mentors at the beginning of the program. Alumni mentors and mentees could provide tips on how to maintain a successful mentoring relationship.• Encourage mentees to set connection goals with mentors and have at least one Skype meeting within the first few weeks of the program.• Mentors should be encouraged to use the platform more efficiently. For example, there should be a requirement by the program to have mentors use the platform to hold meetings to enhance program delivery.
<p>To increase commitment for program completion:</p> <ul style="list-style-type: none">• Provide an overview of the content covered in the program so that applicants know what to expect.• The estimated number of hours to complete and engage with the program should be increased from 6 hours.• Consider shifting the program to different quarters of the year to increase the likelihood that participants are available and have capacity to finish the program.
<p>To improve the online Moodle experience:</p> <ul style="list-style-type: none">• Provide clear instructions on how to interact with other participants on the site (e.g. in discussion forums) and how to post a query about technical issues.• Ensure that mentors are aware that it is a requirement to grade and provide feedback for submitted assignments.• To encourage peer support on Moodle make it a requirement to connect with other mentoring pairs for at least one module task.
<p>To enhance the content of the program:</p> <ul style="list-style-type: none">• Obtain the practical examples used by mentors to improve future modules.• Clarify the definitions of terminologies and wording of evaluation concepts in a foot note, as these terminologies are used differently by organizations.

- More guidelines should be added to the learning modules so that it is clear how one module connects to another module.

To potentially increase funding opportunities for future years:

- Motivate participants to share positive outcomes of the program at conferences or events.
- Provide data indicating the program benefits and share with potential funders.
- The implementation cost of the mentoring program should be fully documented to indicate what components of the program requires funding.
- Incorporate 'hot topics' in evaluation into the program such as evaluations for complex interventions and conducting evaluation in the time of the Covid-19 pandemic.

For future evaluations the following is recommended:

- Identify the key intended short-term outcomes of the program. Use established scales to assess the outcomes of the program. Quasi-experimental research designs would be most appropriate to evaluate outcomes for this program. e.g. matched-repeated measures design with a control group.
- Involve alumni in evaluation activities to assess the sustained benefits of the program.

3.1. Relevance

This section assesses whether the design of the program is appropriate and relevant to the needs of the target population. The document review was based on the review of the 2016 needs assessment findings in the pilot evaluation, the admin consultant final activity report and the program tracker. This section also drew on the satisfaction survey findings and qualitative feedback sessions with participants of the program. The following sub-questions are covered in this section: To what extent is there a need for a global mentoring program? To what extent did the program reach its intended beneficiaries? And to what extent is the program design relevant and appropriate?

3.1.1. Rationale for the EvalYouth Global Mentoring Program

The need for an evaluation mentoring program was demonstrated in the 2016 needs assessment findings in the pilot evaluation. The needs assessment survey was translated into six different languages and administered to 339 YEEs. The findings of the needs assessment indicated that:

- 91% of the respondents reported that there were unmet needs of YEEs in their countries of residence.
- 90% of the respondents identified that there was a high level of need for an evaluation mentoring program.
- 56% YEEs were not aware of other mentoring programs in their country of residence.

In the pilot evaluation it was recommended that a needs assessment was conducted once every five years. Thus, these needs assessment findings were still relevant to phase II of the program.

There were a high number (n= 576) of individuals who applied for the EvalYouth mentoring program in 2019. **Although this was a decrease from the pilot phase (n= 850), the EvalYouth Taskforce II team reported that the applications reviewed were of a high quality and that most met the program requirements.** An infographic detailing the applications received indicated that 43.1% were female and 56.7% were male. The applicants were received from a large number of countries: 84 countries for mentees and 49 for mentors. The average M&E-related experience for mentors was 9.3 years while for mentees it was 2.8% years. Furthermore, 86.7% of the applicants were working in the M&E field and 26.9% of mentees had membership in a voluntary organization for professional evaluators (VOPEs).

These demographics presented above are aligned with the overall objective of the program which is to *“support upcoming evaluators to become skilled and dependable professionals who can confidently*

take up evaluation roles in their communities and countries.” Furthermore, the demographics clearly show that there is a need for a mentoring program for evaluators who have limited evaluation-related work experience. An environmental scan conducted in the pilot evaluation also confirmed that the program did not duplicate other mentoring programs. This scan included consulting with the Canadian Evaluation Society and the European Evaluation Society that have offered other mentoring programs. The majority of the applicants were from developing contexts, which indicates that there is a need for a free mentoring program in these contexts.

Overall these findings emphasize that the rationale for the program is well-founded. In addition, in lieu of the Covid-19 pandemic the program is appropriate as it can operate completely remotely.

3.1.2. Targeting of program

In the 2019 participant selection, there was representation from five different regions. In addition, the number of enrolled participants from each of the regions was proportionate to the number of applicants. A regional breakdown of mentees and mentors is presented in Table 3 below.

Table 3. Regional breakdown of 2019 enrolled mentees

Region	Mentees	Mentors
Africa	67	42
Asia	10	9
MENA (Middle East)	13	14
US/ Australia /Canada/ Latin America	18	16
Europe / Eurasia	15	10

All of the enrolled mentees had under five years experience – one of the key criteria for YEEs. The enrolled mentees were in various positions including research assistants, M&E managers, engineers, M&E officers and post-graduate students, which showed that **Task Force II selected participants with varying employment histories and studying backgrounds.** In the pilot, there was more of a gender balance between participants. However, **the greater representation of women in phase II** recognizes that women are usually underrepresented in different sectors and is in alignment with the core goals for EvalYouth that is *“to promote the inclusion of Youth and Young People (YYP), including young women, in evaluations conducted at the national, regional and international levels”*.

In the 2019 satisfaction survey, mentees reported on various needs they wanted to have fulfilled by participating in this mentoring program.

Examples of these five main needs are presented in the quotes below:

Expansion of skills and knowledge (n= 84)	<i>"Build capacity in the use of data analysis tools like SPSS, survey monkey, and kobo collect. Gain hands on experience on how to evaluate governance projects."</i>
Career guidance or advice on further studies (n= 24)	<i>"I would like to learn the necessary skills and competencies to pursue a career as an evaluator and also how the different fields where an evaluator can work."</i>
Networking opportunities (n= 12)	<i>"Be signposted to relevant events, trainings and networks I could access in London, the UK and Europe."</i>
Application of evaluation in real-life situations (n=v11)	<i>"I consider this program as the right place to advance my knowledge in evaluation through specific examples/previous evaluation processes undertaken."</i>
Overall guidance and support from mentors (n= 9)	<i>"I would love to have someone as a sounding board. Someone I can pick up the phone and say hey I have an idea...I think being able to brainstorm would be valuable."</i>

The above-mentioned needs validate the goals of the mentoring program which include to equip YEEs with knowledge, skills and capacities for a successful evaluation career; the formulation of professional development plans; overcoming fears and challenges to develop a career in evaluation; and to build stronger professional networks. During a feedback session in 2019 to discuss the program, some mentors expressed an interest to be a part of future mentoring programs which suggests that there is **strong commitment amongst evaluation experts** – another key goal of the mentoring program.

3.1.3. Relevance and purpose of the program

Various stakeholders of the program could describe the relevance and purpose of the program in a coherent manner. For instance, Task Force II volunteers in the pilot evaluation were aware of the main needs which this program aims to address, which include to enhance evaluation skills amongst YEEs, particularly those coming from the Global South. They also mentioned that **a free program is necessary to democratize expertise in evaluation** and provides ways for people to network and share social capital.

Documents compiled by Task Force II in 2019 could provide clear descriptions of the aims and objectives of the program. An example is presented below.

“EvalYouth Mentoring Program is an initiative that, through a capacity-building program and the development of a Professional Plan with milestones to develop the skills that mentees need to succeed in their preferred evaluation domain, aims to support upcoming evaluators mature into skilled and dependable professionals that can confidently take up evaluation roles in their communities and countries.”

Overall, the program design of the mentoring program can be seen as relevant. However, a plausibility assessment of the existing theory of change (ToC) for the program would allow evaluators to more systematically assess the appropriateness of the program design.

3.1.4. Lessons learned

Based on findings of the needs assessment and the high number of applicants for the program in phase II it can be inferred that the program is relevant. Similarly to the pilot more than half of the applicants were from Africa. The selection process did ensure that there was diversity in terms of the backgrounds, regions and specific needs of enrolled participants. In addition, EvalYouth Task Force II volunteers could describe the goals and objectives of the program clearly. The appropriateness of the design of the program can however only be partially established by this review. A plausibility assessment of the program’s ToC could be conducted to further assess the design of the program.

3.1.5. Recommendations

- Future evaluators could conduct a plausibility assessment on the program's ToC to systematically assess the design of the program.
- Continue to compile lessons learned documents with Task Force II volunteers and conduct feedback sessions with the participants (mentors and mentees) during and after the program. This would allow Task Force II volunteers to regularly keep track of the strengths and weaknesses of the program.

3.2. Efficiency

The efficiency of the program focuses on the extent to which the program has been implemented in order to achieve its intended goals and objectives. The documents which were reviewed include the 2018 and 2019 lessons learned documents, the admin consultant activity report, the program tracker document and the pilot evaluation. The specific questions that this section focuses on is whether the activities of the mentoring program were cost-efficient? And whether the program had efficient operational procedures?

3.2.1. Budgeting for the program

The mentoring program **continued to operate on a small budget**. The LMS (Moodle) does not require funds to be hosted on EvalPartner's website and is managed for free by the Task Force II volunteers. During 2019, Task Force II did consider using another interactive learning management system i.e. edX, and hired an external consultant to start testing the edX. However, when the consultant confirmed hosting fees, it was above the allocated budget for the LMS during the 2019 phase. Thus, the task force continued to use Moodle.

3.2.2. Progress in the application and selection procedures

The application and selection procedures have to be efficient in order to meet the objectives of reaching YEEs from the across the globe. **The quality of the open call for applications was identified as a concern during the pilot.** This was due to the selection and the technical criteria not being explicitly highlighted in the announcement. As a result, from the 146 mentor applicants, only 81 met the technical criteria (years of experience, English language proficiency as well as willingness to devote at least 7 months and 4 to 8 hours per month). Furthermore, only 444 of the total 682 mentee applicants met the criteria (for age, years of experience and willingness to devote time). It was recommended that the full program criteria be clearly advertised in future announcements and application forms.

The concerns listed above, about the quality of the open call for applications have improved since the pilot. For instance, in 2019 there were two separate application forms for mentees and mentors which were reviewed and edited based on recommendations made in the pilot. Of the total 576 applicants (132 mentors and 444 mentees) for phase II, the average M&E related experience for mentors was 9.3 years and for mentees 2.8 years. Thus, it can be inferred that most of the applicants met the technical criteria in phase II. In addition, a total of 91 mentors and 123 mentees were enrolled into the mentoring program in 2019 which also indicated that many of the applicants (both mentors and mentees) met the criteria.

3.2.3. Progress in the management of application submissions

In the pilot evaluation, there were some issues noted related to the management of application submissions. These included that the applicants did not receive any confirmation of their submissions which resulted in some applicants making frequent enquiries about their application status or submitting their application more than once. There were also no compulsory questions in the application for mentors and mentees and as a result there was important information missing from many of the applications. It was recommended that mandatory questions should be incorporated into the applications.

During phase II, the program has made notable progress with regards to the issues reported above. **Applicants received timeous confirmation following the submission of their applications.** Moreover, the criteria for the announcement for the program was more detailed and the application form included compulsory questions for both mentees and mentors. **There was limited missing data from the applications, which suggested that applicants understood the requirements.** Applicants who were not selected or unsuccessful were also notified about the outcome of their application.

3.2.4. Progress in the application reviewing process

Other issues noted in the pilot evaluation related to the application reviewing process. Firstly, it was mentioned that with the exception of Africa, applications from each region were reviewed by individuals from the same region and that **the names of applicants were only hidden but not removed which may have introduced bias during the selection process.** Furthermore, during the pilot the decision for the **rating criteria** was not made early on which resulted in a delay in providing feedback to applicants on the status of their application. It was recommended that the process of reviewing an

application needed to be finalized before the application deadline so that the selection process could run efficiently. In addition, it was suggested that there is a need to develop instructions for the reviewers.

It was apparent that the reviewing process ran fairly smoothly during phase II. The rating criteria was decided on early in the reviewing process and guidelines were compiled for the volunteer reviewers. The admin consultant also supported the reviewers throughout the process by responding to queries and questions. In addition, it was noted that in a few cases where reviewers did not follow the guidelines it was re-assigned to another reviewer or resent back to the reviewer to revise. During phase II the emails and contact information were removed from the applications before they were sent to the volunteer reviewers, which may have reduced potential bias. In addition, in instances when one reviewer selected an applicant and the other rejected, the final decision was made by the admin consultant. The admin consultant also assessed the equity for regional representation, gender and minority groups.

These findings indicate that the program has made considerable progress since the pilot with regards to the application, reviewing and selection procedures.

3.2.5. Program staff coordination

Task Force II continued to be a highly committed group of volunteers. The admin consultant fulfilled a key role in improving the overall coordination of the program during phase II, which included providing ongoing support to participants, assistance with the review of applications and providing updates on program progress.

3.2.6. Task Force sub-groups and management of volunteers

During the pilot, there were seven core volunteers who constantly engaged in the work, and a larger group who supported efforts over time. **In 2019, Task Force II identified a need to create sub-groups to improve the organizational efficiency and member engagement.** As a result, Task Force leaders started three sub-groups which include:

- 1) Mentee and mentor database and module management,
- 2) Volunteer management,
- 3) Proposal development and LMS management.

However, the roles and responsibilities of the new Task Force II sub-groups are currently idle. It is recommended that during the concept note stage, there should a decision made on the roles and responsibilities of the new Task Force II sub-groups. For instance, a Task Force II sub-group should monitor the LMS more regularly to respond to queries related to the program.

3.2.7. Continue taking immediate decisions from program monitoring findings

There were also instances where the program staff made prompt decisions to more efficiently deal with challenges which arose during implementation during phase II. For instance, when the admin consultant provided an update of the program and the drop-out rate, based on this update the EvalYouth Task Force II volunteers decided that the program should be extended from the initial end date (31 August 2019) to October 11 2019.

3.2.8. Clarify expectations for mentors and mentees

Despite the progress made in phase II, there were several **challenges regarding the program coordination and management.** A need was identified to clarify the responsibilities and expectations of mentors in the program. It was reported that most of the assignments were not graded and limited feedback was provided to mentees on the LMS. In addition, the mentors tended not to engage in the discussion threads on the LMS or were not familiar with how to use web-based platforms.

A Task Force II member observed these issues with a mentor who had dropped out:

“By mentoring he expected to provide guidance to the mentee with regards to his own evaluation project or include him into his own stream of work. What he had not expected to do was to utilize the online learning management system, try to understand how it works and engage with the platform with his mentee for the duration of the program. Not all mentees are organized and tech-friendly, yet they have experience and knowledge they could transfer.”

3.2.9. Lack of participation on Moodle

In addition, at program commencement, mentees were encouraged to initiate and maintain conversation about topics related to the program. Task Force II volunteers were also expected to clarify important queries. However, it did not appear that Task Force II volunteers participated in conversations which may have contributed to the **limited usage of the Moodle chat feature**. A few mentees also posted queries in the introduction and general discussions forum which did not receive a response. Two of these examples are presented below:

“I’m not sure how to proceed as part of the program – what are the timelines for completion of the modules and are mentors being guided through their areas of responsibilities? Would it be possible to provide prompts to remind us about this program?”

“Hello. I am a beginner mentee but I can’t find the pre-test for the beginner mentees. I am rather seeing the pre-test for advanced mentees. Can someone help me please?”

3.2.10. Participant drop-out

During the pilot a notable challenge was the high drop-out rate of participants, where findings indicated that by the end of the program 53% of the original 102 participants had dropped out. Furthermore, findings from the pilot evaluation indicated that some had dropped out late during the program, while others left immediately after they were accepted into the program. It was reported that when a mentee or mentor dropped out, Task Force II did not have a clear plan of action to replace mentees or mentors.

The drop-out rate has notably reduced from 53% in the pilot to about 20% (17 mentors and 25 mentees) in phase II. During phase II the main reasons for drop-out included:

- Poor communication between mentors or mentees;
- an increase in workload; or
- relocation.

In 2019, the program has implemented various strategies which may have contributed to the reduction in the participant drop-out. For instance, **a double-opt in process** was implemented whereby successful applicants were sent an email to reconfirm and recommit to participating in the program after being deemed eligible. The admin consultant also conducted **regular follow-ups with**

mentors and mentees via email where they could share any concerns. In addition, the admin consultant maintained a **program tracker** to track communication between program participants.

3.2.11. Lessons learned

It has been established that the application, selection and review process has undergone considerable improvement since the pilot. During phase II there was clearer program criteria that was efficiently communicated with applicants. All costs for the program were within the budget for phase II. Overall, Task Force II efficiently coordinated the program and dealt with challenges during implementation. These included implementing strategies to reduce the drop-out as well as follow ups and feedback sessions with participants. However, there were several areas for improvement which included clarifying the expectations and responsibilities of mentors and mentees as well as more efficient monitoring and engagement of the LMS by Task Force II volunteers.

3.3.12. Recommendations

- Develop a ToR for mentors and mentees which clearly includes their responsibilities, how they should progress through the program, grading of assignments and structured feedback forms for mentees. This should be developed during the concept note stage and shared during the call for applications stage.
- Task Force II should continue to meet at least once a month to discuss the progress of the program.
- To enhance the Task Force II participation in Moodle, one of the Task Force sub-groups should more effectively engage with the LMS to respond to queries related to the program.
- The admin consultant fulfilled a key role in the program during phase II, thus there is definite value in recruiting an admin consultant going forward. As poor communication between mentors and mentees was identified as one of the main reasons for drop-out, the admin consultant should provide more frequent follow ups to check whether participants have maintained contact.
- Task Force II should ensure that all documentation for the program (i.e. lessons learned documents, the admin consultant activity report and the feedback session reports) is standardized in the next phase.

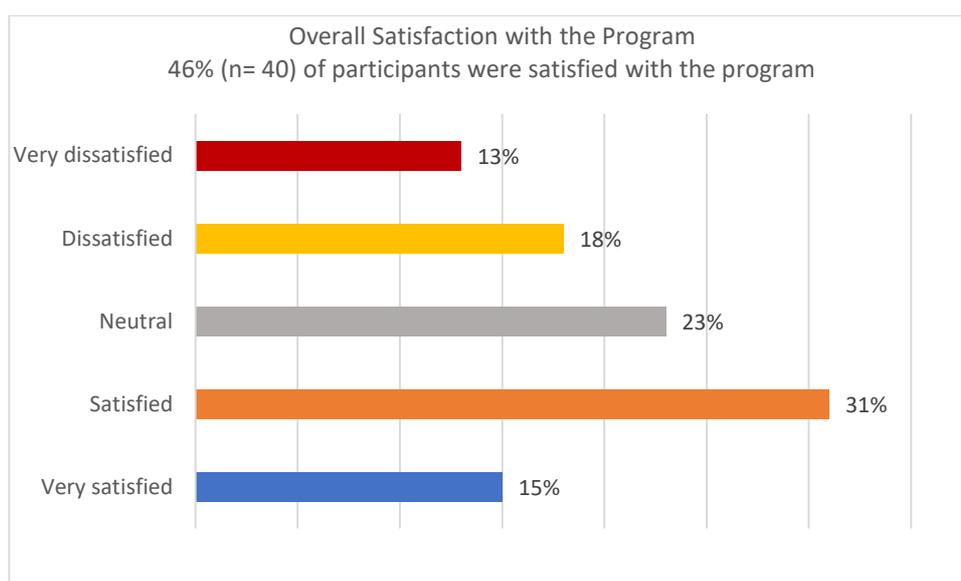
3.3. Effectiveness

Effectiveness focuses on the extent to which the intended objectives of the program have been achieved. The main documents reviewed included the 2018 and 2019 lessons learned documents, the satisfaction survey and the feedback sessions with mentors and mentees. The specific areas that this section aims to address include the satisfaction with the program, satisfaction with Moodle, and the increase in evaluation capacities for mentors.

3.3.1. The overall satisfaction with the program

Following the implementation of phase II, Task Force II adapted a survey from data collection tools utilized during the 2018 pilot evaluation. The purpose of this survey was to gather perceptions of participants about the program. The post-program satisfaction results were from 87 respondents. These findings indicated that overall satisfaction with the program varied.

Figure 1. Graph of overall satisfaction with the program



- 46% (n= 40) reported that they were very satisfied or satisfied with the program. Satisfaction rates continued to be higher for mentors than for mentees: 72% (n= 29) of mentors were satisfied versus 28% (n= 11) of mentees were satisfied.

There were several other elements of satisfaction for participants which included:

- 97% (n= 84) of the respondents reported that it was worthwhile to participate in the program again.
- 89% (n= 77) of the respondents would recommend the program to a friend.
- 64% (n= 55) of the respondents reported that the program provided a welcoming environment.
- 54% (n= 47) of the respondents reported that the EvalYouth program staff were easy to communicate with and responded to queries in a timely manner.

When participants were asked about whether the program had met their objectives, needs and expectations, 62% (n= 54) answered “yes”, while 38% (n= 33) answered “no”.

There were several themes evident for the responses about the program meeting the objectives, needs and expectations of participants:

Gained evaluation skills and knowledge (n = 23)	<i>“Grant both the mentee and mentor opportunity to learn from each other, learn different way of doing evaluation and increase knowledge and scope of evaluation.”</i>
Established good mentoring relationships (n= 12)	<i>“I had a wonderful time to interact with my mentor, learning from her experience.”</i>
Positive about the content of the program (n= 7)	<i>“It was an opener to several M&E aspects. The quantity of information and practical tasks really played a major role and added value to my experience.”</i>
Appreciated the networking opportunities (n= 5)	<i>“The objectives that were set with both mentees at the start were achieved including the networking with other eval colleagues.”</i>

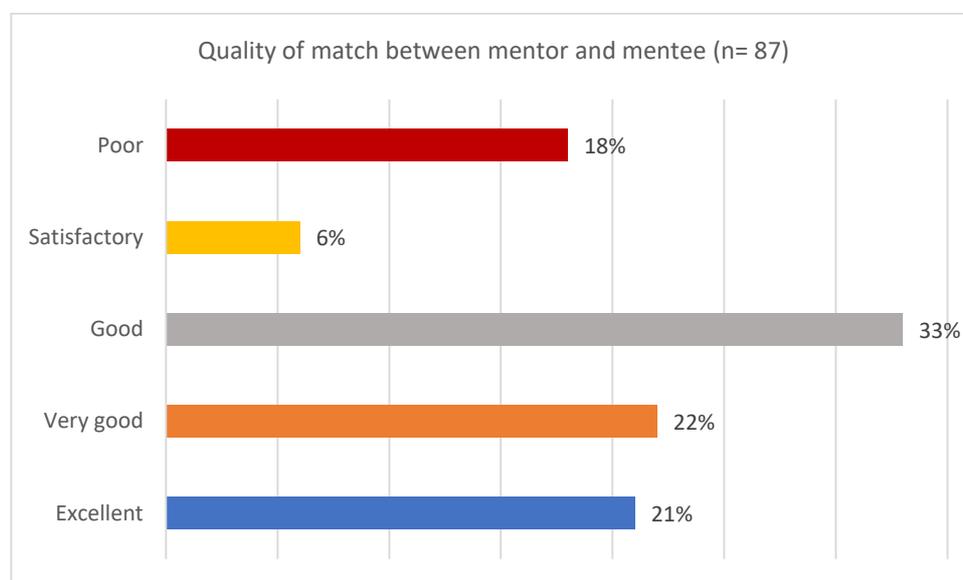
A few participants shared reasons why the program did not meet their objectives, needs and expectations:

<p>Limited or no interaction with mentee or mentor (n= 10)</p>	<p><i>“The contacts were difficult to maintain in a regular basis, so we didn't pass through the modules of the program”.</i></p>
<p>Criticism of the content or the layout (n= 7)</p>	<p><i>“The content is very long and we do not have the time to finish it appropriately”.</i></p>

3.3.2. Matching and interaction with mentor or mentee

When participants in the satisfaction survey were asked to rate the quality of the match with mentee or mentor the responses varied, 76% (n= 66) rated that this relationship was excellent, good or very good. 18% (n= 16) reported that this relationship was poor, while 6% (n= 5) reported that it was satisfactory.

Figure 2. Graph indicating the level of satisfaction of the quality of the mentor and mentee match



These findings indicate that the majority of the matching was deemed appropriate. **The addition of more questions in the application forms such as preference for mentors to be from certain sectors and to have specific characteristics may have contributed to the matching process being successful overall.**

In terms of the interaction between mentors and mentees the findings were mixed. Some survey respondents reported that they had very committed mentees or mentors, with a few mentioning that they were still in contact with their mentees or mentors after completing the program. However, other participants reported that their interactions were disrupted due to time-zone differences, busy schedules and technical issues e.g. poor internet connection. These findings were also evident in the feedback sessions with the mentors and mentees.

3.3.3. Progress of Moodle since the pilot

One of the key recommendations noted in the pilot evaluation was to improve the LMS. During phase II there have been numerous efforts to improve the LMS. For instance, in phase II an introductory training module was provided which explains how to sign in and navigate the site as well as a virtual tour when first signing into the site. Other additions included a forum that was available on the site which allowed mentees to introduce themselves, get to know each other and add a discussion topic. There was also a section for mentees to attach their assignment submissions. The main takeaways, expected outcomes, key considerations and the suggested estimated time for completion of each modules were also provided.

Findings from the interview in the pilot evaluation indicated that the mentee skills were vastly different so it was necessary to provide more categorization of experience on Moodle. **During phase II the learning modules have been reduced from six to four modules and content has been organized in a way that those with less experience (beginner mentees) and more experience (advanced mentees) knew which content to focus on.** It is worth noting that there were more advanced mentees (n= 110) than beginner mentees (n = 13) enrolled in phase II.

3.3.4. Usage and satisfaction with Moodle

In terms of interaction and use of Moodle, the survey findings indicated that:

- 27.6% indicated using it 1-3 times;
- 10.3% indicated using it 4-6 times;
- 21.8% indicated using it 7-10 times; and
- One-third of respondents indicated using it more than 10 times.

When participants were asked if they were given a choice whether they would use Moodle again, the majority (87%) of the participants stated that they would use this platform. In addition, 24 participants reported that it was easy to use Moodle, while there were a handful of positive comments about the interactive feature on Moodle.

3.3.5. Main difficulties experienced with Moodle

There were however a few difficulties experienced with Moodle. During a feedback session with mentors and mentees in 2019 and in survey findings, participants noted several issues which included:

- Technical difficulties with navigating the page or downloading content.
- Lack of privacy settings where grading and mentee assignment submissions were open to all users.
- Lack of clear instructions on how to interact with others on the site.

3.3.6. Interaction on Moodle

The interaction amongst the participants on Moodle during phase II varied. Figure 3 on the next page presents the number of assignment submission and discussion threads on Moodle for each module.

Figure 3. Graph indicating the number of assignment submissions and discussion threads

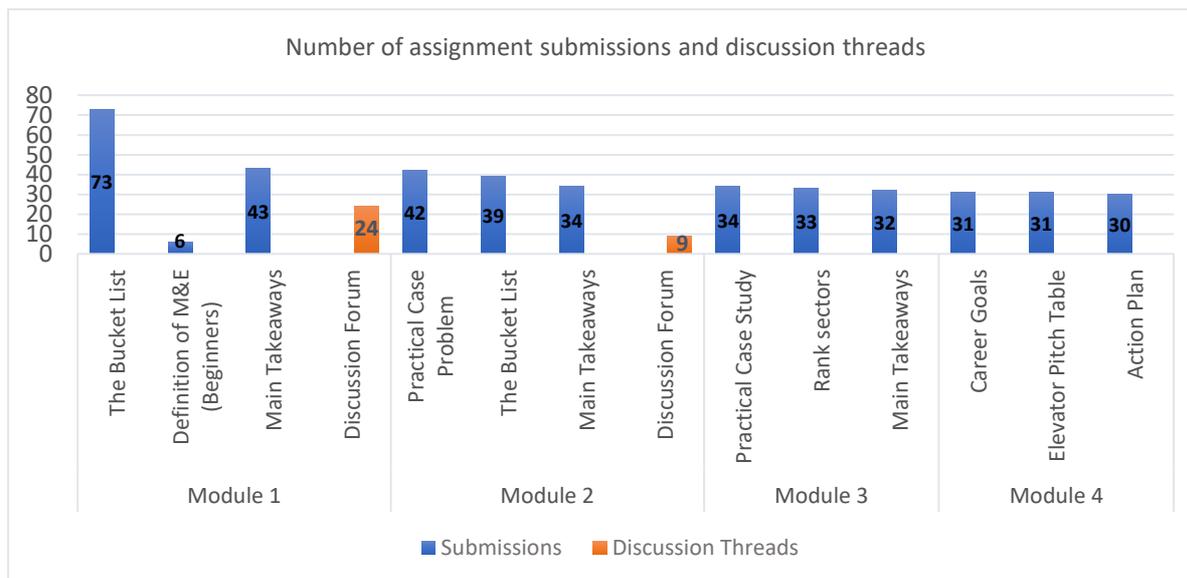


Figure 3 indicates that initially participants (mostly mentees) started using Moodle by posting about a module or posting in the discussion thread. However, this usage and the number of discussion threads appeared to decline over time. There was also no information on the mentor usage of Moodle.

The majority of the discussion threads were mentees who enquired about how to progress through a particular aspect of the program or to collaborate with other mentees on a specific module topic. A few examples are presented below:

“Hello there! This is a discussion forum for anyone who has taken up this topic under Education. Let’s coordinate.”

“In Module 1, step 3 we are advised to get in touch with mentors and mentees who are working on the same project. Does anyone have any idea how we will do that?”

“Hi colleagues, this discussion topic is for anyone who has selected the “RFP response for a Food Security Program in Sierra Leone to mitigate the effects of the Ebola outbreak. Looking forward to collaborating.”

These findings suggest that mentees did value obtaining different perspectives and learning from other mentees. Peer support could be facilitated by making it a requirement to connect with other mentees and mentors on at least one module task. To improve the organization of the discussion forum, separate discussion threads for each topic area could be created for participants. **Peer support could be encouraged by offering mentees incentives such as bursaries or discounts in registration for events/courses if there is evidence that they have actively engaged in the discussion forums.**

3.3.7. Feedback about the content

Overall the mentees and mentors were positive about the content. During a feedback session with participants, mentors indicated that they liked the contents of the modules, the program structure and the additional material provided for each of the modules. **In particular, they reported that they liked the fourth module as it encouraged them to think about the future. Most mentors also mentioned during a feedback session that they used their own examples to explain concepts.** Mentees also reported that they liked the content of the program and the extra materials provided.

There were however a few complaints about the content. For example, some mentors reported that the content needed to be more specified and that there should be more practical examples. In addition, a few mentors complained that the definitions of evaluation terminologies and concepts provided in the modules were confusing.

Mentees reported that that the content and module structure could be improved by adding more guidelines for each module so that it was easier to understand how one module connected to another module. **Mentors noted that they would share the examples they used in their training with Task Force II which could be used to customize and improve future modules.**

3.3.8. Increase in evaluation capacities

Mentees were surveyed before and after the program to assess their change in knowledge or skills. Items were rated from scores of 1 to 6, where 1 indicated not true and 6 meant very true. Two different surveys were administered to beginner mentees and advanced mentees. 12 beginner mentees completed the pre-test survey while only 4 completed the post-test. 80 advanced mentees completed the pre-test while 31 completed the post-test (see Appendix B and C).

The areas of greatest growth for the change per category for beginner mentees included the following:

- 3.05 change score for understanding the evaluation eco-system.
- 2.55 change score for knowledge of identifying new types of institutions that apply evaluation.
- 2.46 change score of being aware of different types of jobs an evaluator can do.
- 2.21 change score for being aware of the next steps he/she wants to pursue in the evaluation.
- 2.21 change score for identifying career goals in evaluation in the short-run.

The areas of greatest growth for the change per category for advanced mentees included the following:

- 2.64 change score for understanding the evaluation eco-system.
- 2.37 change score in knowing details about the map of stakeholders in evaluation.
- 2.26 change score in knowing how to perform a professional pitch.
- 2.22 change score in identifying new types of innovative institutions that apply evaluation.
- 1.98 change score in being aware of how to clearly state the interest of relevant stakeholders.

3.3.9. Lessons learned

Based on the findings for the effectiveness of the program, it can be inferred that there was overall satisfaction with the program.

- More than half of the participants in the satisfaction survey indicated that the program met their needs objectives and expectations. Gained evaluation knowledge and skills, good mentoring relationships and networking with other YEEs were amongst the positive emerging outcomes of the program.
- The participants who did not find that the program met their needs, expectations and objectives were critical of the content covered or had limited interaction with their mentors or mentees.
- In terms of the matching process, the satisfaction survey findings indicated that the majority of respondents found that the matching was appropriate.
- **Most of the respondents would use the Moodle platform again if given a choice. This suggests that there is value in continuing to use Moodle.**

However, more needs to be done to engage mentees and mentors on the platform. Overall, both beginner mentees and advanced mentees increased their capacity across all concept measures.

3.3.10. Recommendations

To improve the interaction amongst mentees and mentors:

- Where possible address the time difference by selecting mentoring pairs from the same time-zone.
- A virtual conference could be introduced among mentees and mentors at the beginning of the program. Mentors could share tips and resources on how to maintain efforts with mentees. Alumni mentees could provide tips on how to stay in contact with peer mentees after the program has ended.
- Encourage mentees to set connection goals with mentors to set realistic expectations on contact and also have at least one Skype meeting within the first few weeks of the beginning of the program.
- Mentors should be encouraged to use the platform more effectively. For example, there should be a requirement by the program to have mentors use the platform to hold meetings to enhance program delivery.

To ensure commitment and completion of the program:

- Provide an overview of the online curriculum to make applicants aware of the content covered.
- During the application stage and when participants are enrolled, the estimated amount of time mentees and mentors need to invest to participate in the program should be made clear in order to set the right expectations. It is recommended that the current average time of 6 hours per month should be increased.
- Consideration may need to be made to shift the program to different quarters of the year. In particular, mentors indicated that some mentees were quite busy and were unavailable to fulfil the requirements of the program.

To improve the online Moodle experience:

- Adjust the privacy settings for grading and assignments.
- Provide more clear instructions on how to interact with others on the site e.g. how to interact with other participants in the discussion forums, post a query and submit assignments.
- Ensure that mentors are aware that it is a requirement to grade and provide feedback for submitted assignments.
- Encourage peer support by making it a requirement to connect with other mentee and mentor pairs for at least one module task.

- One of the EvalYouth sub-groups could improve the organization and structure of the discussion forums by creating separate discussion threads for each topic area for participants. A EvalYouth sub-group could also facilitate conversation in these discussion forums.
- Peer support could be encouraged by offering mentees incentives such as bursaries or discounts in registration for events/courses if there is evidence that there is high engagement activity in these discussion forums.

To enhance the content of the program:

- EvalYouth should use the examples used by previous mentors in their training to customize and improve future modules with more practical examples.
- Clarify the definition of terminologies and wording of evaluation concepts in a foot note as they are sometimes used differently by organizations.
- More guidelines should be added to the modules so that it is clear how one module connects to another module.

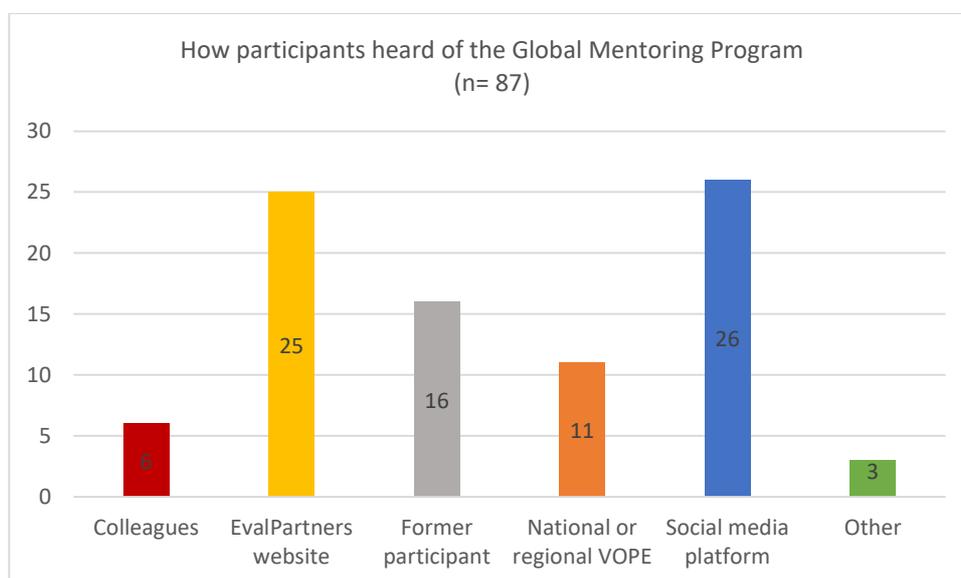
3.4. Sustainability

This section discusses the various operational components that need to be in place for the program in order to enhance the sustainability in the future. The specific questions that this section addresses are whether the human resources, finances and procedures are sustainable? And whether the program have the management and administrative capacities to ensure successful implementation.

3.4.1. Progress since the pilot

The program has successfully completed its second year of implementation and has also implemented various strategies to improve program operations. The value and the need for this type of program has been clearly demonstrated. **The various marketing strategies to promote the program did achieve sufficient visibility.** Most of the participants from the satisfaction survey reported that they had heard about the mentoring program from the EvalPartner’s website, social media platforms (Twitter, Facebook and LinkedIn) and through former participants.

Figure 4. Graph indicating how participants heard of the Global Mentoring Program



Extending the program application intake period to 17 February 2019 saw a notable increase in the number of new applications, thus this intake period should be deemed as appropriate.

The infrastructure of the program continues to run on a low budget as in the case for the pilot program. However, it does not have permanent funding and continues to be resource intensive.

In terms of the human resource capacity of the program, the program consists of a committed team that have made considerable improvements from the pilot with regards to administration, selection procedures as well as on-going monitoring processes. Other than Task Force II volunteers the admin consultant played an important role in the coordination of meetings and data management for the program.

The pilot evaluation findings indicated that some EvalYouth global members were involved with local VOPEs and are transferring ideas within their own community. **Improving networks amongst YEE is one of the key objectives of the program, thus more will have to be done to develop this alumni network during the program and to sustain the network after the program.**

3.4.2. Lessons Learned

The program has made considerable progress in terms of its overall implementation and ongoing monitoring. Although it is still too early to determine whether the capacities gained during the program are sustainable, outcomes of the program could be explored through further evaluation activities in future years.

3.4.3. Recommendations

To potentially increase funding opportunities for future years:

- Motivate participants to share the positive outcomes of the mentoring program at conferences or events.
- Provide data and facts about the program benefits and share with potential funders.
- Consider hot topics in evaluation such as evaluations for complex interventions, systems thinking and conducting evaluations in the time of the Covid-19 pandemic. These topics could be incorporated into the program to attract funders.
- The cost of the mentoring program should be fully documented to clearly show what components of the program requires funding.

To enhance the alumni network the following is recommended:

- Encourage mentees to keep in contact with each other during and after the program using social media platforms to stay in contact with each other e.g. WhatsApp, closed Facebook groups, email forums or in-person meetings. A few of these program alumni could be nominated to manage these groups.

- A follow up survey can be carried out to all alumni on an annual basis to assess career paths, growth in evaluation fields and whether they have sustained these networks.

For future evaluations the following is recommended:

- Identify the key intended short-term outcomes of the program. Use established scales to assess the outcomes of the program. Quasi-experimental research designs would be most appropriate to evaluate outcomes for this mentoring program. e.g. matched-repeated measures design with a control group.
- Involve alumni in evaluation activities to assess the sustained benefits of the program.
- Continue to evaluate the implementation throughout the lifecycle of the program.

Appendix A: Evaluation Matrix

Evaluation Criteria	Evaluation questions	Data sources
Appropriateness	<p>To what extent is there a need for a global mentoring program?</p> <p>To what extent did the program reach its intended beneficiaries?</p> <p>To what extent is the program design relevant and appropriate?</p> <p>What has been the progress since the pilot?</p> <p>What are suggestions for improvement?</p>	<p>Needs assessment findings in pilot evaluation.</p> <p>The mentorship tracker spreadsheet</p> <p>The admin consultant final activity report.</p> <p>Feedback sessions with the participants of the program.</p>
Efficiency	<p>Were the activities and implementation of the program cost-efficient?</p> <p>Does the program have efficient operational procedures?</p> <p>What has been the progress since the pilot?</p> <p>What are suggestions for improvement?</p>	<p>2018 and 2019 lessons learned document.</p> <p>The admin consultant final activity report.</p> <p>The 2019 satisfaction survey.</p> <p>The pilot evaluation.</p> <p>Feedback sessions with mentees and mentors.</p>
Effectiveness	<p>To what extent were participants satisfied with the overall program, the content and Moodle?</p>	<p>The 2019 satisfaction survey.</p> <p>The pilot evaluation.</p> <p>2019 lessons learned document.</p>

	<p>What were the operational bottlenecks which affected implementation?</p> <p>Have the participants increased in evaluation capacities?</p> <p>What has been the progress since the pilot?</p> <p>What are suggestions for improvement?</p>	<p>Feedback sessions with mentees and mentors.</p> <p>The admin consultant final activity report.</p>
Sustainability	<p>To what extent are the human resources, finances and procedures are sustainable?</p> <p>Does the program have the management, data management and administrative capacities to ensure successful implementation in the future?</p> <p>What has been the progress since the pilot?</p> <p>What are suggestions for improvement?</p>	<p>Pilot evaluation</p> <p>Feedback sessions with mentees and mentors.</p>

Appendix B: Pre-post survey results for increased evaluation capacities for beginner mentees

Question	Pre-score Mean (n=12)	Post-Score Mean (n=4)	Change
Mentor understands the importance of building a strong personal bond with mentor	4.75	5.00	0.25
Mentor has a clear idea of the soft skills that need to be improved	3.17	4.75	1.58
Pursues professional development in evaluation	4.25	4.50	0.25
Identifies specific content areas that the mentee is comfortable with	3.67	5.13	1.46
Builds professional relationships to enhance evaluation practice	3.75	4.63	0.88
Mentee understands about result-based management in evaluation	3.33	5.13	1.80
Understands the knowledge base of evaluation	3.33	5.00	1.67
Knows about professional evaluation standards	3.00	4.25	1.25

Understand what it means to act ethically and strive for integrity in conducting evaluations	3.92	5.50	1.58
Understands how to convey personal evaluation approaches and skills to potential clients.	2.92	4.63	1.71
Understand about the project cycle including design and evaluation	3.17	5.25	2.08
Mentee has a clear idea of the evaluation technical skills that need to be improved	3.00	5.25	2.25
Able to identify evaluation skills that the mentee is more interested in	3.42	5.25	1.83
Knowledgeable about methods in evaluation	2.92	4.13	1.21
Knowledge about new technological advances or innovations in evaluation	2.58	4.25	1.67
Understands the evaluation eco-system	2.33	5.38	3.05
Understands the map of stakeholders in evaluation	3.00	5.00	2.00

Identifies the interest of relevant stakeholders	3.33	5.13	1.80
Knows how to communicate the end goals of different stakeholders in evaluation	3.00	5.00	2.00
Examines the organisational context of the evaluation	2.83	4.13	1.30
Analyse the political considerations relevant to evaluation	3.12	3.75	0.63
Aware of the different types of jobs as an evaluator can do	2.67	4.75	2.08
Identifies new types of innovative institutions that apply evaluation	2.58	5.13	2.55
Aware of the different type of jobs an evaluator can do	2.67	5.13	2.46
Identifies new types of innovative institutions that apply evaluation	2.58	4.75	2.17
Aware of the type of job within the evaluation field which is most appealing to the mentees interest	2.67	4.38	1.71
Knows what the life of an evaluator entails	2.83	4.75	1.92

Knows how to perform a professional pitch	2.33	4.38	2.05
Aware of the next steps he/she wants to pursue in the evaluation	2.92	5.13	2.21
Identifies career goals in evaluation in the short-run	3.17	5.38	2.21
Identifies career goals in the long-run	3.00	5.00	2.00
Mentee established relationships with fellow mentees	3.33	3.88	0.55
Aware of self as an evaluator	3.25	4.63	1.38

Appendix C: Pre-post survey results for increased evaluation capacities for advanced mentees

Question	Pre-score Mean (n= 80)	Post-Score Mean (n= 31)	Change
Mentee understands the importance of building a strong bond with mentor	4.35	4.87	0.52
Mentee has a clear idea of the soft skills that need to be improved	3.60	5.06	1.46
Reflects on personal evaluation practice (competencies and areas of growth)	3.55	4.87	1.32
Pursues professional development in evaluation	3.91	4.81	0.90
Clearly contextualizes about the specific content areas that the mentee is comfortable with	3.50	4.55	1.05
Builds professional relationships to enhance evaluation practice	3.75	4.90	1.15
Understands how to apply the knowledge base of evaluation (terms, concepts, theories and assumptions)	3.23	5.13	1.90

Mentee knows how to apply results-based management in evaluation	2.87	4.83	1.96
Clearly identifies professional evaluation standards	3.01	4.43	1.42
Knows in practice what it means to act ethically and strive for integrity in conducting evaluations	3.63	5.23	1.60
Understands how to convey personal evaluation approaches and skills to potential clients	2.86	4.50	1.64
Knows how to practically approach the project cycle including design and evaluation	3.12	4.60	1.48
Mentee has a clear idea of the evaluation technical skills that need to be improved	3.25	5.15	1.90
Knows about specific evaluation skills that the mentee is more interested in	3.40	5.00	1.60
Differentiates methods in evaluation	3.13	4.73	1.60
Knowledgeable about new technological advancements or	2.41	4.13	1.72

innovations in evaluation			
Understands the evaluation eco-system	2.43	5.07	2.64
Knows in details about the map of stakeholders in evaluation	2.61	4.98	2.37
Clearly states the interest of the relevant stakeholders	2.65	4.63	1.98
Knows how to communicate the end goals of different stakeholders in the evaluation	2.79	4.53	1.74
Examines the organizational context of the evaluation	2.75	4.47	1.72
Clear on the political considerations relevant to the evaluation	2.56	4.10	1.54
Aware of the different types of jobs an evaluator can do	3.01	4.88	1.87
Identifies new types of innovative institutions that apply evaluation	2.25	4.47	2.22
Clearly states the type of job within evaluation field which is not appealing to mentee interests	2.80	5.00	2.20

Knows in detail what the life of an evaluator entails	2.81	4.57	1.76
Knows how to perform a professional pitch	2.31	4.57	2.26
Clearly states the next steps he/she wants to pursue the evaluation field	3.01	4.77	1.76
States with detail about career goals in evaluation in the short run	2.96	4.87	1.91
States with detail about career goals in evaluation in the long run	3.03	4.79	1.76
Mentee established relationships with fellow mentees	2.94	3.41	0.47
Aware of self as an evaluator (knowledge, skills, dispositions)	3.34	4.66	1.32