

Regional Scoping Study for the West Africa Capacity Building and Impact Evaluation (WACIE) Program

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Scoping report

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Note to readers

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This report has been reviewed and approved by the WACIE team. Please direct all comments or queries to the WACIE Sr. Program Manager, Anca Dumitrescu, at adumitrescu@3ieimpact.org.

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List of abbreviations

3ie	International Initiative for Impact Assessment
BOAD	West African Development Bank
IIP-JHU	Johns Hopkins University Institute for International Programs
ODK	Open Data Kit
UEMOA	West African Economic and Monetary Union
WACIE	West African Capacity Building and Impact Evaluation Programme

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Executive Summary

West Africa is the region of the world lagging behind for many health and well-being indicators. In 2016, the East and Central Africa region had the highest mortality rate among children under five in the world, estimated 95 deaths per 1,000 live births. Similarly, West Africa is the region where life expectancy at birth is lowest in 2015, estimated at 56 years. This is the result of complex and multifaceted factors, including the low level of coverage of high-impact interventions and the lack of systematic integration of effectiveness evaluations into existing national programs. This would have allowed the development of policies and programs based on local evidence. To ensure accountability at the national and global levels, governments are increasingly required to demonstrate that investments are delivering the desired results, and donors are increasingly making new disbursements conditional on demonstrating results. The lack of evaluation is further reinforced by the weak institutional and individual capacity in the region, and particularly in Francophone countries, to conceptualize, design and implement effectiveness evaluations to support program reviews.

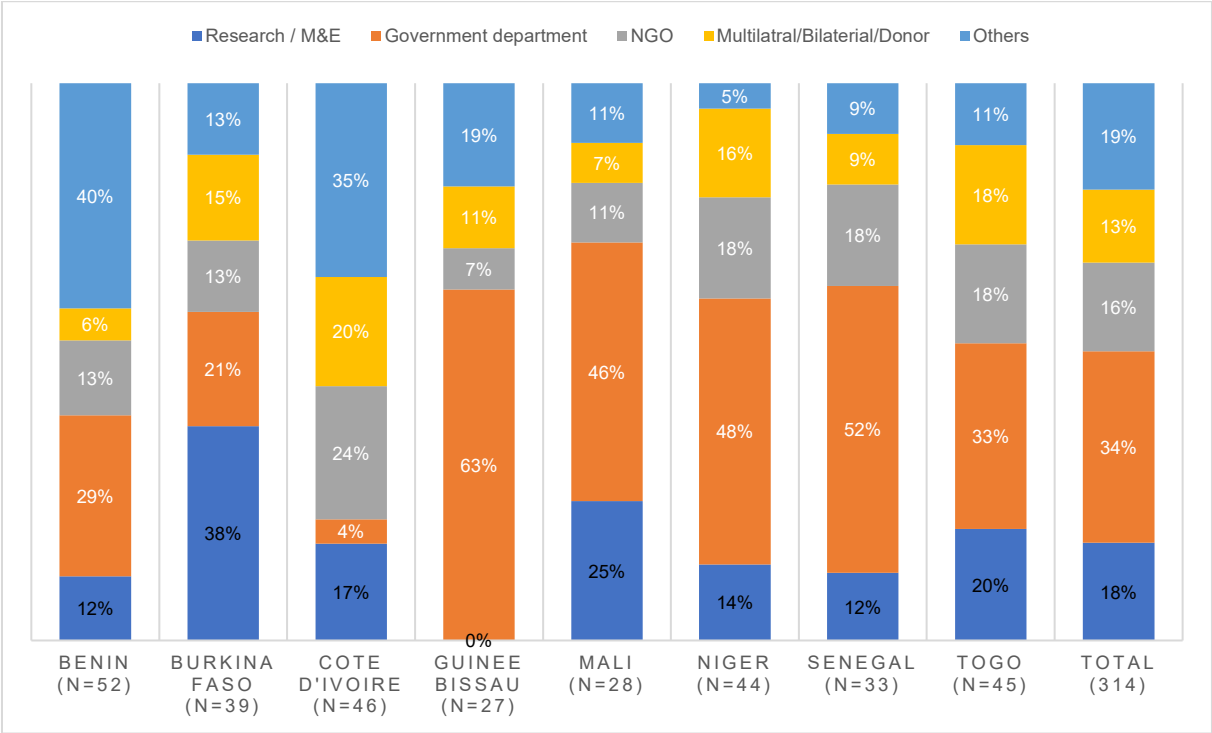
The International Initiative for Impact Evaluation (3ie), in partnership with the Government of Benin, the West African Economic and Monetary Union (WAEMU), the West African Development Bank and the Hewlett Foundation, is currently undertaking a regional capacity building and impact evaluation program in the eight WAEMU countries to help address these gaps. The countries concerned are Benin, Burkina Faso, Cote d'Ivoire, Guinea-Bissau, Mali, Niger, Senegal and Togo. This West African Capacity Building and Impact Evaluation (WACIE) program will encourage the institutionalization of evaluation in the government systems of the eight target countries.

An exploratory study of institutional capacities was carried out in the eight countries to examine the situation in terms of demand and supply of impact evaluations, experiences and infrastructural capacities for the implementation and use of evaluation results. In the context of the study, impact evaluation was defined as "*a systematic and rigorous assessment of the effects of a program or interventions on a target population.*" Conducted by the Johns Hopkins University, based in the US, the study employed consultants in each country, trained to perform the collection. These consultants were recruited on the basis of their experience in data collection, their residence in the country and in-depth knowledge of the country's institutional landscape. An initial list of institutions to be interviewed in each country was developed by the consultants. From this list, about fifty stakeholders were drawn randomly, after stratifying the list into three categories: (1) research and monitoring institutions that can potentially carry out impact evaluations, (2) program implementing institutions that can use the results of impact evaluations, and (3) multilateral, bilateral, and donors institutions that can sponsor and use the results of impact evaluations. In some countries, such as Benin, the final list has been further revised in consultation with the WACIE regional coordination team based in Cotonou. After a distance training via internet, data collection started in early November 2018 until mid-March 2019.

In the eight countries, a total of 323 institutions were successfully interviewed, but this report covers the 314 institutions for which data were available at the times of the analysis. A large variation exists both in terms of the number of institutions surveyed and the profile of these institutions by country. In fact, the number of institutions interviewed ranges from 27 in Guinea-Bissau to 52 in Benin. Across the eight countries, most of the 314 institutions consist

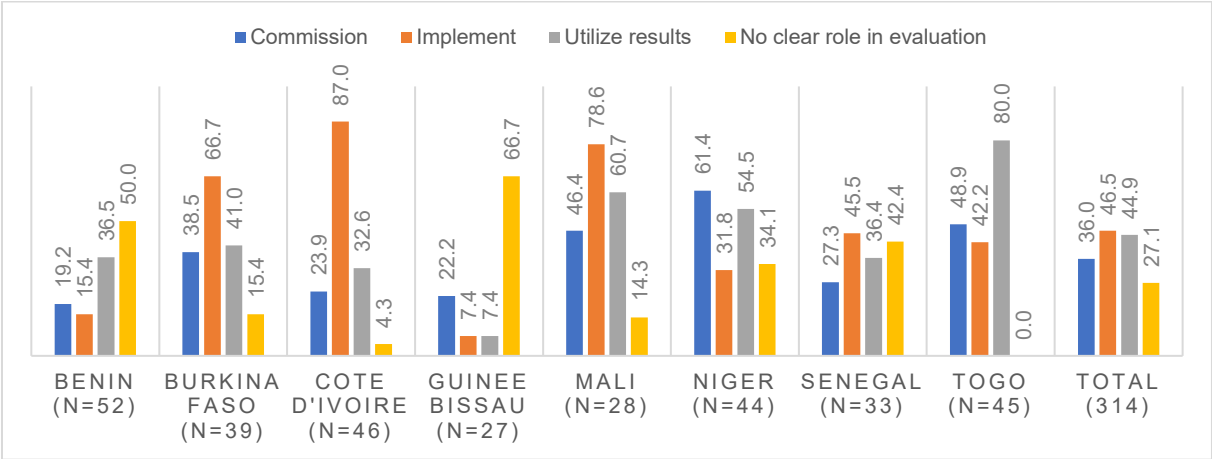
of a government department (34%), 18% are research or monitoring-evaluation institutions, 16% are non-governmental organizations (NGOs), 13% are multilateral institutions, bilateral or financial partners, and 19% come from other sectors. These five categories of institutions are represented in the sample of each country with the exception of Guinea-Bissau where no research or monitoring-evaluation institution was surveyed. In Guinea-Bissau, a large majority of the institutions interviewed is a government department (63%), while in Cote d'Ivoire, only 4% of the stakeholders come from of a government department. The vast majority of actors have a national scope (67%). The priority areas are varied and include health, education, poverty alleviation, agriculture, environment, gender issues and women's empowerment.

Figure 1: Distribution of stakeholders interviewed by type and country



Interest in impact evaluation exists and is high in the countries studied, but its implementation is not widespread because of weak capacity, and there is wide variability across countries. In general, almost three out of four (73%) stakeholders reported high or medium priority for impact evaluations. This is particularly the case among NGOs (88%), multilateral, bilateral or donor institutions (95%), and research institutions (76%). Almost all the institutions interviewed in Côte d'Ivoire, Burkina Faso, and Togo reported high or medium priority in evaluation. The level of priority is much lower among the institutions in Benin and Guinea-Bissau. In terms of role in evaluation, just over one-third of the institutions interviewed commission evaluations, while less than half (47%) conduct evaluations and 45% use evaluation results. Nearly one institution in four (27%) does not have a clear role in evaluation. The role of institutions in evaluations varies by type of institution. The interest in ordering and carrying out evaluations is more prominent among multilateral, bilateral/donor organizations, and NGOs than in government departments. Research institutes are more specialized in doing evaluations (76%). At the country level, Guinea-Bissau and Benin are lagging behind in terms of commissioning, implementation and use of results. However, Côte d'Ivoire, Burkina Faso, and Mali appear ahead in terms of experience.

Figure 2: Percent of stakeholders according to their role in impact evaluation



The priority, interest, and role expressed in evaluation are not usually translated into practical experience, whether in terms of commissioning or carrying out evaluations. In the last ten years, only half of the institutions surveyed were involved in an impact evaluation, with 31% having commissioned and 34% having implemented an impact evaluation. The vast majority of institutions surveyed in Benin and Guinea-Bissau (83% in Benin and 74% in Guinea-Bissau) have had no evaluation experience in the last ten years. In Togo, Senegal and Niger, this proportion is respectively 64%, 53% and 50%. Evaluation experience is higher in Côte d'Ivoire, Burkina Faso and Mali. Only 4%, 23% and 25% of institutions respectively in these countries have not commissioned or implemented an evaluation in the last ten years.

Table 1: Percent of institutions which have commissioned or implemented an impact evaluation study in the past ten years

	Commissioned and implemented	Commissioned only	Implemented only	None	Number of institutions (n)
Benin	5.8	7.7	3.9	82.7	52
Burkina Faso	10.3	28.2	38.5	23.1	39
Côte d'Ivoire	19.6	28.3	47.8	4.4	46
Guinea-Bissau	3.7	14.8	7.4	74.1	27
Mali	25.0	14.3	35.7	25.0	28
Niger	27.3	20.5	2.3	50.0	44
Senegal	6.3	15.6	25.0	53.1	32
Togo	6.7	15.6	13.3	64.4	45
All	13.1	18.2	21.1	47.6	313

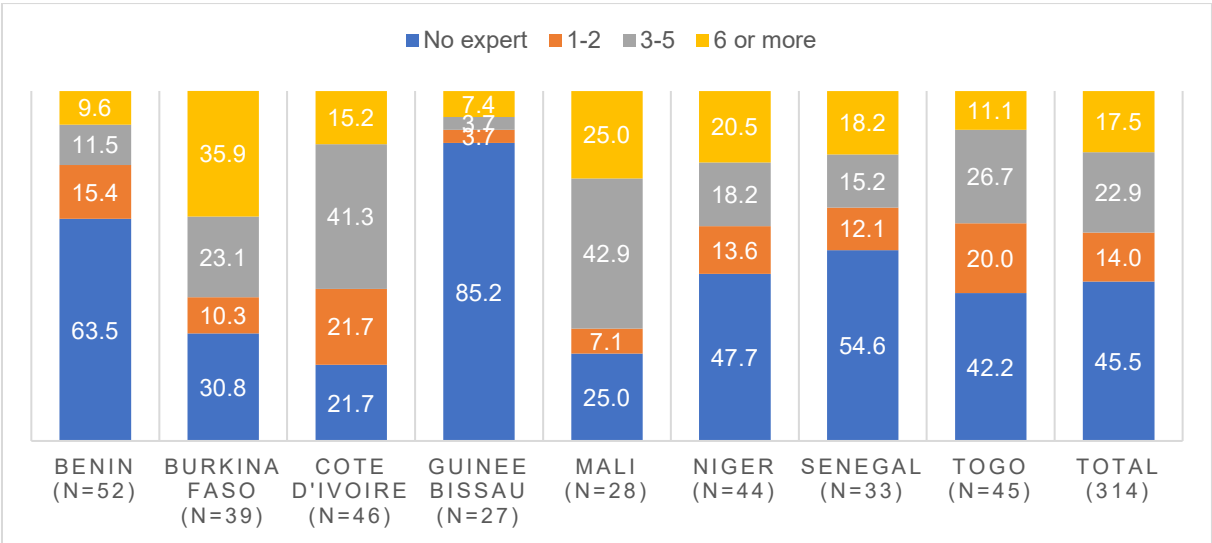
Evaluation experience is generally limited to quasi-experimental or non-experimental evaluation methods and much less to randomized designs that allow for a control group comparable to the intervention group. In fact, 41% of the institutions that have conducted at least one evaluation in the last ten years have used a non-experimental method and the same proportion has used a quasi-experimental method while only one quarter of the institutions have used an experimental method or a randomized design. A similar pattern is observed in all countries, except for Guinea-Bissau and Niger where the institutions have

been more involved in experimental or randomized designs than in non-experimental or quasi-experimental methods.

The conduct or execution of impact evaluations involves qualification and experience in the collection of quantitative and qualitative data. Examining the capacity of institutions surveyed in these areas revealed that only 60% conduct surveys, with varying levels by country. This role is highest in Mali (86%), Cote d'Ivoire (80%) and Burkina Faso (74%), medium in Senegal (69%), Togo (64%) and Niger (50%), and lowest in Benin (33%) and Guinea-Bissau (15%). Surveys conducted in the last five years include qualitative surveys (67%), household surveys (74%), and surveys in institutions or facilities (58%). All countries have experience in collecting these data, to varying degrees. Similarly, surveys conducted in the last five years generally have sample sizes of more than 1000 cases, as reported by two-thirds of institutions, and have national coverage or multiple regions coverage in 80% of cases. These data collections were conducted with external technical assistance at almost all levels, from design, data collection, quality assurance and analysis. More than 60% of institutions reported receiving external technical assistance in carrying out data collection activities.

The analysis of the availability of expertise and capacity for carrying out evaluation activities shows an average availability of human resources and equipment necessary for the conduct of impact evaluations. With the exception of Guinea-Bissau where there are almost no human and logistical resources for evaluation, more than half of the institutions surveyed in all countries reported the existence of at least one evaluation expert. Countries lagging behind are Guinea-Bissau, Benin, and Senegal where respectively 85%, 64% and 55% of the institutions reported having no experts in impact assessment. In terms of staff trained among institutions reporting impact assessments, in over two-thirds of the cases, the institutions reported the existence staff trained in data collection (84%), data management and analysis (85%), and in the use of results (68%). Similarly, the availability of equipment such as computers and data collection and analysis software is not a major problem in all countries except in Guinea-Bissau.

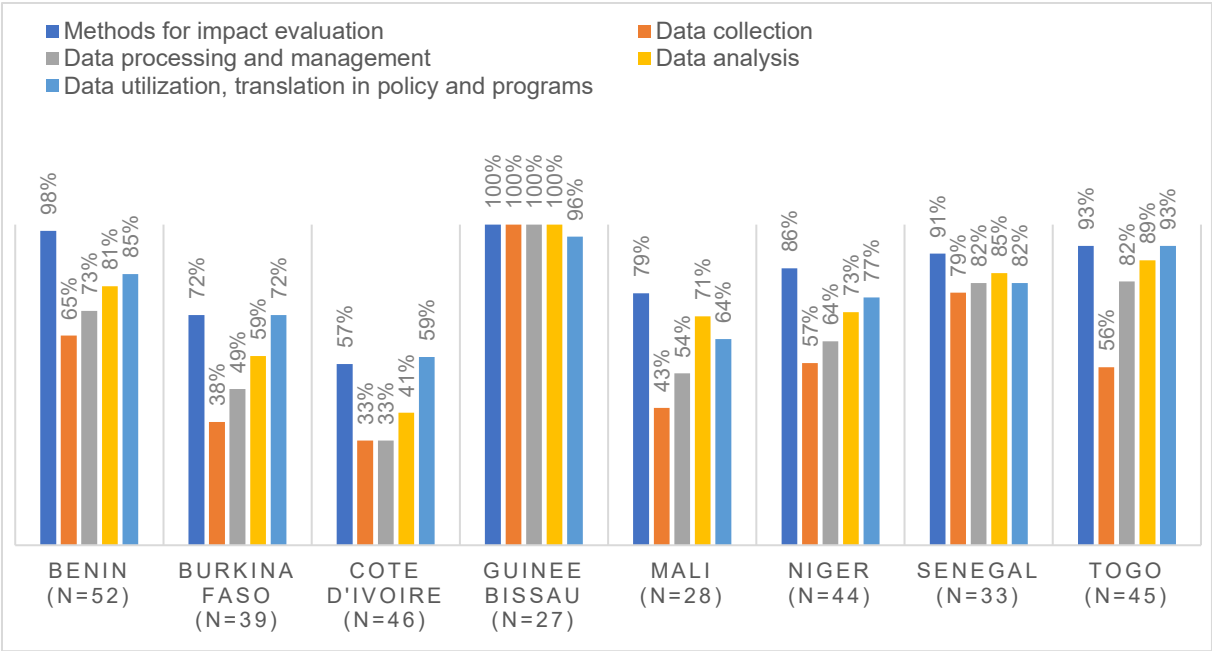
Figure 3: Percent distribution of the number of evaluation experts reported by the institutions interviewed by country



An important aspect of the demand and offer of evaluation is the priority given to the dissemination of the results of evaluations or studies. Dissemination of results and interactions with stakeholders require familiarization with the universe of these stakeholders in the country. Only 45% of the institutions surveyed have an inventory of partners or stakeholders with whom they interact for the dissemination of study results. This level is similar in all countries with the exception of Côte d'Ivoire and Burkina Faso where more than half of the institutions have this inventory, and Guinea-Bissau where only 11% of institutions have this inventory. Similarly, very few institutions (28%) have a focal point or team in charge of disseminating results. Nevertheless, more than 60% of the institutions reported disseminating the results of their studies, with similar levels in all countries except Benin and Guinea-Bissau. The main channels used are study reports (35%), websites (31%), scientific publications (25%), policy briefs (19%) and newsletters (15%).

The priority for impact evaluations does not translate into the development of a costed plan for developing internal human resources and logistics capabilities. Only 18% of the surveyed institutions reported having this plan. This proportion is highest in Côte d'Ivoire (46%), followed by Burkina Faso (33%), Niger (30%) and Mali (18%). This plan is almost non-existent in other countries. Nevertheless, almost all the institutions surveyed expressed the need for capacity building, mainly in the areas of methods of evaluation, analysis and use of results.

Figure 4: Percent of institutions according to domains in which they would like to receive capacity building in impact evaluation



Conclusion and recommendations

This situational analysis of the state of impact evaluation in WAEMU countries has made it possible to elucidate the deep deficiencies existing in the West African sub-region in terms of impact evaluation, both within countries and between countries. Demand and supply of impact evaluations, expressed in terms of institutional priority for evaluations, commissioning, implementing and using evaluation results, are not systematic and widespread in the region. Although a large majority of institutions express a high or

medium priority for evaluations, this potential demand is hardly realized through the development of a work plan, the financing, the implementation and the systematic use of evaluation results. Countries such as Cote d'Ivoire and Burkina Faso, and to a moderate extent Mali and Niger, are ahead of other countries. Guinea-Bissau, a Portuguese-speaking country, appears left behind. Similarly, Benin and Senegal, which at least have institutions for research or monitoring-evaluation, do not display a high degree of culture in impact assessments and immediately follow Guinea-Bissau in terms of performance.

In terms of human, infrastructural and logistical resources, there is potential in each country that can be strengthened and appropriately channeled into a systematic approach to evaluating public interventions and programs. A large majority of institutions have at least one expert or staff trained in assessments and equipment. Achieving demand and supply in impact evaluation requires political will, driving the growth of an environment and culture of impact evaluations through a high awareness of the need to make programs successful and accountable to the people served. This is particularly relevant as the assessment revealed a weak culture and practice of impact evaluations, despite the expression of a high priority for this type of evaluation. In this perspective, advocacy actions targeting governments and political actors in particular should be encouraged to increase interest, promote and foster a greater culture in impact assessments.

It is therefore important that a sustainable program of capacity building in impact evaluation among public and private institutions in WAEMU countries be developed within the framework of this political will to create demand and facilitate the satisfaction of this demand. This capacity building program could focus on aspects such as impact evaluation methods, commissioning impact evaluations, analyzing results as well as using, communicating and translating results into policies and evidenced-based programs. Such a program could be planned as a logical follow-up to this exploratory study, which made it possible to highlight weaknesses, performance and disparities in impact evaluation.

Regarding inter-country disparities, the size and performance of which are variable, the WACIE network can be a real opportunity for sharing experiences and learning between countries, and pooling efforts in a regional framework. This should be done beyond just the country focal points and supported by the political actors. Targeting a core public and private institutions at the country level for capacity building through training, technical and financial support within a long-term network under WACIE could strengthen demand and supply in country level impact assessments. This would also close the gaps observed between countries.

Chapter 1. Introduction

1.1. Context and objectives of the study

1.1.1. Study context

West Africa lags behind other regions of the world on many health and development indicators. In 2016, West and Central Africa had the highest under-five mortality rate in the world, with 95 deaths per 1,000 live births, an indicator of health and socio-economic development.¹ Likewise, West Africa was the region with the lowest life expectancy at birth in 2015, estimated at 56 years on average.² This situation is the result of complex and multifaceted factors, including the weak implementation of high-impact interventions and the failure to systematically take into account evaluation results in government programs, in order to enable the development of evidence-based local policies and programs. To ensure accountability at the national and global levels, governments are increasingly required to demonstrate the effectiveness of their investments, and donors make new disbursements conditional on demonstrating results. The lack of evaluation is further reinforced by the very weak institutional and individual capacity in the region, and in particular in Francophone countries, to conceptualize, design, and implement effectiveness evaluations in order to support the monitoring and implementation of country programs.

The International Initiative for the Evaluation of Impact (3ie), in partnership with the Government of Benin, the West African Economic and Monetary Union (WAEMU), the West African Development Bank, and the Hewlett Foundation, is currently undertaking a regional capacity-building and impact evaluation program in eight West African countries to help address these gaps. The countries included are Benin, Burkina Faso, Ivory Coast, Guinea-Bissau, Mali, Niger, Senegal and Togo. This West Africa Impact Assessment and Capacity Building Program (WACIE) will encourage the institutionalization of evaluation in the government systems of the eight target countries.

This report presents the results of an exploratory study of the institutional capacities in these eight countries in order to examine the supply and demand for impact evaluations, and the experience and infrastructural capacity for the implementation of impact evaluations and use of their results. In the context of the study, impact evaluation was defined as "*a systematic and rigorous evaluation of the effects of a program or of interventions on a target population.*" The study was conducted by Johns Hopkins University based in Baltimore, USA, with financial support from 3ie.

1.1.2. Study objective

The overall objective of this study is to understand the existing institutional capacity in the eight WAEMU countries for the commissioning and implementation of impact evaluations and use of evaluation results. To achieve this goal, the following activities were conducted:

- An inventory of evaluation actors or stakeholders in these countries, including public sector institutions and multilateral and bilateral international agencies involved in the commission, implementation or use of rigorous evaluations;
- An assessment of current supply and demand based on a sample of these actors;
- An assessment of the capacity of key stakeholders to conduct, analyze and ensure the completion of impact evaluations and to synthesize relevant information.

1.2. Countries studied and institutional framework of the study

1.2.1. Countries studied

The study was conducted in eight WAEMU countries in West Africa: Benin, Burkina Faso, Côte d'Ivoire, Guinea-Bissau, Mali, Niger, Senegal and Togo. All countries are francophone, except for Guinea-Bissau, which is lusophone. Together, their population was estimated at 113.3 million in 2015, with Côte d'Ivoire having the largest population (23.1 million), and Guinea-Bissau the smallest (1.8 million). They have 4.5 million annual live births, with Niger having the highest fertility rate and an annual number of live births estimated at 967,000. All face major development and health challenges and are often ranked at or near the bottom on economic, social, and health indicators. The under-five mortality rate is estimated at 94.7 deaths per 1,000 live births, and fertility is high at an average of 5.37 children per woman.² Of the 188 countries classified according to the Human Development Index (HDI), a composite index of health (life expectancy at birth), education (average number of years of education), and standard of living decent (GDP per capita), the eight countries are ranked between 162 (Senegal) and 187 (Niger). Life expectancy at birth is 59 years and overall education is low. The average number of years of schooling varies from 1.4 in Burkina Faso to 4.7 in Togo.³ Similarly, the level of poverty is high: the percentage of the population living on less than 1.90 USD per day at international prices in 2011 ranged from 28% in Côte d'Ivoire to 67% in Guinea-Bissau, and averaged 46%.⁴

1.2.2. Institutional framework and partnership for the study

The study was conducted by the Institute for International Programs at Johns Hopkins University (IIP-JHU), based in the United States, with the financial support of 3ie. IIP-JHU identified a consultant in each country responsible for the inventory of stakeholders and data collection.

These consultants were recruited on the basis of their experience in data collection, their residency in the country and in-depth knowledge of the landscape of actors in the country. The focal points of the WACIE program served as resources and were invited to support the work of the consultants to identify institutions and collect data. The coordination of the WACIE program in Benin was also involved in the data collection in Benin.



Figure 1.1. Map of Africa showing the study countries

Chapter 2. Methodology of the study

2.1. Study design et training

2.1.1. Sampling

All public and private stakeholders, multilateral, bilateral and technical and financial partners were eligible to participate in this scoping study. To generate the initial list of organizations, all country consultants were commissioned to inventory existing institutions in their respective countries. The list drawn up served as the sampling frame for the institutions to be investigated. To ensure that all major categories of actors are represented in the sample, we proceeded to a stratified sampling, based on predefined categories. The sample size in each country has been set at 50. No sampling has been conducted in countries where the initial list used as a sampling frame has 50 or fewer institutions. In countries with more than 50 institutions, stakeholders were subdivided into 3 categories:

- (1) Research institutions: These are public or parapublic organizations that focus primarily on producing scientific evidence by carrying out research activities in one or more sectors. These include university or research-oriented departments, public or parapublic public institutes;
- (2) Agencies implementing programs: These organizations focus primarily on the delivery of services to the public. They are mainly users of impact evaluation results, but they may also have a monitoring and evaluation unit that tracks the performance of their programs. This includes, for example, government departments; centers implementing public or parapublic policies.
- (3) Multilateral institutions, bilateral agencies and technical and financial partners: These institutions are most often international institutions located in the country that can commission impact evaluations and use the results of impact evaluations.

A simple random sample of institutions was selected in each category. A proportional distribution based on the size of each group was used to obtain the sample size of each group for a total of 50 institutions. In Mali, a two-stage sampling was implemented. The first step was to identify well-known key institutions and then sample from the remaining institutions on the list. This was done in coordination with the local consultant and IIP-JHU experts familiar with the country's institutional landscape.

2.2. Data collection tool and training of consultants

2.2.1. Data collection tool

We conducted a brief literature review to identify existing tools for measuring institutional capacity and demand for data use. We found the tools developed by "Measure Evaluation" program very indicated, addressing key issues of interest for the study. The data collection tool of the study was thus inspired by the tools previously established by Measure Evaluation.⁵ The initial version of the tool was reviewed by 3ie and the consultants. The final version contains 9 sections:

1. Background information
2. Main functions
3. Human capacity for impact evaluation

4. Partnership and communication
5. Databases and data management
6. Implementing surveys
7. Supervision of data collection and data quality assessment
8. Research and evaluation
9. Data demand and use

The tool, produced in both English and French, was programmed on Open Data Kit (ODK) platform for electronic data collection using tablets. ODK enables real-time upload/download of data as they are collected. Appendix 1 includes the data collection tool.

2.2.2. Consultants profiles

In each country, the study was conducted by a consultant recruited for this purpose. The consultants were identified during the development of the study project by the JHU team through their previous collaboration with researchers already established in these countries and with experience in collecting and analyzing survey data. The consultants are all experts in data collection and analysis, with at least a master's degree in population studies, sociology, chemistry or a doctorate in medicine with additional training in data collection and analysis. Guinea-Bissau's consultant has been identified with the assistance of the coordination of the WACIE program in Cotonou. The list of consultants and other key persons for the study is in Annex 2. In some countries such as Burkina Faso, Mali, Côte d'Ivoire, Benin and Senegal, the consultants worked with assistants who they recruited themselves in the country.

2.2.3. Training of consultants

A brief training protocol was developed to guide the consultants on the scope of work and the implementation of the data collection. The protocol was developed in both English and French and includes the definition of the key concepts of the evaluation, the scope of work for consultants, instructions on downloading the tool and the use of the tool for electronic data collection and data transfer. An additional instruction manual on the use of ODK for data collection has also been developed for training.

As the study budget was limited, there was not travel fund for JHU researchers for field-based training and organizing data collection in each of the study countries. The training of the consultants was therefore conducted online on video. Two trainings of almost a day each were organized to ensure that all the consultants had the chance to participate in at least one training. The consultant's terms of reference were developed and reviewed with the consultants during the training. The data collection tool and the data collection procedure were covered and discussed during the training. The survey questionnaire was first discussed in its paper version before proceeding to the tablet orientation with the ODK program for electronic data collection.

Following the training, the consultants were invited to test the tool with their own institution and to give their opinion on the improvement of the tool. Most of the comments received were related to the length of the tool. Most consultants were concerned that respondents would not be willing to spend a lot of time during the interview process. So, we have substantially revised the tool to cut it down. The final version of the tool was shared with the consultants and the revised ODK version accordingly. The process of revising the tool was done in consultation with 3ie, the sponsoring organization of this study.

2.3. Data collection and analysis

2.3.1. Data collection tool and process

The data collection was conducted on a tablet with ODK program allowing a collection and transfer of data on an online server in real time. Tablets were purchased and configured specifically for data collection before being forwarded to each consultant. Data collection started in early November and was scheduled to last a month and a half. However, due to difficulties in obtaining appointments for interviews and end-of-year holidays, data collection continued slowly until mid-March 2019.

2.3.2. Data analysis

The collected data was uploaded regularly to the server and transferred from the server for cleaning before analysis. The analyses presented in this report are based on the data sent to the server until the day of February 19th. Analyses are essentially descriptive based on frequency tables or cross tables.

2.4. Limitations of the study

The implementation of the study experienced some difficulties that limited its scope.

- Despite the efforts of consultants and researchers, it is possible that the initial list of institutions from which institutions were randomly drawn is not sufficiently comprehensive and may be skewed for a particular sector. This is the case, for example, in Senegal where there has been a strong representation of the health sector because the starting list was obtained from the health research ethics review unit. The initial list developed in Benin was reinforced by the local WACIE team but the regional and local authorities' sector was widely represented. In Cote d'Ivoire, government departments appear to be poorly represented in favor of international structures. As a result, the final sample of the study in each country is a reflection of the initial composition of the initial list used to sample the organizations. In addition, the random selection of institutions to obtain a representative sample of the country may have omitted certain key research institutions that one would have liked included in the list.
- Not all consultants were able to interview the optimum number of 50 institutions planned for reasons of non-response or availability of institutions. This is particularly the case of Senegal, Mali or Guinea-Bissau. In Guinea-Bissau, the initial list included fewer than 50 institutions.
- It was not possible for JHU researchers to perform field-based monitor of data collection, as the study did not have sufficient resources for travel to countries.
- The training of the consultants was done remotely via internet. Although two sessions were organized, a number of countries (especially Guinea-Bissau) had connection difficulties related to poor internet network. The consultants from those countries were therefore unable to complete the full webinar training.
- The registration of consultants into JHU's financial system took a long time, exacerbated by language barriers between consultants and the JHU finance team.

The consultants continually reported difficulties experienced in making appointments with the institutions to interview. This has been the case despite the official letter of introduction that JHU has provided to all consultants. WACIE Program Focal Points have been called upon to facilitate this process but their continuous active engagement in the study implementation was limited in most countries.

Chapter 3. Characteristics of institutions and experiences in impact evaluation

3.1. Characteristics of institutions

3.1.1. Types of institutions or actors interviewed

A total of 323 institutions were successfully interviewed between the onset of data collection and March 14, 2019 (Figure 3.1). Guinea-Bissau and Mali have the lowest number. For Guinea-Bissau, the low number of institutions would reflect the low number of actors in the country. In Mali, however, it has been much more difficult to access institutions. In Benin, where the largest number of institutions was surveyed, WACIE's local coordination team assisted the consultant and also included several localities in the list of institutions surveyed. The analyses presented are based on data downloaded as of February 19, 2019 and represent 314 institutions. Between February 19 and March 14, 9 institutions were added (2 in Burkina Faso, 1 in Niger, 1 in Senegal and 5 in Togo). As the number added institutions was small, it was not deemed necessary to rerun entirely the analyses again.

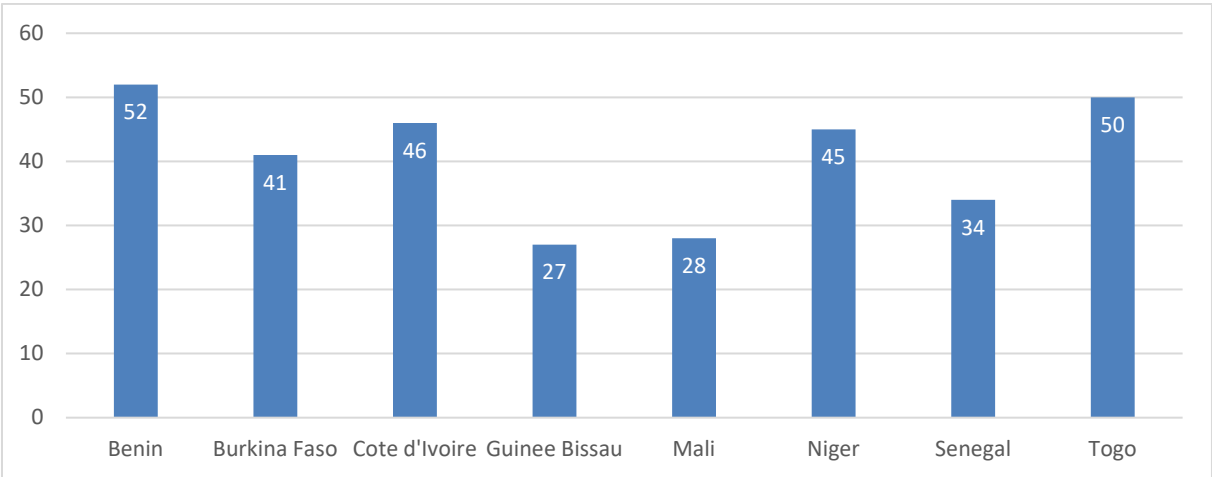


Figure 3.1. Number of institutions successfully surveyed by country

Figure 3.2 shows the distribution of institutions surveyed by type. A third of the actors were governmental departments and were mainly investigated in Guinea-Bissau (63%) and Senegal (52%). These departments were very poorly represented in the sample in Côte d'Ivoire (4%), while their proportion ranges from 21% in Burkina Faso to 52% in Senegal. The second type of institution was research or monitoring and evaluation institutions, 18% of which were represented among all institutions. Apart from Guinea-Bissau, where no institution surveyed specializes in research/monitoring and evaluation, the proportion of these institutions ranges from 12% in Senegal to 38% in Burkina Faso. Non-governmental organizations are represented in each country, ranging from 7% in Guinea-Bissau to 20% in Côte d'Ivoire. Multilateral, bilateral institutions and technical and financial partners were surveyed in varying proportions ranging from 6% in Benin to 20% in Côte d'Ivoire.

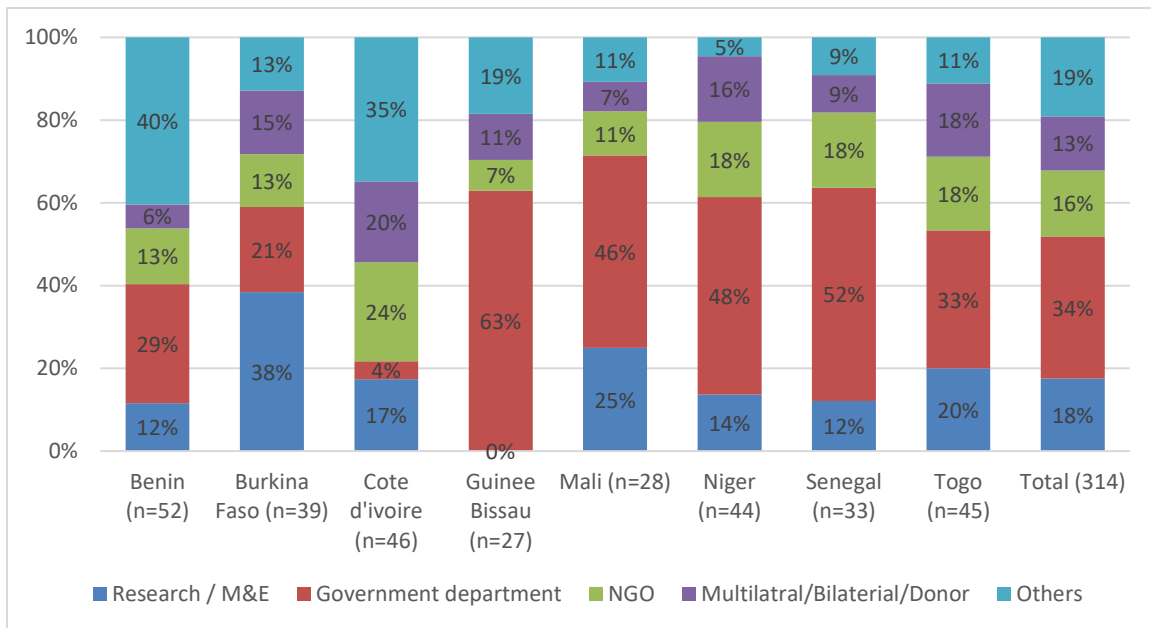


Figure 3.2. Type of institutions interviewed by country

3.1.2. Areas of intervention of the institutions

Figure 3.3 shows some of the areas of intervention of the institutions surveyed. It appears that the areas of intervention are varied. In Benin, the vast majority of institutions seem to be multi-purpose, operating mainly in the six areas shown in the figure. More than 60% of the actors reported interventions in areas including, health, education, poverty, agriculture, fisheries and food security, water and sanitation, and gender. The fact that a large majority of the institutions surveyed in Benin are local authorities could explain this versatility. It should be noted that institutions have mentioned other areas not listed in Figure 3.3 and the percentages presented may be underestimated due to the difficulty of reclassifying some responses.



Figure 3.3. Some areas of intervention by the institutions interviewed.

3.1.3. Geographical coverage of the institutions' activities

The majority of the actors surveyed operate at the national level, except in Côte d'Ivoire where more than half of the institutions reported international coverage, which could be linked to the fact that almost half of the institutions surveyed are NGOs or international institutions. In contrast, in Benin, half of the institutions have a sub-national base. Across all eight countries, two thirds of institutions have national coverage and more than one in five have international coverage. In Guinea-Bissau and Togo, almost all institutions are national in scope (96% and 93% respectively).

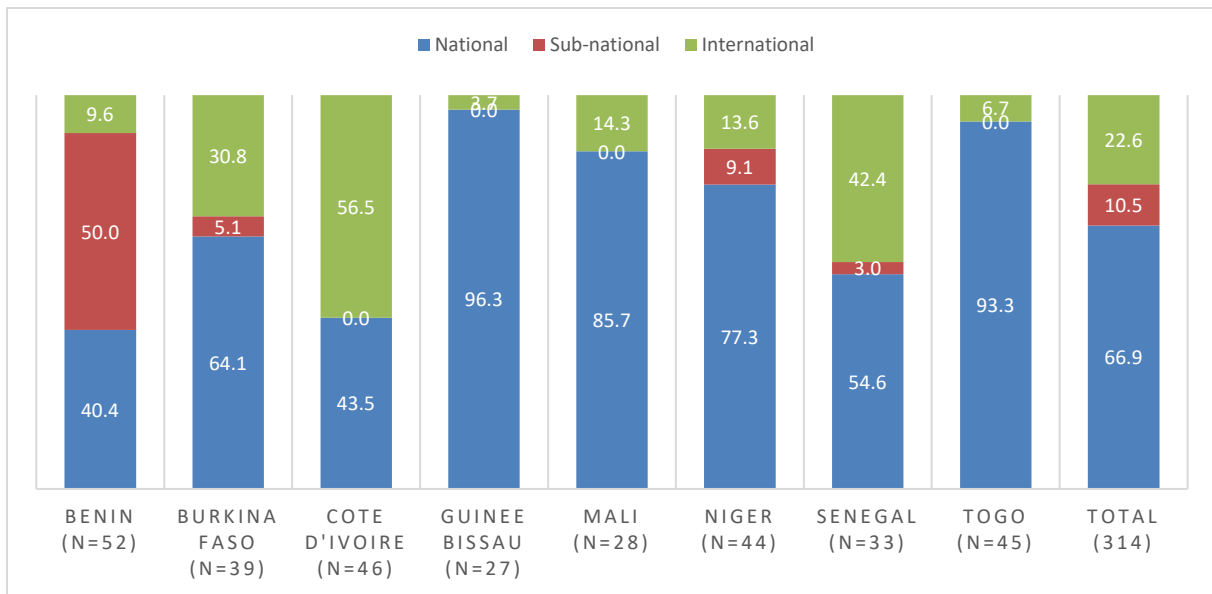


Figure 3.4. Geographical coverage of the institutions surveyed.

3.2. Impact evaluation in the organization and activities of institutions

3.2.1. The place of impact assessment in institutions

In the interviews, we asked the institutions to indicate their main role in commissioning, carrying out or using the results of impact evaluation. Figure 3.5 shows the distribution of results by type of institution. Overall, less than half of the institutions are involved in at least one of these three roles. Only slightly more than a third commission evaluations, while 47% and 45% respectively carry out or use the results of evaluations. Almost one in four institutions does not have a clear role in evaluation. The distribution by type of institution shows a distribution that is a function of the institution's specialization or main function. Institutions in government departments, which are mainly ministerial departments, show the same pattern with a generally low proportion involved in commissioning or carrying out evaluations and almost half of them reporting using evaluation results. The institutions specializing in research and monitoring and evaluation reported that they mainly conduct evaluations (76%). On the other hand, almost two thirds of NGOs play all three roles. Similarly, multilateral, bilateral organizations, or technical and financial partners do most of the commissioning and use of evaluation results (59% and 63% respectively). In addition, a significant proportion of these organizations also conduct evaluations (42%).

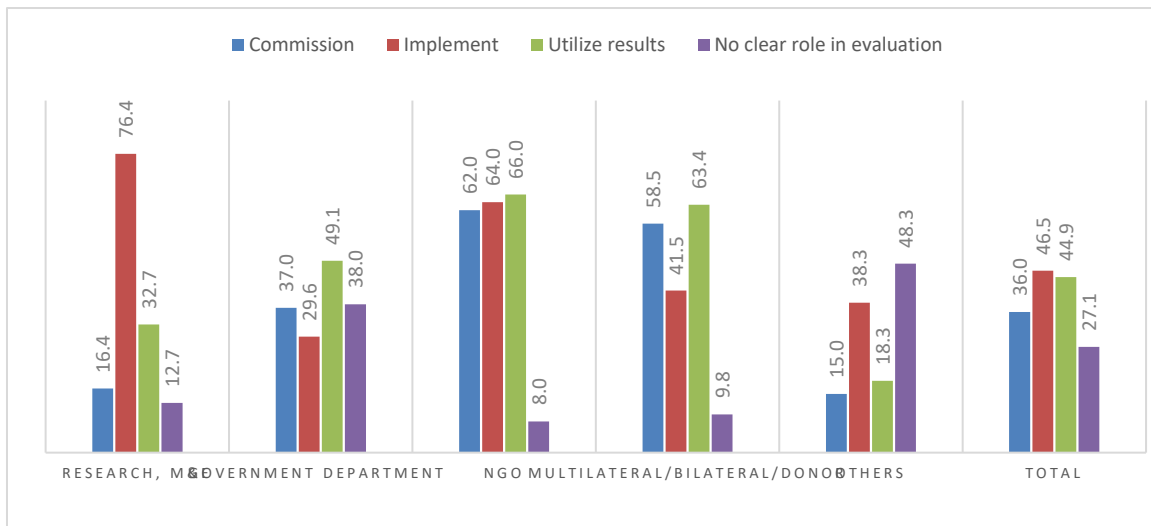


Figure 3.5. Pourcentage of the institutions according to their role in impact evaluation by type of institution.

Figure 3.6 shows the distribution of institutions according to their role in country impact assessment. Guinea-Bissau, Benin and Senegal stand out in particular with a relatively small proportion in all three roles. Two-thirds of institutions in Guinea-Bissau and half in Benin reported that they did not have a clear role in evaluation. The institutions surveyed in Côte d'Ivoire, Mali, and Burkina Faso largely reported conducting evaluations but have small proportions in other areas. Apart from Niger, where 61% of institutions reported commissioning evaluations, this role is weak in all countries with proportions below 50%. The use of evaluation results is also low except in Niger (55%), Mali (61%) and Togo (80%).

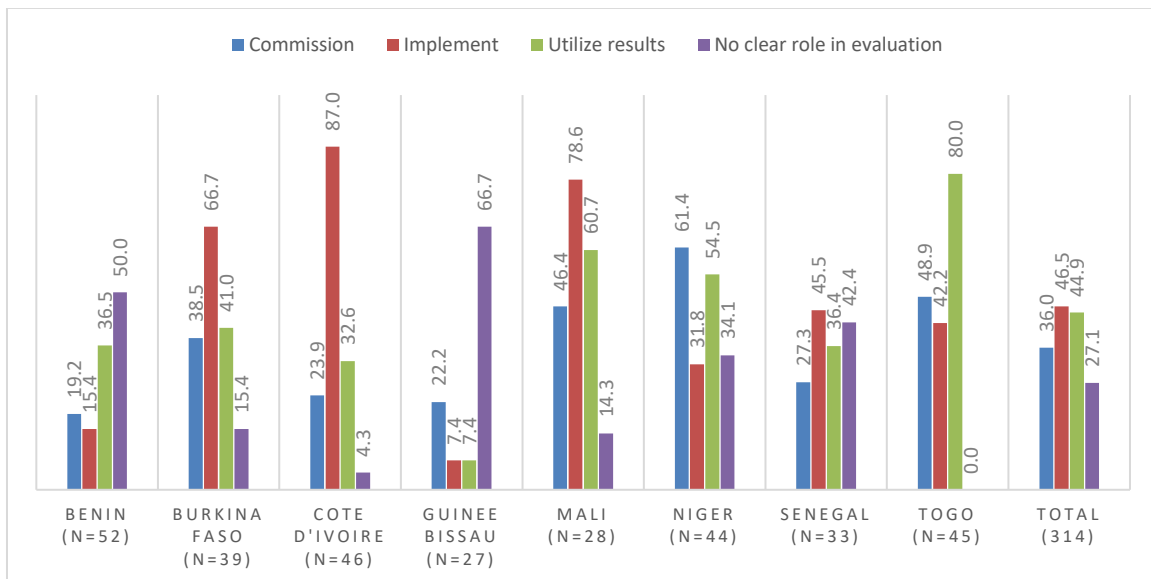


Figure 3.6. Pourcentage of the institutions according to their role in impact evaluation by country.

3.2.2. Level of priority given to evaluations

In addition to the main role played in evaluation, respondents were asked to indicate the priority given to impact evaluations in their institution. Figure 3.7 shows the results by type of institution. Overall, a large majority of institutions reported a high or moderate priority for evaluations, indicating the predominance of evaluations for these institutions. Almost 73% of institutions reported a high (55%) or moderate (18%) priority for evaluations. This result is mainly due to bilateral, multilateral or donor institutions, almost all of which have declared a high or moderate priority for evaluations (95%). They are monitored by NGOs (88%) and research or monitoring and evaluation institutions (76%). Almost two-thirds of the government departments surveyed also reported that evaluations were given high or moderate priority.

Figure 3.8 shows the results on the level of priority given to country evaluations. The institutions surveyed in Côte d'Ivoire, Togo, Burkina Faso and Niger overwhelmingly reported a high or moderate level of priority. However, Benin, Guinea-Bissau, Senegal and Mali are the countries where more than a third of respondents reported that they do not have priority for evaluations. The case of Benin is particularly striking, where only one in four institutions reported having a high priority for evaluations.

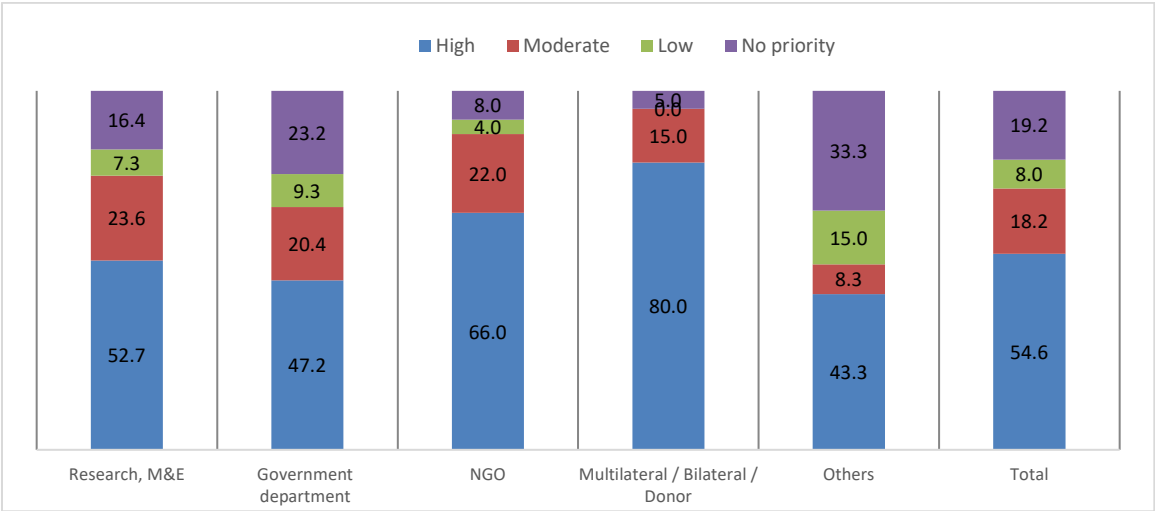


Figure 3.7. Pourcentage of institutions according to their role in impact evaluation by type of institutions

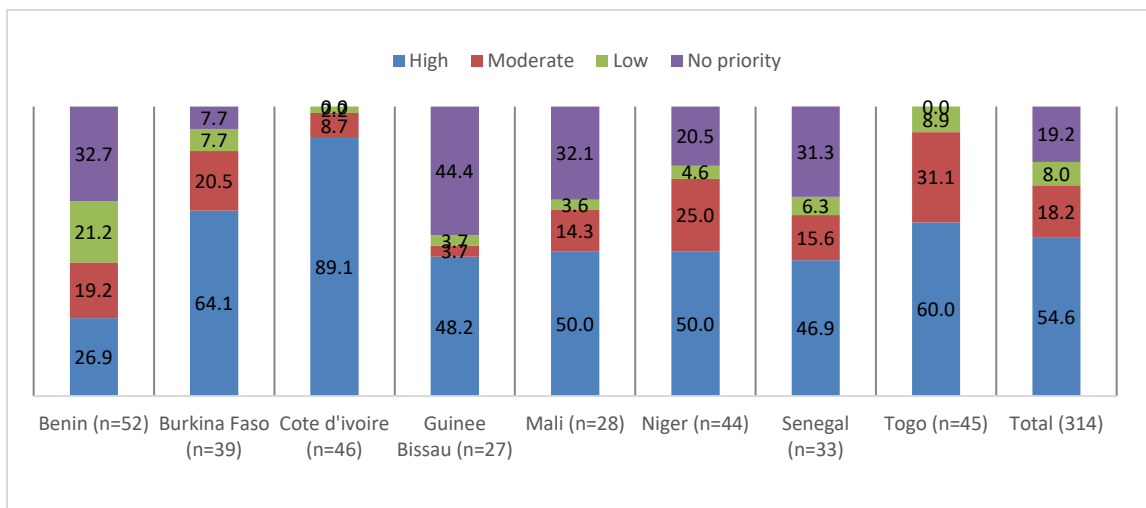


Figure 3.8. Percentage of institutions by priority given to country impact evaluation

3.2.3. Existence of a unit and work plan on impact evaluation

In relation to their role in evaluation and the priority given to evaluations, we asked institutions if they had a unit dedicated to impact evaluations and an impact evaluation work plan. Figure 3.9 shows a strong relationship between the two indicators. Half of the institutions reported having a dedicated evaluation unit and 45% have an impact evaluation work plan. In general, it is in Côte d'Ivoire and Burkina Faso that the vast majority of institutions reported having an evaluation unit and an evaluation work plan. In Togo, almost all the institutions (93%) surveyed reported having an evaluation unit. On the other hand, only 29% have a work plan on impact assessment. Senegal, Benin and Guinea-Bissau are the countries where very few institutions reported having an evaluation unit and an evaluation work plan.

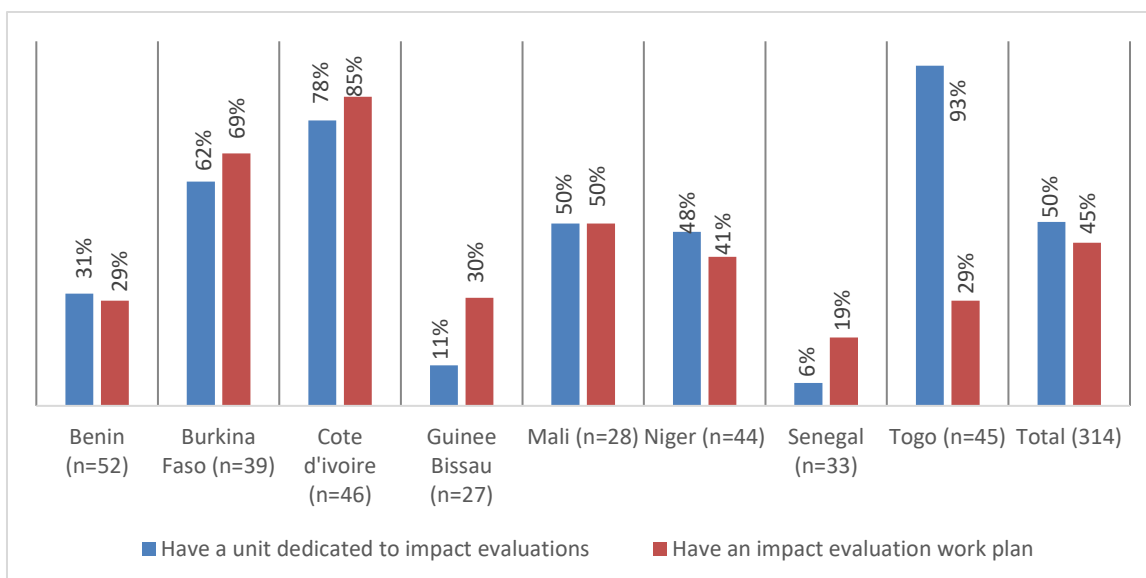


Figure 3.9. Percentage of the institutions with an evaluation unit and an impact evaluation work plan

3.2.4. Institutions' experience in impact evaluation

Of the eight countries, almost 50% of the structures surveyed reported having commissioned and/or implemented an impact evaluation in the previous 10 years (Table 3.1), but this varies greatly from country to country. In Benin, about 2 out of 10 structures have been involved in an impact assessment over the past 10 years, compared to more than 9 out of 10 in Côte d'Ivoire. In addition to Côte d'Ivoire, Burkina Faso and Mali are the only countries where more than half of the structures surveyed have been involved in an impact evaluation over the past 10 years; in Niger 50% of the structures have been involved in this type of evaluation.

Table 3.1. Percentage of the structures that have commissioned and/or implemented an impact evaluation in the last 10 years

	Commissioned and implemented	Commissioned only	Implemented only	None	n
Benin	5.8	7.7	3.9	82.7	52
Burkina Faso	10.3	28.2	38.5	23.1	39
Côte d'Ivoire	19.6	28.3	47.8	4.4	46
Guinée-Bissau	3.7	14.8	7.4	74.1	27
Mali	25.0	14.3	35.7	25.0	28
Niger	27.3	20.5	2.3	50.0	44
Senegal	6.3	15.6	25.0	53.1	32
Togo	6.7	15.6	13.3	64.4	45
Total	13.1	18.2	21.1	47.6	313

3.2.5. Evaluation methods used

Overall, quasi-experimental and non-experimental (pre-post non-control) evaluation methods are the most widely used (Table 3.2). Among the structures that have been involved in an evaluation over the past 10 years, about 4 in 10 (42% and 41%) report using each of these methods, compared to only 2 in 10 (26%) who cited an experimental or randomized method. This varied somewhat by country; in Niger more than 4 out of 10 structures (46%) cited an experimental method, and in Benin 3 out of 10 (33%), while in Togo less than one structure in 10 used this design. Similarly, quasi-experimental methods were more widely used in Benin (78%), Burkina Faso (60%), and Mali (57%) than in other countries. It should be noted that in some countries such as Benin (n=9) and Guinea Bissau (n=7) the sample was small because very few structures surveyed in these countries had been involved in impact assessments.

Table 3.2. Impact evaluation methods used among structures that have commissioned and/or implemented an impact evaluation in the last 10 years*

Percentage of structures reporting having used:					
	Experimental method/ random allocation	Quasi-experimental method	Pre-post method without control	Other methods	n
Benin	33.3	77.8	33.3	22.2	9
Burkina Faso	26.7	60.0	43.3	10.0	30
Côte d'Ivoire	22.7	36.4	31.8	22.7	44
Guinée-Bissau	28.6	14.3	14.3	28.6	7
Mali	23.8	57.1	42.9	19.1	21
Niger	45.5	22.7	27.3	36.4	22
Senegal	18.8	31.3	68.8	0.0	16
Togo	6.3	31.3	68.8	18.8	16
Total	25.5	41.8	41.2	19.4	165

* More than one possible answer

Regarding their most important impact assessment in the last 10 years, 6 out of 10 structures (62.4%) reported using a comparison area (Table 3.3). The comparison area is required for most experimental and quasi-experimental designs. However, this varied between countries, ranging from 4 out of 10 in Togo (43.8%) to nearly 8 out of 10 in Côte d'Ivoire (79.6%). Two-thirds (66.7%) of the evaluations included baseline and endline surveys, and more than 7 in 10 (74.6%) used existing data. The use of baseline and endline surveys varied little between countries; however, the use of existing data was much more frequent in Niger, Benin and Burkina Faso (95.5%, 88.9%, and 86.7%, respectively), unlike Togo (43.8%). The use of mixed methods was widespread: these methods were cited by more than 9 out of 10 structures in all countries except Benin (77.8%) and Guinea-Bissau (71.4%).

Table 3.3. Characteristics of the most important sponsored/conducted impact evaluation in the last 10 years

Percentage of structures reporting having used:					
	A comparison zone	Baseline/endline surveys	Existing data	Mixed methods	n
Benin	66.7	66.7	88.9	77.8	9
Burkina Faso	46.7	60.0	86.7	93.3	30
Côte d'Ivoire	79.6	75.0	68.2	100.0	44
Guinée-Bissau	71.4	71.4	71.4	71.4	7
Mali	52.4	66.7	71.4	95.2	21
Niger	72.7	68.2	95.5	95.5	22
Senegal	56.3	62.5	68.8	93.8	16
Togo	43.8	56.3	43.8	93.8	16
Total	62.4	66.7	74.6	93.9	165

3.2.6. Qualitative description of the last evaluation carried out in the last 10 years

The study questionnaire includes a question asking the respondent from institutions that reported conducting evaluations to describe the largest evaluation study conducted in the last ten years. The objective of this qualitative question was to identify in a little more detail the design and implementation of the study and the institution's involvement at all stages of the study. The responses obtained in this qualitative interlude in a generally quantitative instrument, were limited by the time constraint during the interview, the non-qualification of several respondents to provide in-depth details because they were not directly involved in the study, and the difficulty that the consultants had in summarizing this part of the interview.

From the responses obtained, it appears that, in general, the idea of conducting the evaluation was mainly due to four reasons. First, the evaluation was at the request of the donor or technical and financial partner, expert mission or government. For the international institutions involved in the evaluation, the idea sometimes came from their central office (Head quarter). The institutions themselves have generally not taken the initiative to generate the idea of evaluation. Secondly, the evaluation was included in the planning of the Project to be evaluated (e.g. for national social and economic development programmes). The conduct of the evaluation was therefore part of a pre-established plan inherent in the project or programme being implemented. Thirdly, some structures responded to competitive project calls and were selected to conduct the evaluation. In addition, for some structures, the idea was part of the institution's mission. These are generally research structures such as universities and research centres. Finally, for some structures, the idea of evaluation was generated during the development of annual work plans.

As well as generating the idea for the evaluation, the decision to prioritize the conduct of the evaluation was motivated by the need to identify the effects of programs, mid-term or end-of-project reviews, understand the strengths and weaknesses of the program, monitor the project and build the capacity of technical staff in evaluation. In addition, for some structures, the decision was impersonal because the evaluation was required as part of the project, or requested by the partner or government, or was part of a contract, or a call for proposals. The need to generate convincing evidence and results for the government and partner, to test strategies before scaling up, or to contribute to improving people's living conditions, fighting poverty were also mentioned as motivation.

In general, the evaluations were conducted by a steering committee set up by the structure itself. This committee is headed by a project manager recruited for this purpose and often includes other partners. In these cases, the specific role of the institution was not clearly specified. In some cases, the evaluation was conducted by a local research institution. This is the case for calls from the government, for example. International agencies often use consultants or their central offices to conduct evaluations.

The respondents outlined the stages of the evaluation, starting with the development of the project, the establishment of the steering committee, the execution in terms of training of agents, data collection, analysis and report production. Here again, the specific role of the institution at each stage was not clear. However, there is a preponderance to focus on agent training and data collection and activities, indicating that institutions have been more of an operating structure than a design structure. In terms of evaluation methodology, the approach implemented does not very often appear to have been designed by the institution itself, but came from the partner requesting the evaluation, another structure, the central office, or the steering committee. It is important to note that most respondents

were unable to provide details on the methodology. The methods often mentioned are mixed methods with a quantitative and a qualitative component. Nevertheless, some research structures have conducted evaluations based on an experimental or quasi-experimental methodology with intervention groups (often village or district groups) and comparison groups based on randomized samples, and pre-post program measures.

3.2.7. Implementation of surveys

3.2.7.1. Conducting surveys

Overall, nearly six out of ten institutions (59%, n=313) conduct surveys with significant differences between countries. More than eight out of ten institutions in Mali (86%, n=28) and Côte d'Ivoire (80%, n=46) conduct surveys compared to institutions in Benin (33%, n=52) and Guinea Bissau (15%, n=27) that have the lowest rates. Between these two extremes are the institutions of Burkina Faso (74%, n=39), Senegal (69%, n=32), Togo (64%, n=45) and Niger (50%, n=44).

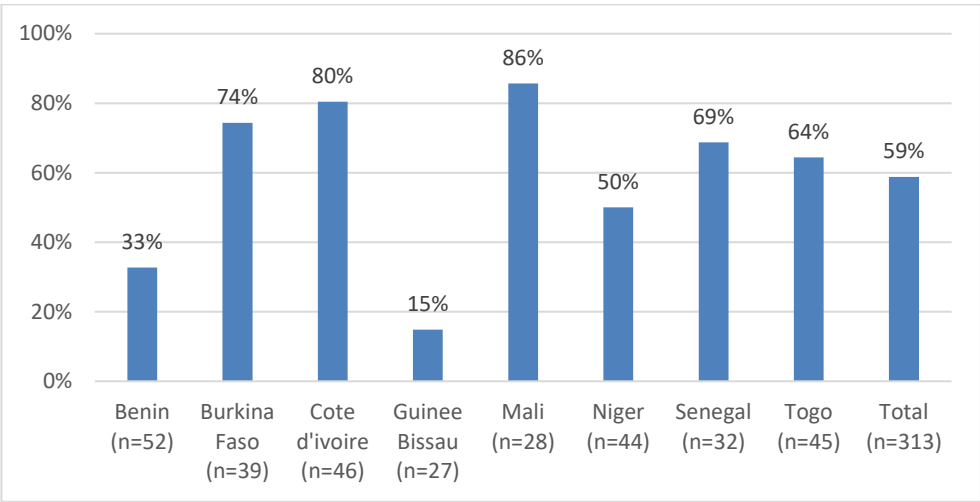


Figure 3.10. Number of institutions conducting surveys by country

3.2.7.2. Types of surveys

Among the institutions that conduct surveys (n=184), more than a quarter (26%, n=47) have not conducted household surveys in the past five years. The large proportions of institutions that did not conduct household surveys are in Senegal (50%, n=22), Guinea Bissau (50%, n=4) and Benin (47%, n=17). At the same time, the low proportions of institutions that did not conduct household surveys are found in Côte d'Ivoire (14%, n=37), Togo (14%, n=29) and Mali (17%, n=24). Overall, more than a quarter (26%, n=148) of institutions have conducted at least ten household surveys in the past five years. The highest proportions are recorded among institutions in Niger (41%, n=22), Mali (38%, n=24) and Senegal (36%, n=22). While the lowest proportions are recorded among institutions in Guinea Bissau (0%, n=4), Burkina Faso (10%, n=29) and Benin (12%, n=17).

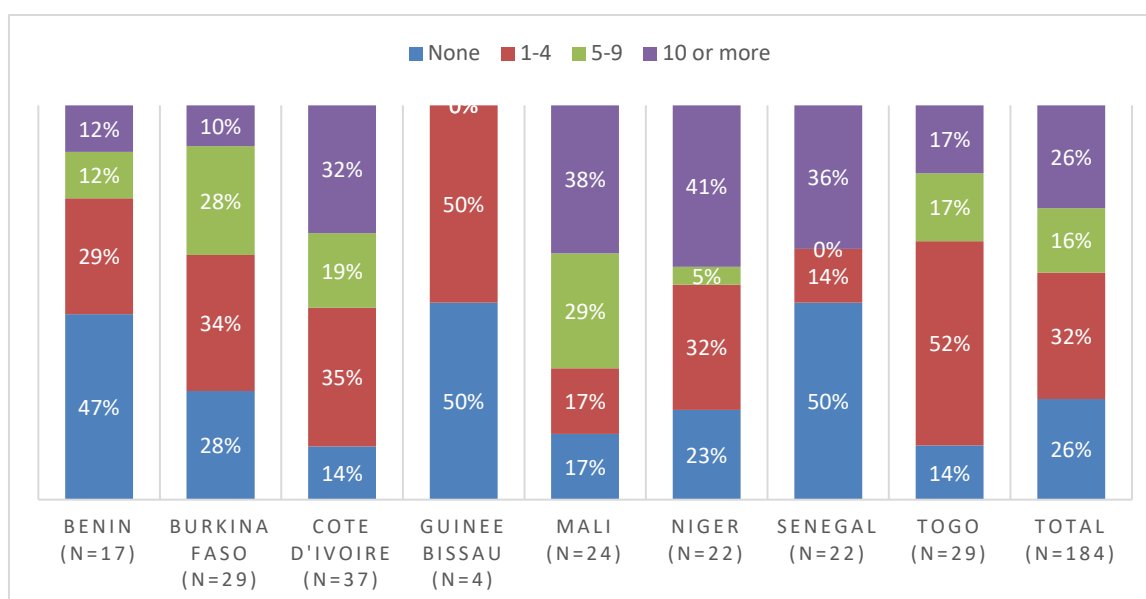


Figure 3.11. Number of household surveys conducted by institutions conducting surveys and by country

Over the past five years, more than four in ten institutions (42%, n=184) have not conducted quantitative establishment surveys (Figure 3.12). More than six out of ten institutions in Togo (62%, n=29), Burkina Faso (62%, n=29) did not conduct quantitative establishment surveys. At the same time, almost two out of ten institutions in Côte d'Ivoire (17%, n=37) and Senegal (18%, n=22) did not conduct quantitative establishment surveys. Over the past five years, just under two in ten (17%, n=184) have conducted at least ten quantitative establishment surveys. Nearly four out of ten institutions in Côte d'Ivoire (42%, n=37) and Senegal (36%, n=22) have conducted at least ten quantitative school surveys over the past five years, while no institution in Guinea Bissau (n=4) and Togo (n=29) has conducted more than ten quantitative establishment surveys over the past five years. However, it should be noted that the number of institutions concerned by this issue is relatively small in Guinea-Bissau (n=4) in order to draw solid conclusions.

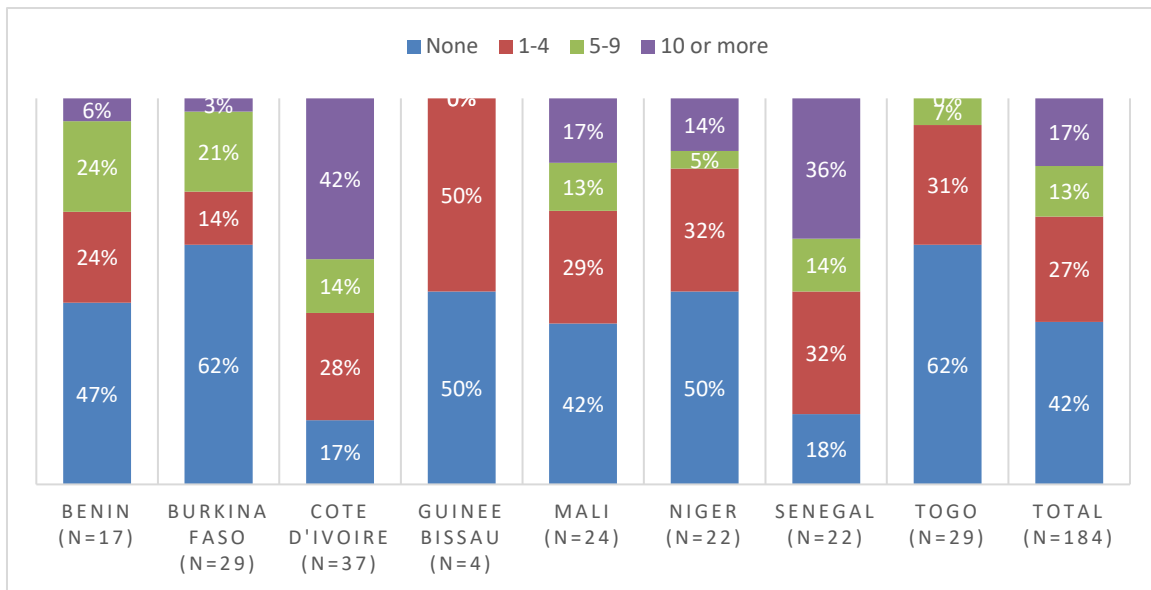


Figure 3.12. Number of quantitative facility surveys conducted by institutions conducting country surveys

Overall, one-third of institutions (n=184) have not conducted qualitative surveys in the last five years, with considerable variations by country (Figure 3.13). Half of the institutions in Guinea Bissau (n=4) and Senegal (n=22) have not conducted qualitative surveys in the last five years. At the same time, only two out of ten institutions in Mali (13%, n=24) and Côte d'Ivoire (19%, n=37) have not conducted qualitative surveys in the last five years. At the same time, almost one-quarter of institutions (23%, n=184) have conducted ten or more qualitative surveys over the past five years. More than four out of ten institutions in Côte d'Ivoire (43%, n=37) have conducted ten or more qualitative surveys in the last five years, while no institution in Guinea Bissau (n=4) and Togo (n=29) has conducted more than ten or more qualitative surveys in the last five years.

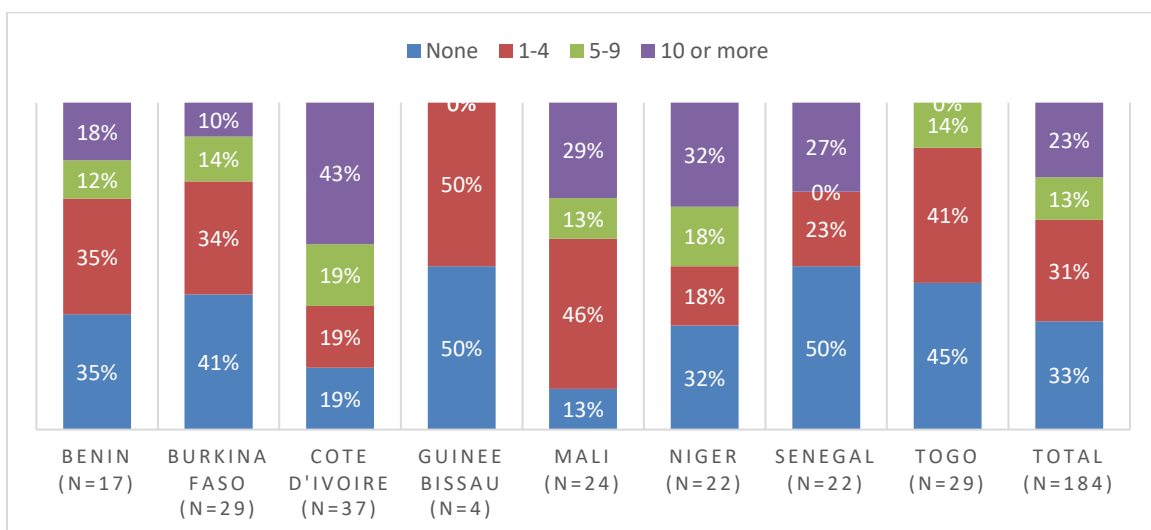


Figure 3.13. Number of qualitative surveys conducted by institutions conducting country surveys

3.2.7.3. Characteristics of the last survey

Among the institutions that have conducted surveys in the past five years (n=170), one-third (33%) had a sample of less than 1000 entities, 42% had a sample between 1,000 and 4,999 entities and 25% had a sample of at least 5,000 entities.

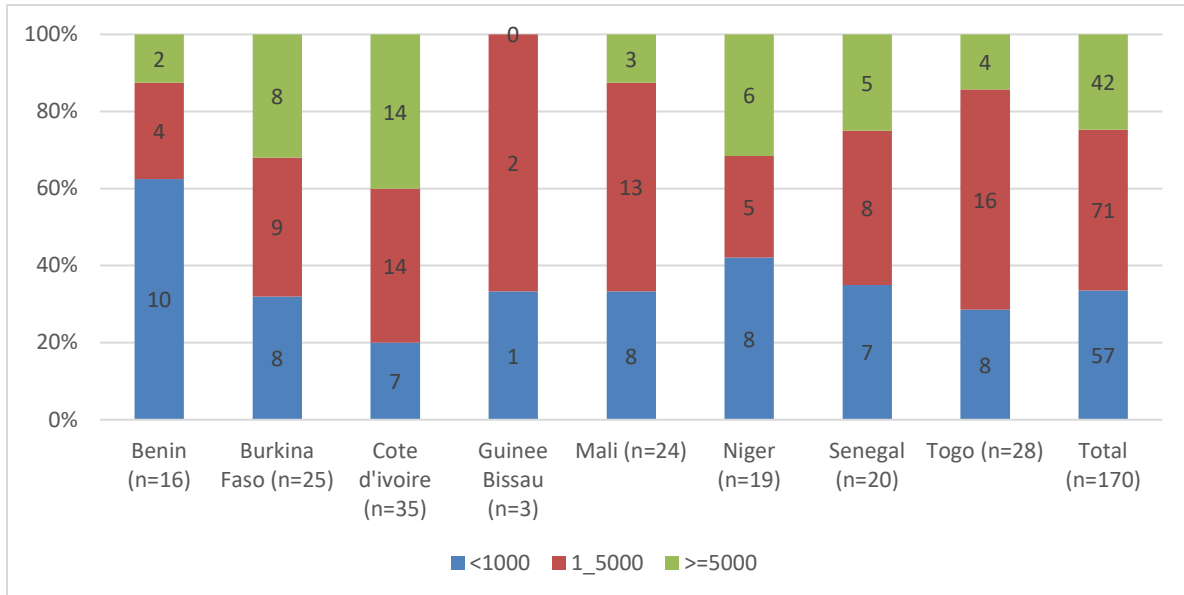


Figure 3.14. Size of the largest survey conducted in the last 5 years by country

Regarding geographical coverage, half of the institutions carry out surveys at national level, 30% have multi-regional coverage while 20% have regional coverage. Institutions in Togo (75%, n=28) and to a lesser extent those in Benin (62%, n=10) no longer conduct national coverage surveys. On the other hand, the institutions of Guinea Bissau (33%, n=3) and Senegal (40%, n=20) no longer conduct regional coverage surveys.

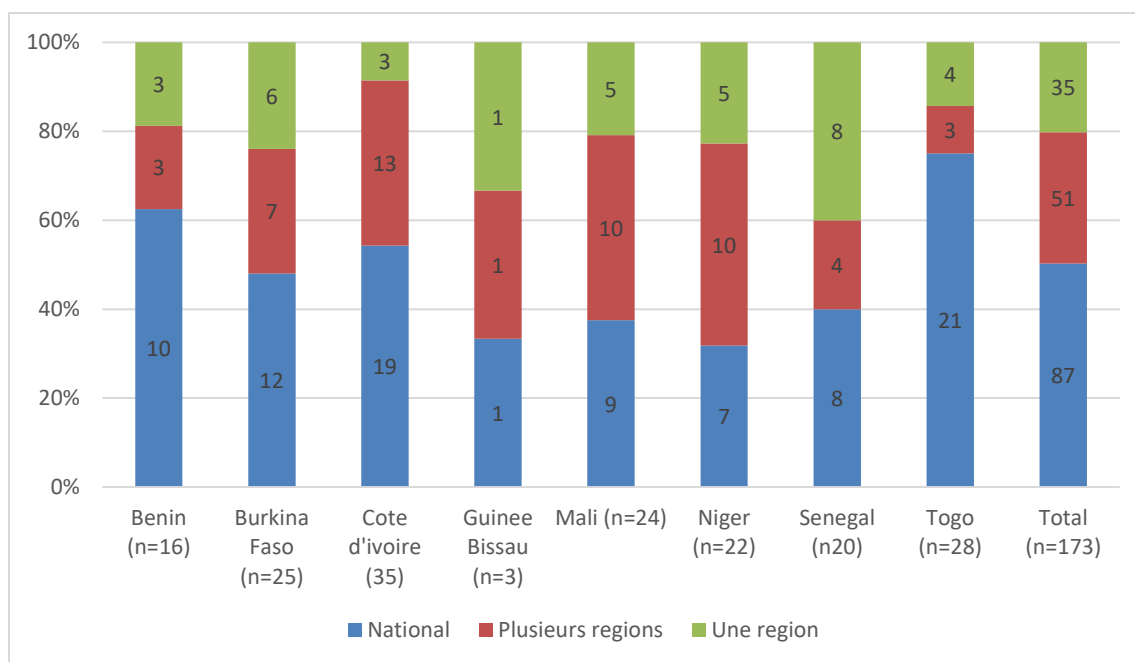


Figure 3.15. Geographical coverage of the last survey conducted in the last 5 years by country

3.2.7.4. External technical assistance received during the last survey

Overall, nearly six out of ten institutions (59%, n=182) received external technical assistance to conduct their largest survey in the last five years with variations between countries. Almost seven out of ten institutions (69%) received technical assistance in design. All institutions in Senegal (n=6) and Guinea Bissau (n=2) received external technical assistance in design compared to five out of ten institutions (56%, n=25) in Côte d'Ivoire. Overall, more than seven out of ten institutions (61%) received external technical assistance in training field investigators. Institutions in Togo (84%, n=19), Burkina Faso (80%, n=15) received more training assistance than those in Mali (33%, n=15) and Côte d'Ivoire (36%, n=25). Overall, seven out of ten institutions (69%) received external technical assistance in data collection. Benin's institutions are by far the ones that receive more technical assistance in data collection with more than nine out of ten institutions (91%, n=11) compared to Mali (53%, n=15) and Guinea Bissau (50%, n=2). Overall, six out of ten institutions (61%) received external technical assistance in data review and quality assurance. Institutions in Togo (84%, n=19) and Senegal (83%, n=6) no longer requested technical assistance in review and quality assurance. In contrast, institutions in Côte d'Ivoire (32%, n=25) and Burkina Faso (47%, n=15) received little external technical assistance for review and quality assurance.

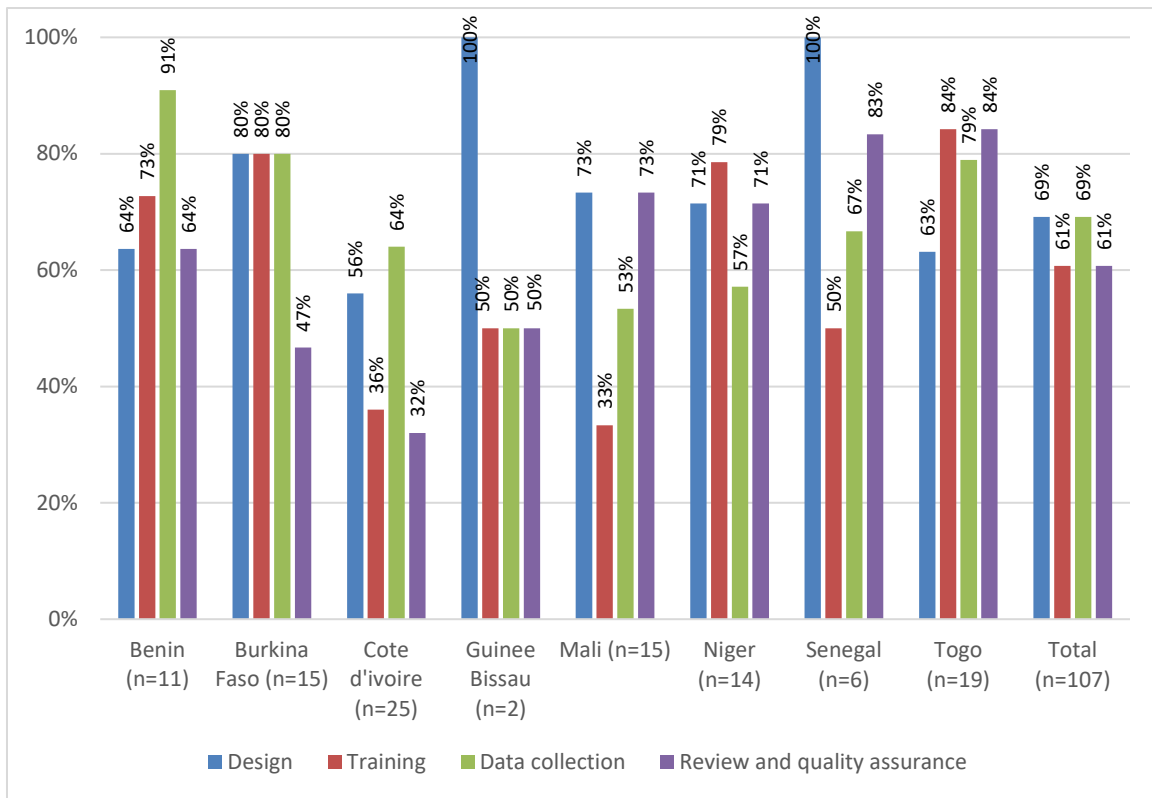


Figure 3.16. External technical assistance received for the largest survey in the last five years by country

Overall, three-quarters of the institutions have the report of the last survey. This report is available in eight out of ten institutions in Senegal (81%, n=21), Togo (79%, n=29) and Côte d'Ivoire (78%, n=37). This report is available only in five out of ten institutions (53%, n=17) in Benin.

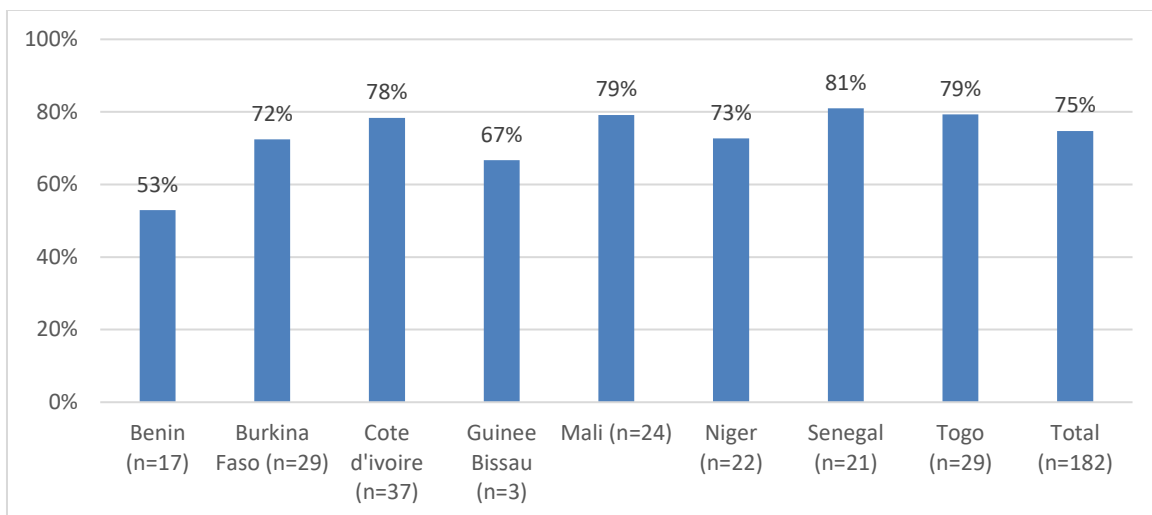


Figure 3.17. Availability of the report of the last survey by country

3.2.8. Supervision of data collection and quality control

Overall, nearly five in ten institutions (47%, n=313) have guides and tools for supervision of data collection; nearly four in ten institutions (37%, n=313) have procedures and tools for quality audits, and three in ten institutions (30%, n=313) produce data quality assessment reports. Significant variations were recorded for these three indicators across countries. The institutions of Guinea Bissau, Togo and Benin have the lowest proportions for these supervision tools, less than 20%. On the other hand, the institutions in Mali and Côte d'Ivoire are better equipped with quality control tools. For example, more than eight out of ten institutions have guides and tools for supervising collection agents. Similarly, 80% of institutions in Côte d'Ivoire (n=46) and 64% of institutions in Mali have procedures and tools for quality audits. The same applies to the production of data quality assessment reports. Nevertheless, it should be noted that more than seven out of ten institutions (72%, n=39) in Burkina Faso have guides and tools for supervising collection agents. In contrast, indicators on the availability of procedures and tools for quality audits and data quality assessment reporting are relatively lower at 38% and 26% respectively. Almost similar proportions are also recorded in institutions in Niger and Senegal.

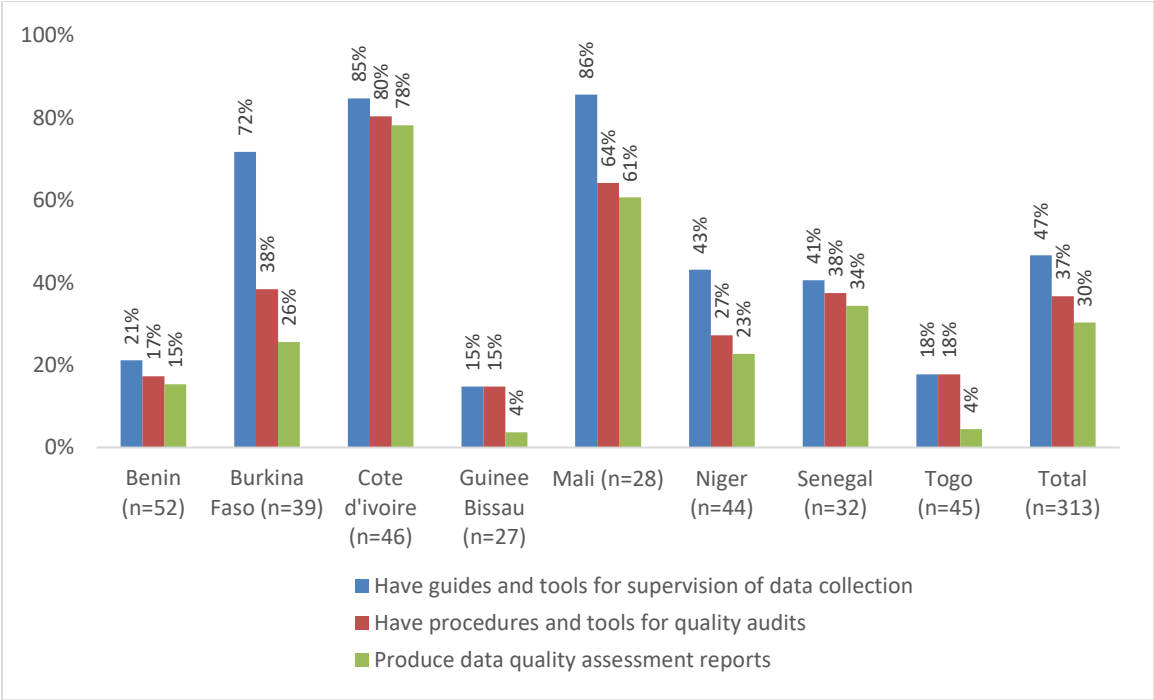


Figure 3.18. Availability of data collection and quality control supervision tools by country

Chapter 4. Capacity, Partnership and Communication

4.1. Human and logistical capacities

4.1.1. Institutional human resources for evaluation activities

4.1.1.1. Evaluation experts

The study examined whether and how many evaluation experts were available in the institutions surveyed. Evaluation expertise is not widespread in the institutions and the number of experts varies widely from one country to another. In the eight (8) countries, just over half (55%) of the institutions reported having evaluation experts, with almost 30% having 3 or more experts. Guinea-Bissau and Benin are the countries where more than 60% of the institutions do not have evaluation experts. They are followed by Senegal (55%), Niger (48%) and Togo (42%). Institutions surveyed in Côte d'Ivoire, Burkina Faso, and Mali generally reported having at least one evaluation expert.

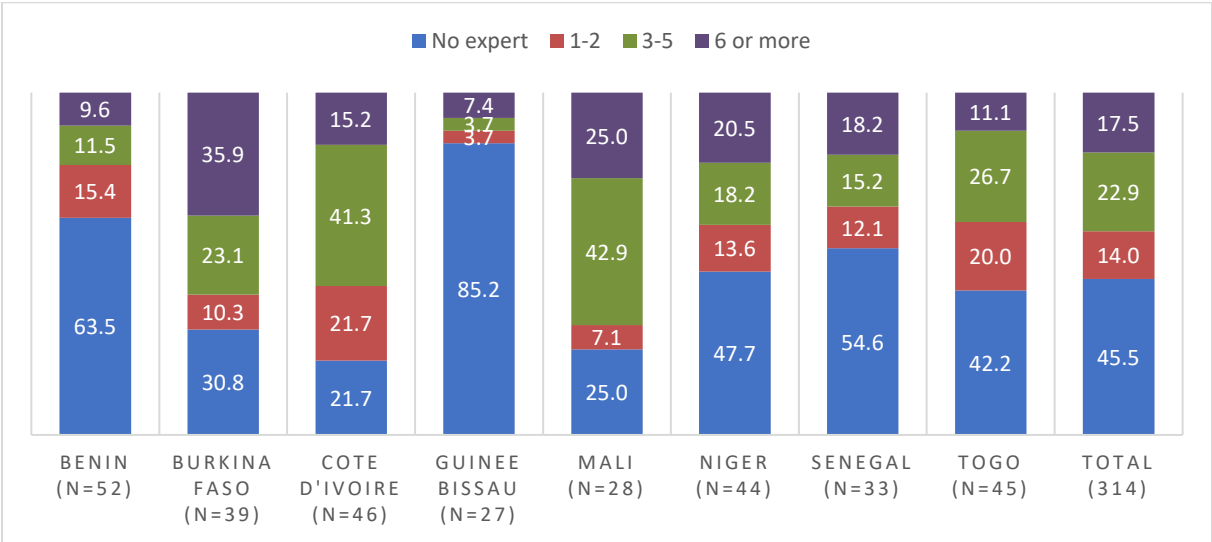


Figure 4.1. Number of evaluation experts per country

4.1.1.2. Staff trained in data collection, analysis and use

Figures 4.2, 4.3, and 4.4 show the distribution of the number of staff trained in data collection, data analysis and management, and data use and translation into policies and programs, respectively. In general, institutions reported the existence of at least one trained person in each of these three areas. Therefore, it represents a significant potential for capacity building. Only Guinea-Bissau seems to have a significant deficit in this area, with nearly 80% of institutions reporting that they have no trained staff in these areas. The availability of personnel trained in the use and translation of data into policies and programs is relatively lower than in the other two areas, particularly in Togo and Niger.

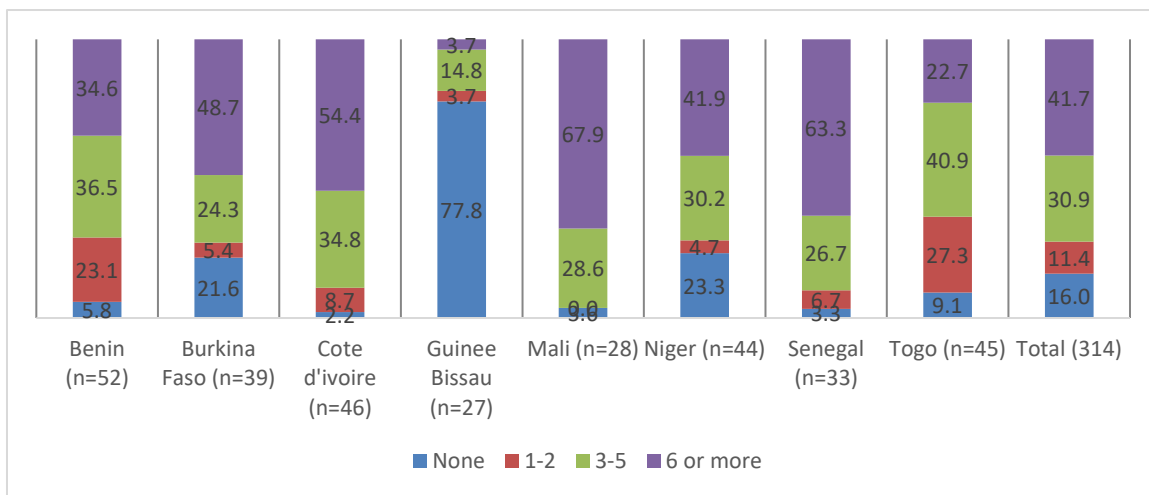


Figure 4.2. Number of staff trained in data collection

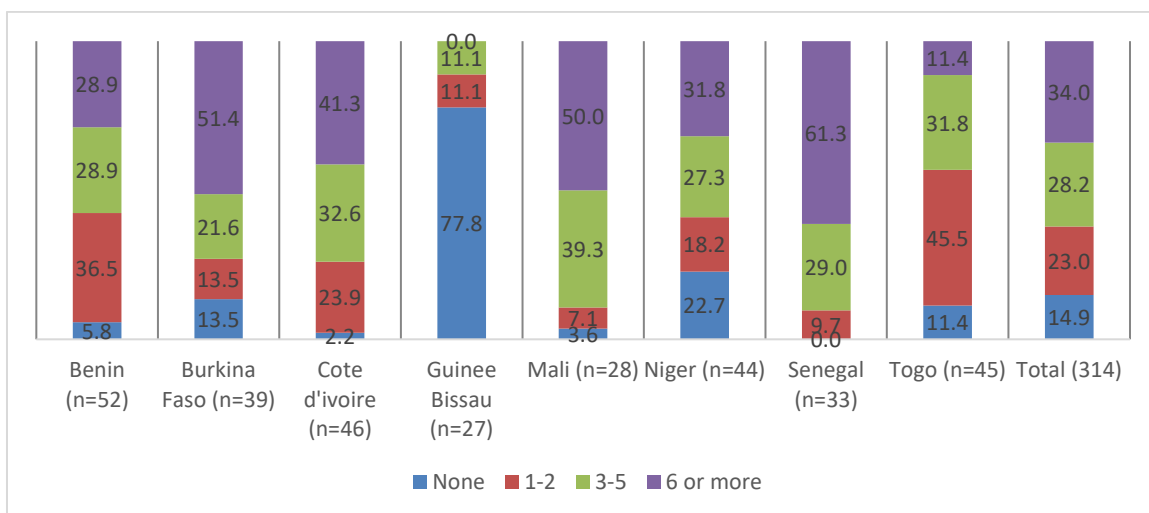


Figure 4.3. Number of staff trained in data analysis and management

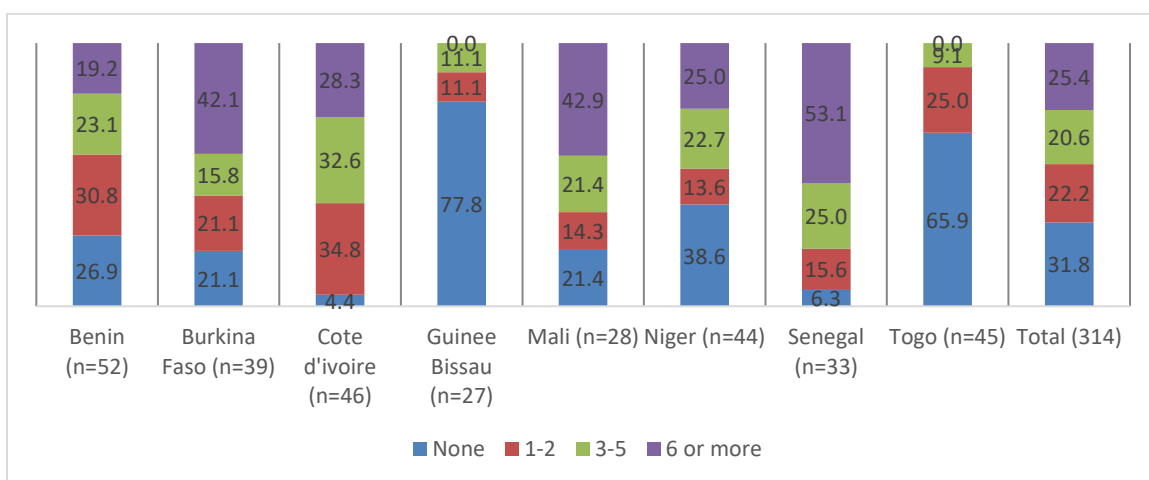


Figure 4.4. Number of staff trained in the use and translation of data into policies and programs

4.1.1.3. . Availability of technical staff for data management and processing in institutions carrying out impact assessments

The analysis of technical and logistical capacities for data management and processing was carried out taking into consideration only those institutions that have an effective institutional mandate to implement impact assessment.

In terms of the technical capacity of staff for data management and processing, 1 in 4 of institutions did not have qualified staff for data management and processing, although carrying out impact assessments is part of the missions of these institutions (Figure 4.5). Except for Guinea-Bissau for sample problems (only one eligible institution), Benin (43%) followed by Burkina Faso (35%) represent the countries with the highest proportions of institutions with no technical staff for data management and processing, unlike Côte d'Ivoire where this proportion was around 14%; the proportions for the other countries being ±5 points close to the average of the eight countries (25%).

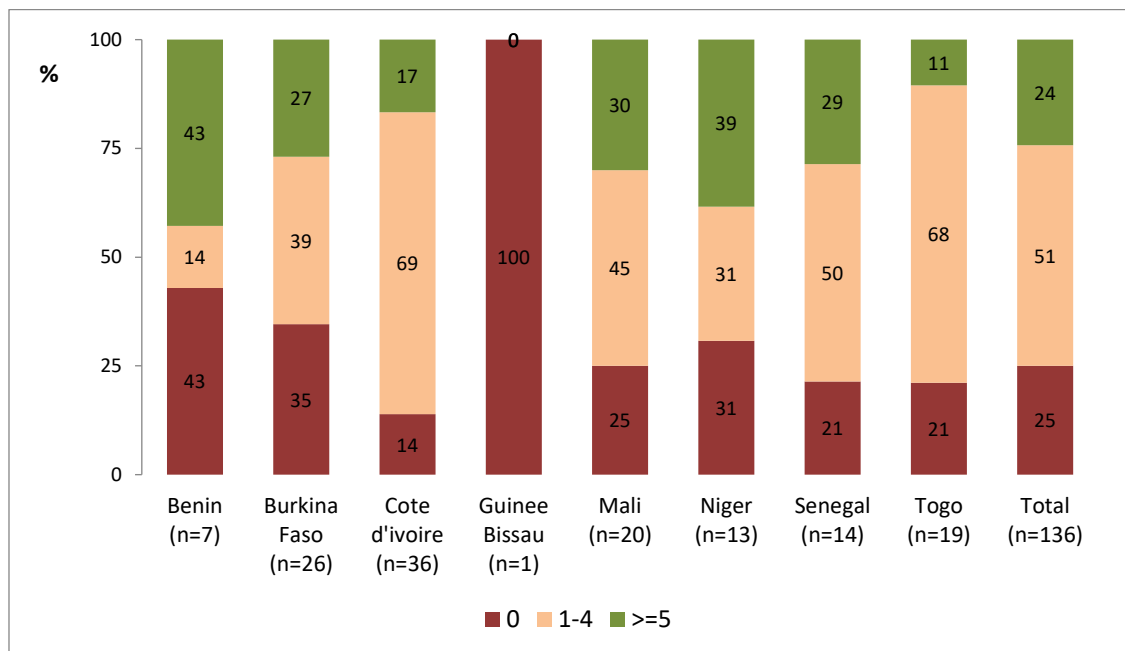


Figure 4.5. Number of technical staff for data management and processing in institutions carrying out impact evaluations

4.1.2. Institutional logistical resources for evaluation activities

4.1.2.1. Availability of computers and servers for data management and analysis in institutions conducting impact evaluations

In terms of logistics, about 7% of the institutions surveyed and conducting impact evaluations did not have computers used for data management and analysis (Figure 4.6). The deficit was much greater in terms of the existence of servers for data management and analysis. About 36% of all institutions conducting impact assessments did not have dedicated servers for data management and analysis (Figure 4.7).

The analysis revealed that the first three countries in which the institutions have at least ten computers for data management and analysis are Senegal (86%), Côte d'Ivoire (66%) and Mali (60%). In a few countries, institutions conducting impact evaluations did not have any computer for data processing. These cases were reported in Benin (43%), Niger (23%) and Burkina Faso (8%); the small sample in Guinea-Bissau did not allow such analysis for this country.

In terms of servers for data management and analysis, the institutions surveyed in Niger (90%), Senegal (80%) and Côte d'Ivoire (72%) had better equipment than those in Togo (21%) and Benin (25%).

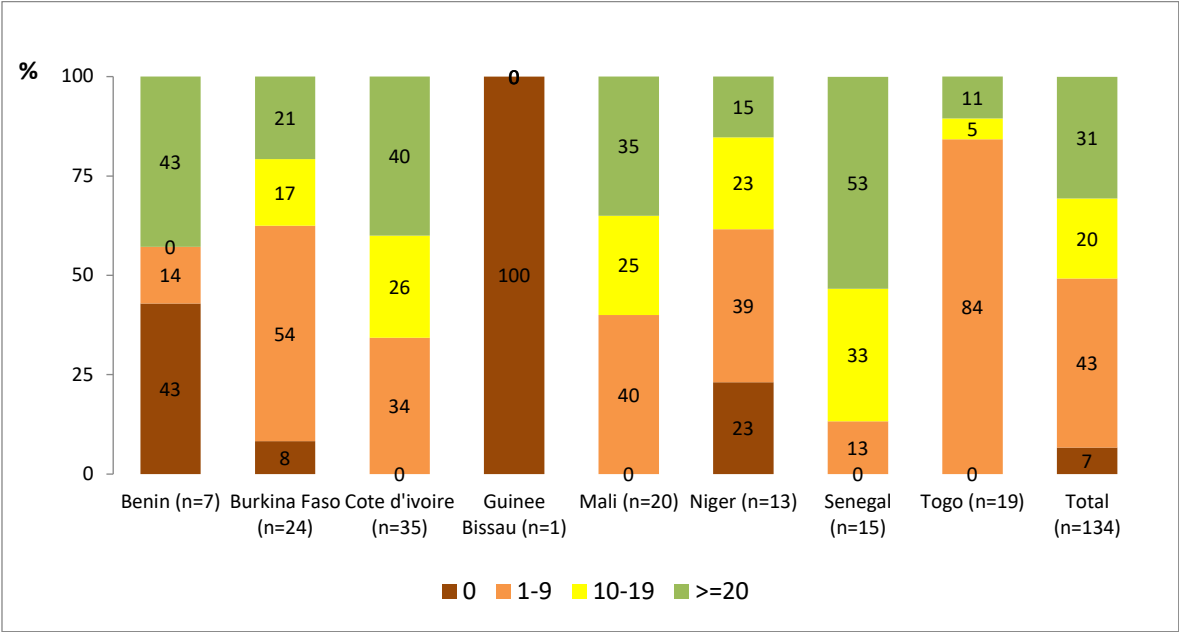


Figure 4.6. Number of computers for data management and analysis available in institutions conducting impact evaluations

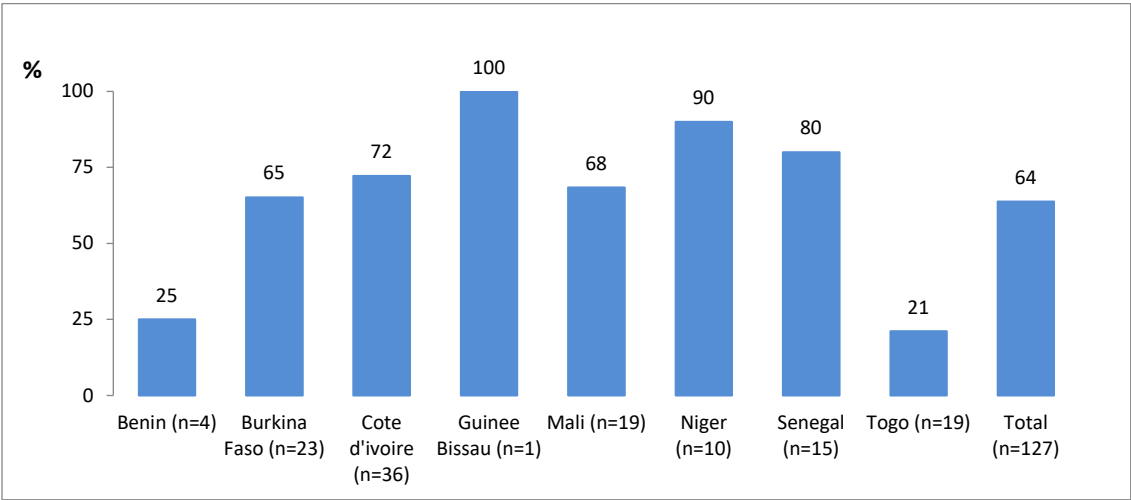


Figure 4.7. Existence of servers for data management and analysis in institutions conducting impact evaluations

4.1.2.2. Availability of software for data management and analysis in institutions carrying out impact evaluations

Based on the results of Table 4.1, the electronic data collection and management is a relatively common practice but varies from one country to another. Among the institutions carrying out impact evaluations, CSPro software was mentioned as the most used by the institutions (51%), followed by the ODK application (38%). About 1 in 5 institutions also mentioned the use of Microsoft-Excel software for data collection and management.

More than half of the institutions conducting impact evaluations reported having CSPro and ODK in Côte d'Ivoire (75% and 61% respectively) and Mali (55% and 50% respectively). The institutions interviewed in Niger, Togo and Guinea-Bissau reported a lower availability of data collection and management software.

Table 4.1. Main software for data collection and management by institutions conducting impact evaluations

Country	CSPro	ODK	Excel	Epi-Info	DHIS2	RedCap	Access	Atlas	Nvivo	Total	
	%	%	%	%	%	%	%	%	%	%	N
Benin	57.1	14.3	28.6	0.0	0.0	0.0	0.0	0.0	0.0	100	7
Burkina Faso	46.2	26.9	15.4	0.0	3.8	11.5	7.7	0.0	0.0	100	26
Côte d'Ivoire	75.0	61.1	27.8	13.9	13.9	2.8	2.8	2.8	0.0	100	36
Guinea-Bissau	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100	2
Mali	55.0	50.0	5.0	15.0	5.0	5.0	0.0	0.0	0.0	100	20
Niger	23.1	23.1	30.8	7.7	0.0	0.0	0.0	0.0	0.0	100	13
Senegal	33.3	40.0	13.3	13.3	0.0	13.3	0.0	0.0	0.0	100	15
Togo	42.1	21.1	21.1	26.3	0.0	0.0	0.0	5.3	5.3	100	19
Total	50.7	38.4	19.6	11.6	5.1	5.1	2.2	1.4	0.7	100	138

For data management and analysis. SPSS (46%). Stata (37%) and Excel (31%) are the main software used by the institutions. Institutions carrying out impact evaluations in Senegal. followed by Mali and Côte d'Ivoire are more equipped with quantitative data analysis software.

The results showed a low use of software for qualitative data management; only 1.4% and 0.7% of the institutions reported using Atlas and Nvivo software respectively. Only in Côte d'Ivoire (11%) and Senegal (13%) did about 1 in 10 institution report having Nvivo and Atlas software respectively.

Table 4.2. Main software for data management and analysis by institutions carrying out impact assessments

Country	SPSS	Stata	Excel	Epi-Info	CSPro	Atlas	Nvivo	Access	Total	
	%	%	%	%	%	%	%	%	%	N
Benin	28.6	28.6	14.3	0.0	14.3	0.0	0.0	0.0	100	7
Burkina Faso	34.6	34.6	19.2	7.7	11.5	3.8	3.8	7.7	100	26
Côte d'Ivoire	47.2	47.2	13.9	22.2	16.7	8.3	11.1	2.8	100	36

Country	SPSS	Stata	Excel	Epi-Info	CSPro	Atlas	Nvivo	Access	Total	
	%	%	%	%	%	%	%	%	%	N
Guinea-Bissau	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100	2
Mali	60.0	45.0	45.0	35.0	30.0	5.0	0.0	5.0	100	20
Niger	30.8	7.7	46.2	7.7	7.7	0.0	0.0	7.7	100	13
Senegal	53.3	53.3	80.0	13.3	0.0	13.3	6.7	6.7	100	15
Togo	57.9	26.3	26.3	26.3	36.8	5.3	5.3	0.0	100	19
Total	45.7	37.0	31.2	18.1	17.4	5.8	5.1	4.3	100	138

4.2. Use of technical support and consultants for impact evaluations

In describing their most important impact evaluation conducted or commissioned over the past 10 years, 8 out of 10 institutions reported having collected and analyzed their own data, but 6 out of 10 also reported using a consultant for the collection, and 5 out of 10 used a consultant for the analysis. This varied greatly by country; the use of consultants seemed to be more widespread in Niger (73% for collection and 82% for analysis), Guinea-Bissau (71% and 71%) and to a lesser extent in Côte d'Ivoire (71% and 50%). On the other hand, in Mali and Burkina Faso, consultants were used by less than half of the institutions. As for technical assistance, national or international, for the overall evaluation, 6 out of 10 institutions (58%) benefited from it, ranging from 39% in Côte d'Ivoire to 100% in Guinea-Bissau.

Table 4.3. Technical assistance obtained for the evaluation, and use of consultants for data collection and analysis for the largest commissioned/conducted evaluation in the last 10 years

Country	Technical assistance obtained for the evaluation	Data collected		Data analyzed		Number of institutions (n)
		By the institution	By the consultant	By the institution	By the consultant	
Benin	55.6	66.7	55.6	88.9	55.6	9
Burkina Faso	60.0	76.7	46.7	76.7	40.0	30
Côte d'Ivoire	38.6	93.2	70.5	84.1	50.0	44
Guinea-Bissau	100.0	100.0	71.4	71.4	71.4	7
Mali	66.7	85.7	33.3	95.2	38.1	21
Niger	77.3	77.3	72.7	68.2	81.8	22
Senegal	50.0	75.0	43.8	81.3	50.0	16
Togo	56.3	68.8	56.3	87.5	50.0	16
ALL	57.6	81.8	57.0	81.8	52.1	165

4.3. Partnership and communication of impact results

4.3.1. Existence of an inventory of institutional partners

To carry out their activities, institutions have a network of partners on whom they rely to sponsor, finance, carry out or use the activities or results of the studies to be carried out or carried out. To do this, the inventory of collaborative partners is a tool that institutions often use. Less than half (45%) of the institutions interviewed had an inventory of institutional partners (Figure 4.8). The existence of an inventory of collaborative partners was relatively widespread in Côte d'Ivoire (70%), Burkina Faso (56%) and Mali (50%). For all other countries, more than half of institutions reported that this tool did not exist. In Guinea-Bissau, only 11% of institutions mentioned the existence of an inventory of the partners with whom they collaborate.

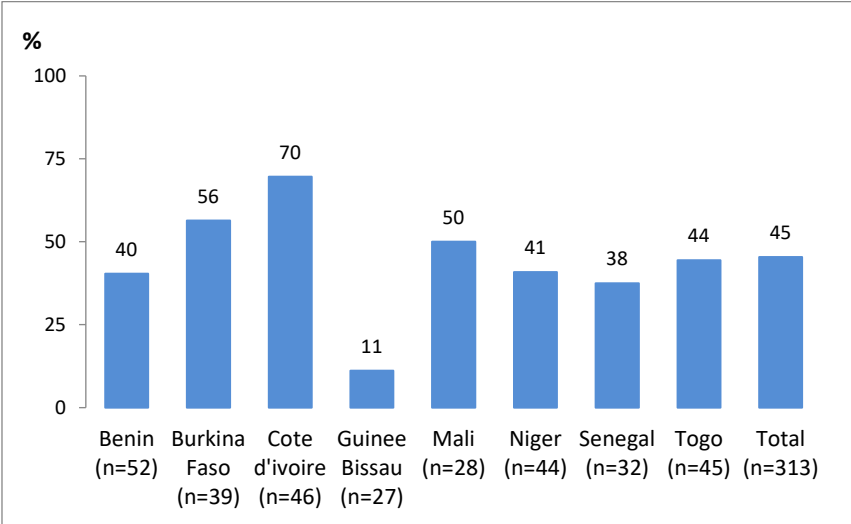


Figure 4.8. Existence of an inventory of impact evaluation stakeholders (partners) with whom institutions collaborate

4.3.2. Existence of a focal point or a team for communication

In terms of human resources for institutional communication, less than 3 out of 10 institutions reported having a focal point or a team in charge of the communication component of the institution's activities (Figure 4.9). Institutions in Côte d'Ivoire (70%), followed by Mali (43%), seem to stand out from those of the other six countries. The proportions were relatively lower among the institutions interviewed in Togo (7%), Senegal (10%), Benin (14%) and Guinea Bissau (16%).

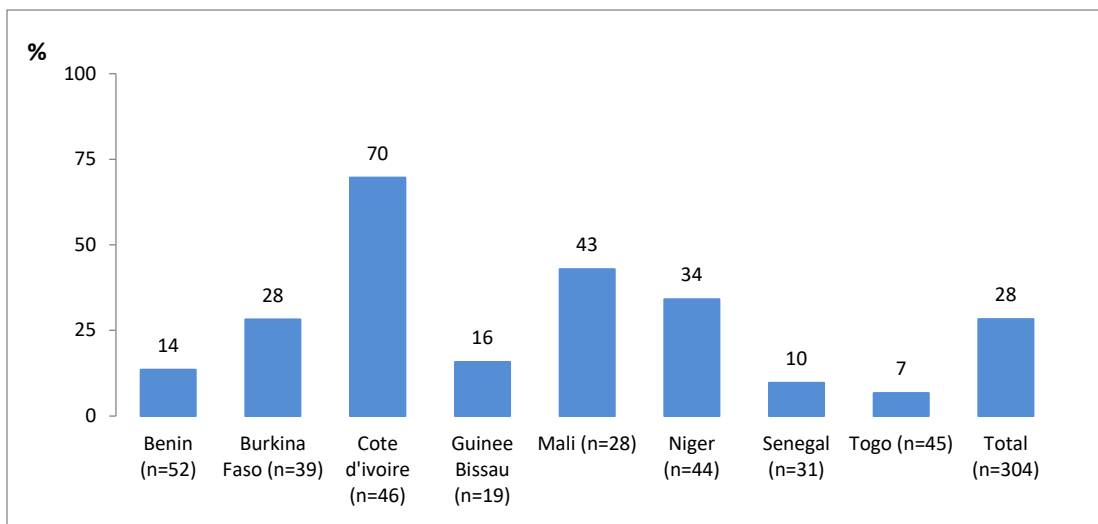


Figure 4.9. Existence of a focal point or a team for advocacy, communication and social mobilization for impact evaluations and use of results

4.3.2. Communication and dissemination of activities and use of study results

Dissemination of the results of evaluation activities consists in ensuring that evaluation information is available and usable by others. Most (60%) of the institutions surveyed claim to disseminate the results of evaluation studies, with a higher proportion in Mali (93%), followed by Senegal (78%). However, very few of these institutions had a plan for using this evaluation data (31%), or a formal process for using evaluation results (36%). Regarding the latter point, a large number of institutions in Côte d'Ivoire (70%), Mali (54%), and Burkina Faso (51%) reported having a formal process in place for the use of evaluation results.

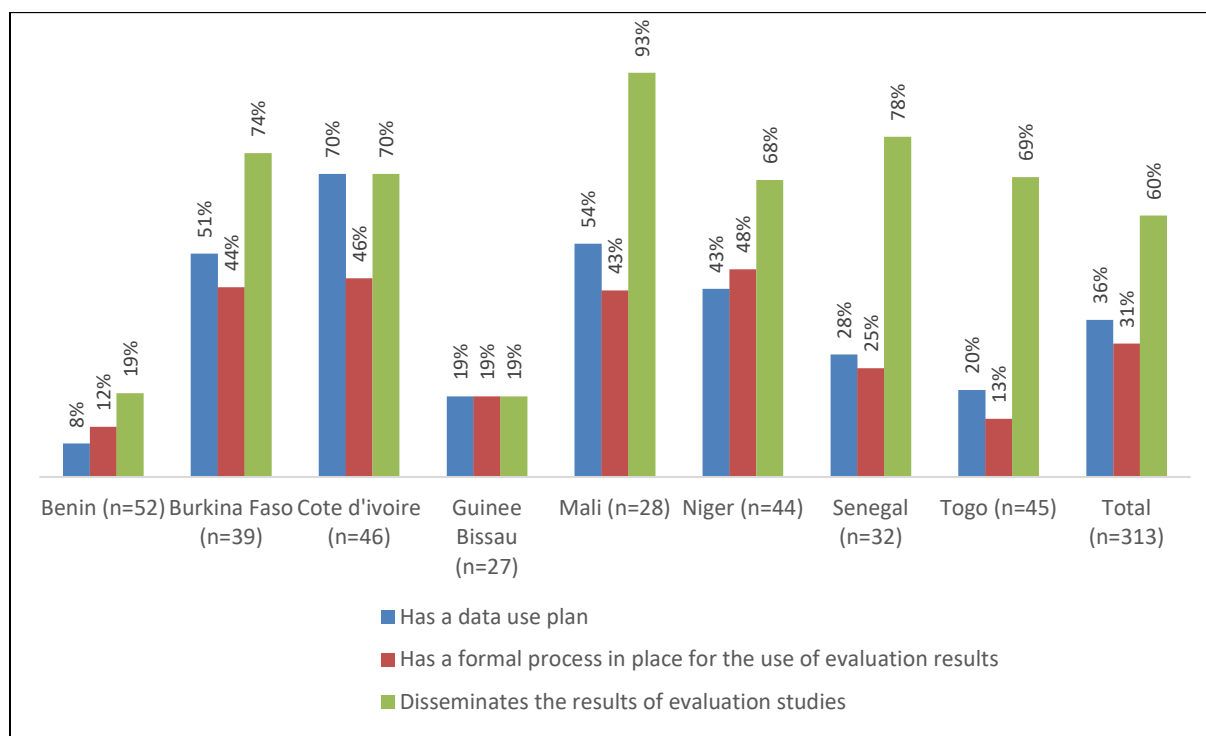


Figure 4.10. Dissemination of study results

Effective dissemination strategies combine different dissemination methods and formats. The production, and to a lesser extent, dissemination of evaluation results seems to be quite frequent practices: in all the institutions involved in impact evaluations, 9 out of 10 (90%) had produced a report and almost 8 out of 10 (78%) had disseminated the results of their most important evaluation over the past 10 years (Table 4.4). These values are slightly lower in Guinea-Bissau (71% and 57%, respectively) and Benin (78% and 56%, respectively). On the other hand, the availability of these evaluation reports is relatively low. Only one in two institutions (55%) had the report of their largest evaluation available at the time of this study. The availability of reports varies greatly by country, ranging from 25% in Côte d'Ivoire to 81% in Mali. Publication production was infrequent: more than one-quarter (29%) of the institutions reported a publication has been produced based on their most important evaluation. This ranged from 0% in Togo to 57% in Guinea-Bissau.

Table 4.4. Communication and dissemination of the results of the most important commissioned / conducted evaluation in the last 10 years

Country	Report produced	Report available	Results disseminated	Publications produced	Number of institutions
Benin	77,8	55,6	55,6	11,1	9
Burkina Faso	90,0	60,0	80,0	26,7	30
Côte d'Ivoire	90,9	25,0	65,9	38,6	44
Guinea-Bissau	71,4	57,1	57,1	57,1	7
Mali	85,7	81,0	95,2	33,3	21
Niger	100,0	68,2	86,4	22,7	22
Senegal	93,8	56,3	87,5	31,3	16
Togo	87,5	68,8	81,3	0,0	16
All	89,7	54,6	77,6	28,5	165

Regarding the communication of activities, results and/or decisions related to impact assessments, the table 4.5 shows that institutions in all countries reported a higher use of information reports (35%). Websites (31%) and scientific publications (25%) represent the second and third communication channels respectively. Almost 20% of the institutions also reported using policy briefs for the dissemination of the results of the studies. Specifically, institutions in Côte d'Ivoire, Burkina Faso, Mali and to some extent Senegal reported more mechanisms for communicating impact evaluations activities. On the other hand, very few channels or mechanisms were mentioned by the institutions in Benin and Guinea-Bissau.

Table 4.5. Mechanisms or channels used to communicate activities, results and decisions on impact evaluations

Country	Information reports	Website	Scientific Publications	Policy briefs	Newsletters	Workshops/ meetings	Total	
	%	%	%	%	%	%	%	N
Bénin	7.7	11.5	1.9	3.8	1.9	0.0	100	52
Burkina Faso	48.7	48.7	46.2	28.2	20.5	5.1	100	39
Côte d'Ivoire	50.0	47.8	43.5	32.6	30.4	8.7	100	46
Guinée-Bissau	14.8	11.1	11.1	7.4	7.4	0.0	100	27
Mali	57.1	35.7	46.4	28.6	21.4	17.9	100	28
Niger	45.5	25.0	20.5	22.7	25.0	4.5	100	44
Sénégal	45.5	30.3	39.4	21.2	6.1	6.1	100	33
Togo	22.2	33.3	2.2	13.3	6.7	4.4	100	45
Total	35.4	30.6	24.8	19.4	15.0	5.4	100	314

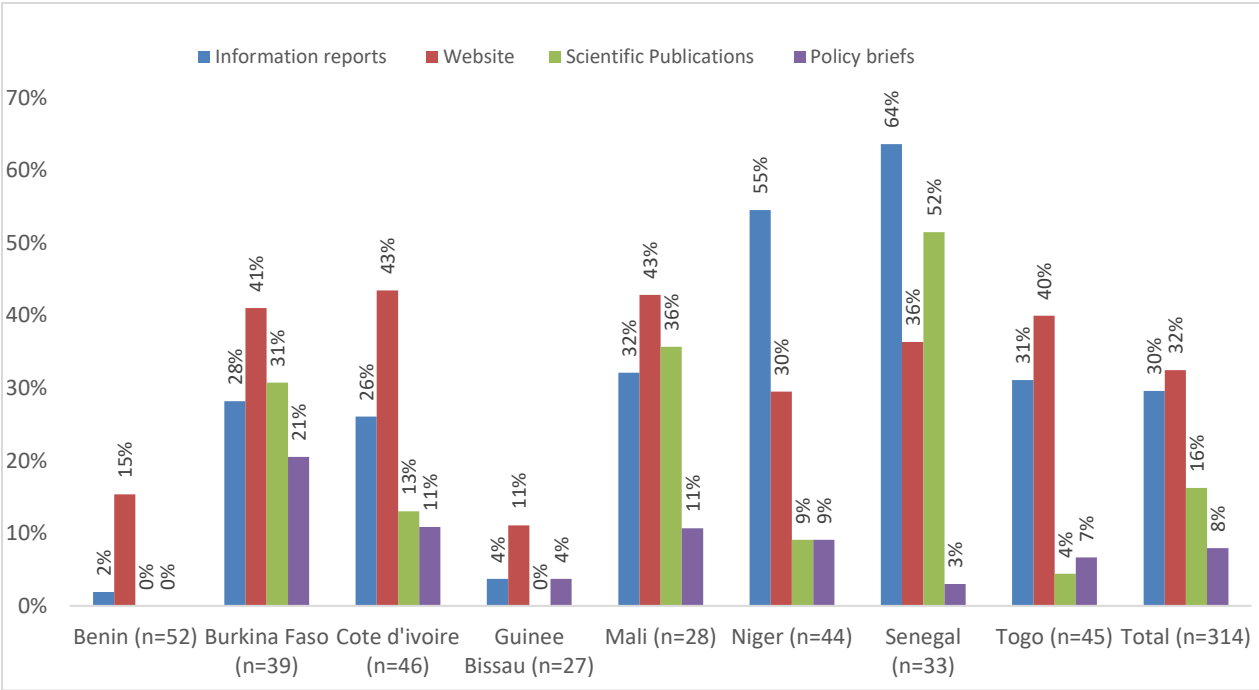


Figure 4.11. Main channels used for the dissemination of activities, results, and evaluation decisions

Among the surveyed institutions that have already had to organize meetings to share activities and impact evaluation results with other institutions or organizations, the study has collected information on the profiles or institutions to which participants belonged at the last meeting organized. In general, there is a predominance of government representatives (85%) at these meetings (Figure 4.12). In 71% of these meetings, the presence of civil society actors was also mentioned. Financial partners are in third place and were less present in these meetings, particularly in Guinea-Bissau (20%) and Togo

(33%). Guinea-Bissau (0%) and Togo (11%) also stood out as the countries where meetings to share impact assessment activities and results recorded a relatively lower presence of academic and research partners. Less than 10% of the meetings for sharing activities and study results were attended by the populations of the localities where these studies were conducted.

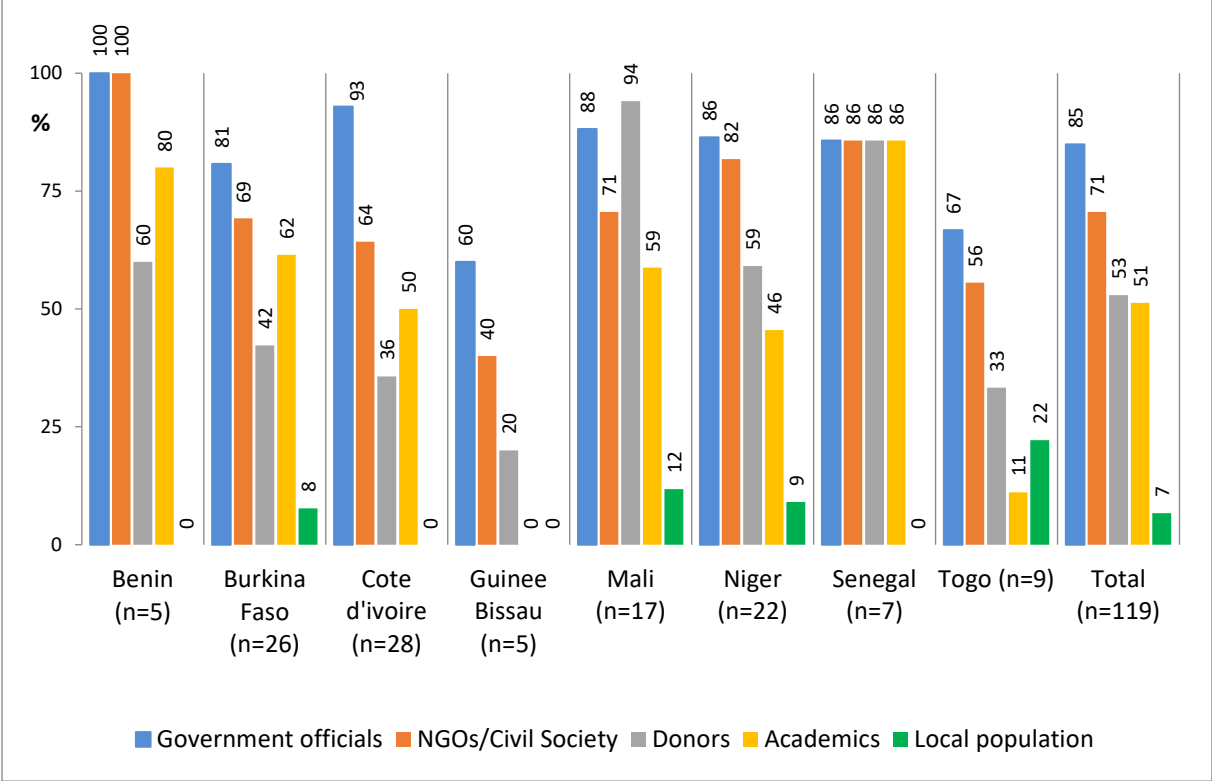


Figure 4.12. Main participants at the last sharing meeting of activity and impact evaluation results

Chapter 5. Need for capacity building

Capacity building of WAEMU institutions is the main objective of the WACIE program. During the scoping study, the institutions surveyed were interviewed about the availability of costed evaluation plans and the areas of interest in which they would like capacity building. This chapter describes the results related to capacity building of the institutions surveyed.

5.1. Availability of evaluation plan

Figure 5.1 shows the percentage of institutions with a costed plan for evaluation. It appears that, in general, very few institutions have a costed work plan for the evaluation. Cote d'Ivoire is ahead, with 46% of institutions reporting having such a plan. It is followed by Burkina Faso (33%), Niger (30%) and Mali (19%). In other countries, the development of an evaluation plan is almost non-existent.

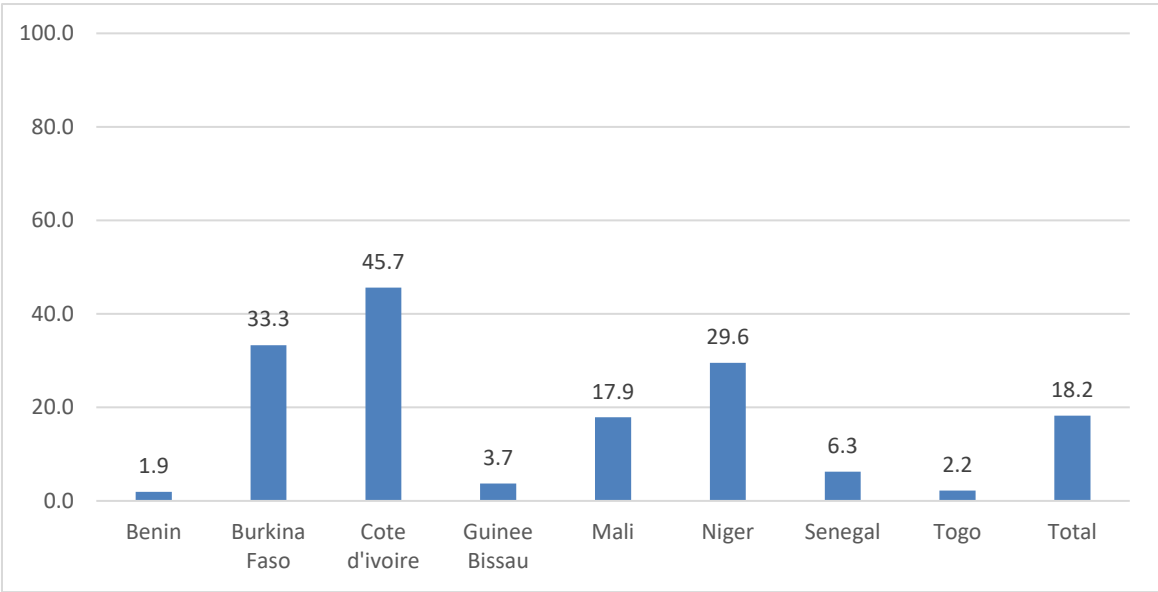


Figure 5.1. Percentage of insitutions with a costed plan for capacity-building in evaluation

5.2. Main areas of interest for capacity building in evaluation

Given the low capacity and limited experience in impact evaluation, most of the institutions surveyed expressed the need for capacity building for conducting impact evaluations (Figure 5.2). This is especially the case in Guinea-Bissau. The main areas of capacity building mentioned are evaluation methods and the use of results. Data collection, data cleaning and data management have been less mentioned in countries such as Côte d'Ivoire, Burkina Faso and Mali.

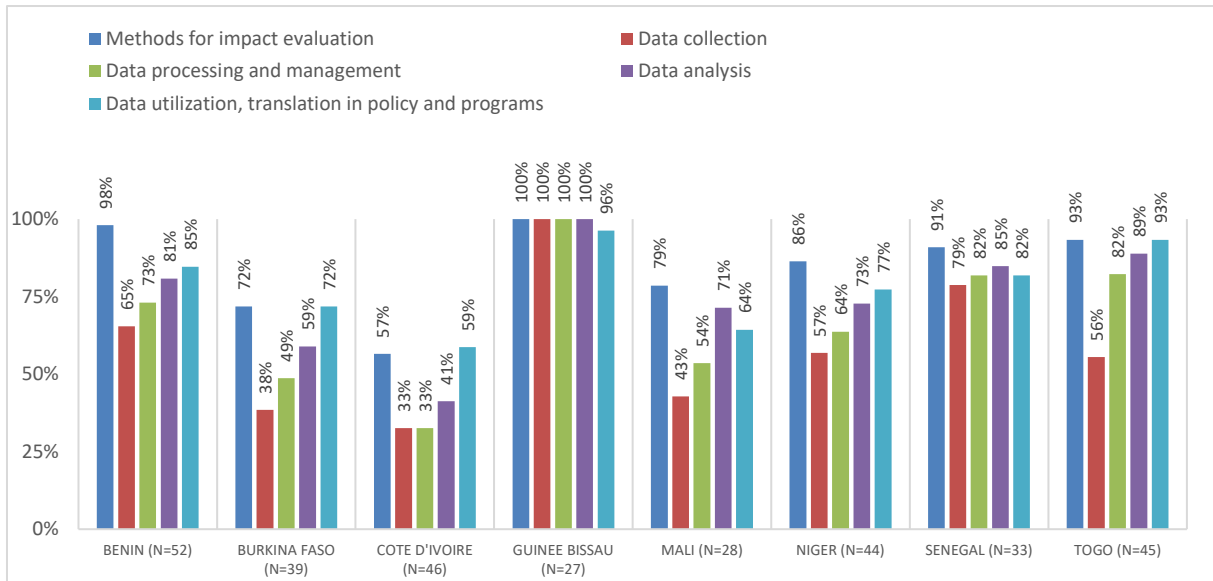


Figure 5.2. Percentage of institutions according to areas of interest for capacity building in evaluation

Conclusion et Recommandations

Synthesis

This exploratory study on the existing institutional capacity in the eight WAEMU countries on the demand, conduct, and use of impact evaluation results highlighted a profound lack of culture and practice in impact evaluation, despite stakeholders' desire for a higher presence of impact evaluations. Implemented by researchers at Johns Hopkins University, based in Baltimore, and working with country consultants, the study was conducted in a total of 323 institutions, including 314 institutions in the analysis presented in this report. These institutions have been selected from a pre-established list and can be considered the most prominent in these countries. Across the eight countries, the institutions interviewed varied by type. Government departments represent one-third, while 18% are research or monitoring and evaluation institutes, 16% NGOs, 13% multilateral, bilateral or donor organizations, and 19% come from other types.

Interest in impact evaluations does exist and is high in the countries studied, but its implementation is not widespread due to lack of high capacity, and there is wide variability across countries. Overall, almost three out of four institutions (73%) reported having a high or medium priority for impact evaluations. This is particularly noticeable among NGOs (88%), multilateral, bilateral or donor institutions (95%), and research institutes (76%). Almost all the institutions interviewed in Côte d'Ivoire, Burkina Faso, and Togo reported a high or medium priority in evaluation. The level of priority is lower among institutions in Benin and Guinea-Bissau. In terms of evaluation role, just over a third of the institutions interviewed commission impact evaluations, while less than half (47%) conduct impact evaluations and 45% use impact evaluation results. Almost one in four institutions (27%) does not have a clear role in evaluation. The role of institutions in evaluations varies by type of institution. Interest in commissioning and conducting evaluations is more prevalent among multilateral, bilateral or donor organizations and NGOs than in government departments. Research institutes are more specialized in execution, in 76% of cases. At the country level, Guinea-Bissau and Benin are lagging behind in the commissioning, implementation and use of results. On the other hand, Côte d'Ivoire, Burkina Faso, and Mali appear ahead.

The priority and interest expressed in evaluation are not generally translated into concrete experience, either in commissioning or in carrying out evaluations. In the last ten years, only half of the institutions surveyed have been involved in an impact evaluation with 31% commissioning and 34% carrying out an impact evaluation. The vast majority of institutions surveyed in Benin and Guinea-Bissau (83% in Benin and 74% in Guinea-Bissau) have had no experience in evaluation in the last ten years. In Togo, Senegal, and Niger, this proportion is 64%, 53% and 50% respectively. Experience in evaluation is higher in Côte d'Ivoire, Burkina Faso and Mali. Only 4%, 23% and 25% of institutions in these countries respectively have commissioned or carried out an evaluation in the last ten years.

Evaluation experience is generally limited to quasi-experimental or non-experimental evaluation methods and much less to random allocation methods that allow a control group comparable to

the intervention group. Indeed, 41% of institutions that conducted at least one evaluation in the last ten years used a non-experimental method and the same proportion used a quasi-experimental method while only one-quarter of institutions that conducted an evaluation in the last ten years used an experimental or random allocation method. A similar pattern is observed in all countries, except for Guinea-Bissau and Niger, where institutions were more involved in experimental or random allocation methods than in non-experimental or quasi-experimental methods.

Extensive qualifications and experiences in collecting quantitative and qualitative data are required to conduct or execute evaluations. Examination of the capacity of the institutions surveyed in this area revealed that only 60% conduct surveys, with varying levels per country. This role is notable in Mali (86%), Côte d'Ivoire (80%) and Burkina Faso (74%), moderately in Senegal (69%), Togo (64%) and Niger (50%), and low in Benin (33%) and Guinea-Bissau (15%). Surveys conducted in the last five years include qualitative surveys (67%), household surveys (74%), and facility surveys (58%). All countries have experience in collecting data with varying levels of experience. Similarly, surveys conducted in the last five years generally have sample sizes of more than 1000 cases, expressed by two-thirds of the institutions, and have had national or multi-regional coverage in 80% of cases. These data collections have been conducted with external technical assistance at almost all levels, from design, data collection, quality assurance and analysis. More than 60% of institutions reported receiving external technical assistance in the execution of data collection activities.

The analysis of the availability of expertise and capacity to carry out evaluation activities shows that there is an average availability of human resources and equipment necessary to conduct impact evaluations. Apart from Guinea-Bissau, where there are almost no human and logistical resources for evaluation, more than half of the institutions surveyed in all countries reported the existence of at least one impact evaluation expert. The countries behind are Guinea-Bissau, Benin, and Senegal, where 85%, 64% and 55% of institutions respectively reported having no impact evaluation experts. In terms of staff training among institutions that reported conducting impact evaluations, in more than two-thirds of cases, institutions reported the existence of staff trained in data collection (84%), data management and analysis (85%), and the use of results (68%). Similarly, the availability of equipment such as computers, data collection and analysis software are not a major problem in all countries except Guinea-Bissau.

An important aspect of the demand and supply for evaluation is the priority given to the dissemination of evaluation or study results. Dissemination of results and interactions with stakeholders require familiarity with the universe of these stakeholders in the country. Only 45% of the institutions surveyed have an inventory of partners or stakeholders with whom they interact for the dissemination of study results. This level is similar in all countries except Côte d'Ivoire and Burkina Faso where more than half of the institutions have this inventory, and Guinea-Bissau where only 11% of the institutions have this inventory. Similarly, very few institutions (28%) have a focal point or team in place to disseminate results. Nevertheless, more than 60% of institutions reported disseminating the results of their studies, with similar levels in all countries except Benin and Guinea Bissau. The main channels used are study reports (35%), websites (31%), scientific publications (25%), policy briefs (19%) and newsletters (15%).

The priority for impact evaluations does not translate into the development of a costed plan for the development of internal human resources and logistics capacity. Only 18% of the institutions surveyed reported having this plan in place. This proportion is highest in Côte d'Ivoire (46%), followed by Burkina Faso (33%), Niger (30%) and Mali (18%). This plan is almost non-existent in other countries. Nevertheless, almost all the institutions expressed the need for capacity building, mainly in the areas of evaluation methods, analysis and use of results.

Limitations of the study

The conclusions of this exploratory study should be analysed on the basis of the study's limitations. Three main limitations deserve attention. First, the sample for this exploratory study was drawn from a list pre-established by the country consultants recruited for the study. It is possible that this list was not sufficiently exhaustive and some institutions may have been missed. Nevertheless, the consistency of the results across countries shows that the conclusions would not have much changed. In addition, instead of an exhaustive interview of all structures, a sample of up to 50 structures was randomly selected, after stratification of the sample in terms of types of institutions, with a breakdown by research, implementation, bilateral, multilateral, and financial partners. Because the number of structures on the initial sampling list was limited, it is possible that the final sample is not sufficiently random. In addition, the random draw implies that some research institutions with good evaluation capacity were not selected. Then, despite the consultants' efforts, only Benin and Togo managed to survey at least 50 institutions.

Some countries such as Senegal, Guinea-Bissau, and Mali had high non-response rates (only 27 structures were surveyed in Guinea-Bissau, 28 in Mali, and 34 in Senegal out of a minimum of 50 institutions required). The data collection initially planned to last one and a half months took almost 4 months due to delays in obtaining appointments for interviews and holiday weeks at the end of the year. Finally, the understanding of the term evaluation appears to be diverse although a clear definition was provided during the interview. In this study, impact evaluation was defined as a systematic and rigorous evaluation of the effects of a program or interventions on a target population. Some respondents were able to understand this broad definition and include in this definition surveys or follow-up studies, or qualitative studies.

Conclusion et recommandations

This situational analysis of the state of impact evaluation in WAEMU countries has made it possible to elucidate the deep deficiencies existing in the West African sub-region in terms of impact evaluation, both within countries and between countries. Demand and supply of impact evaluations, expressed in terms of institutional priority for evaluations, commissioning, implementing and using evaluation results, are not systematic and widespread in the region. Although a large majority of institutions express a high or medium priority for evaluations, this potential demand is hardly realized through the development of a work plan, the financing, the implementation and the systematic use of evaluation results. Countries such as Cote d'Ivoire and Burkina Faso, and to a moderate extent Mali and Niger, are ahead of other countries. Guinea-Bissau, a Portuguese-speaking country, appears left behind. Similarly, Benin and Senegal, which at

least have institutions for research or monitoring-evaluation, do not display a high degree of culture in impact assessments and immediately follow Guinea-Bissau in terms of performance.

In terms of human, infrastructural and logistical resources, there is potential in each country that can be strengthened and appropriately channeled into a systematic approach to evaluating public interventions and programs. A large majority of institutions have at least one expert or staff trained in assessments and equipment. Achieving demand and supply in impact evaluation requires political will, driving the growth of an environment and culture of impact evaluations through a high awareness of the need to make programs successful and accountable to the people served. This is particularly relevant as the assessment revealed a weak culture and practice of impact evaluations, despite the expression of a high priority for this type of evaluation. In this perspective, advocacy actions targeting government and political actors in particular should be encouraged to increase interest, promote and foster a greater culture in impact assessments.

It is therefore important that a sustainable program of capacity building in impact evaluation among public and private institutions in WAEMU countries be developed within the framework of this political will to create demand and facilitate the satisfaction of this demand. This capacity building program could focus on aspects such as impact evaluation methods, commissioning impact evaluations, analyzing results as well as using, communicating and translating results into policies and evidenced-based programs. Such a program could be planned as a logical follow-up to this exploratory study, which made it possible to highlight weaknesses, performance and disparities in impact evaluation.

Regarding inter-country disparities, the size and performance of which are variable, the WACIE network can be a real opportunity for sharing experiences and learning between countries, and pooling efforts in a regional framework. This should be done beyond just the country focal points and supported by the political actors. Targeting a core public and private institutions at the country level for capacity building through training, technical and financial support within a long-term network under WACIE could strengthen demand and supply in country level impact assessments. This would also close the gaps observed between countries.

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Annexes

Annexe 1. Tools for assessing demand, supply, and capacity for impact evaluation

This instrument includes questions that assess the level of interest of the organization in impact evaluation either through demand for or implementation of impact evaluation, the capacity for this type of evaluation and steps taken to develop this capacity.

The interview must be administered to a member of the leadership of the organization (ideally the Director and a Senior Representative with good knowledge of the organization).

#	Questions	Categories	Response
0. Background information			
1	What is the name of the organization?		
2	What is the contact of the organization? (address/telephone/email/website)	1. Physical address: 2. Telephone: 3. email: 4. website:	
3	Date of interview:	DD/MM/YYYY	
4	Name of interviewer	_____	
5	<i>Interviewer please explain the reason of your visit?</i>	Introduction letter	
6	Do you agree to participate? If No end of survey	1. Yes 2. No	<i>if 2 → End of interview</i>
7	Start time	mm/hh	
8	Main language of interview?	1. English 2. French 3. Portuguese 8. Other (specify) _____	
9	What is the place of the interview? (City):	_____	
10	What is the name of respondent? (interviewer: write name and surname)	_____	
11	What is the title/position in the organization?	_____	
12	How many years have you been working with the organization?	__ __ years (in complete year) "00" if less than a year	
13	What is your highest degree?	1. PhD/MD 2. Master 3. Bachelor 4. Less than bachelor	
14	What is your contact addresses (email and phone)	1. Email 2. Telephone:	

15	What is the type of your organization?	1. Research/M&E	
		2. Bureau of statistics	
		3. Government department	
		4. NGO	
		5. UN agency	
		6. Other Multilateral	
		7. Bilateral / Donor	
		8. Other (specify) _____	
16	What is the scope of your organization?	1. National	
		2. Subnational	
		3. International	
17	What is the total number of employees of your organization (in the country)?		___ ___ ___ People
18	What is the total number of offices of your organization in the country?		___ ___ offices

#	Questions	Response codes	Skips
<i>In this interview, we define impact evaluation as a systematic and rigorous assessment of the effects of a program or interventions in a target population.</i>			
1. Main Functions			
101	In what year was your organization established?		
102	What is the vision of your organization?	_____	
103	What is your mission statement? (write down the mission statement. If there is one, but not seen, circle 2. If there is no mission statement, circle 3)	1. Mission statement: _____ 2. Has a mission statement but not seen and doesn't remember 3. Does not have a mission statement	
104	Does your organization mainly commissions impact evaluations, carries out evaluations, uses the results from impact evaluations, or is involved in none of those?	1. Mainly commission impact evaluations 2. Mainly design and carry out impact evaluations 3. Mainly use results from impact evaluations for decision making 4. Does all three 5. Other: Specify 6. Has no clear mandate in this area	

105	What are the priority areas of activity your organization focuses on? Interviewer: select up to three, if applicable.	1. Health 2. Education 3. Poverty 4. Agriculture 5. Environment 6. Gender/empowerment 7. Other: (specify)	
106	Was the mission statement or mandate assigned by the government, developed internally or developed with external technical assistance?	1. Assigned by the government 2. Developed internally 3. Developed with technical assistance	
107	Does your organization have a workplan that outlines impact evaluations and objectives?	1. Yes, seen 2. Yes, not seen 3. No	If (No) 3 skip to 110
108	Can you show me or describe the main outputs of the workplan?	<hr/> <hr/>	
109	How would you rank the level of priority given to impact evaluations (commissioning, implementing, and using the results) in your organization	1. High priority 2. Moderate priority 3. Low priority 4. No priority 9.	
110	Does your organization rely mainly on internal or external technical assistance for the design, implementation, and use of impact evaluations?	1. internal technical assistance 2. external technical assistance 3. Depends on the project 4. Does not implement or use impact evaluation results	
2. Human Capacity for Impact Evaluation			
201	Does your organization have a dedicated unit, or team for impact evaluations activities?	1. Yes 2. No 9.	If (No) 2 skip to 206
202	What is the highest degree of the Chair/Director of the unit?	1. PhD 2. Master 3. Bachelor 4. Less than Bachelor	
203	What is main area of specialty of the Chair/Director of the unit?	_____	
204	How many technical staff are in this unit/team?	_ _	
205	How often does the unit meet to discuss progress, plan, and coordinate?	1. Monthly or less 2. More than monthly 3. Infrequent 4. Does not meet 9. Don't know	

206	How many technical staff in your organization are experts in impact evaluation?	1. Male: __ __ 2. Female: __ __ 9. Don't know	IF DK (9) skip to 208
207	What is the highest degree of these staff? (include the number of staff and degree)	1. PhD: __ __ 2. Master: __ __ 3. Bachelor: __ __ 4. Less than Bachelor: __ __ 9. Don't know	
208	How many technical staff have been formally trained in impact evaluation?	__ __ Don't know "99"	
209	How many people are trained and worked in the following areas: 1. Data collection 2. Data processing and management 3. Data analysis 4. Data use, translation to policy, communication	Domains	Total
		1. Data collection	
		2. Data processing	
		3. Data analysis and management	
		4. Data use / data translation to policy/Communication	
210	How many technical staff are able to perform the following tasks: 1. Collect data from population-based household surveys? 2. Process/manage data from population-based household surveys? 3. analyze data from population-based household surveys?	1. Collect: __ __ 2. Process/Manage __ __ 3. Analyze __ __	
211	How many technical staff are able to perform the following tasks: 1. Collect data from health facility surveys 2. Process/manage data from health facility surveys 3. analyze data from health facility surveys to assess quality of services in health facilities?	1. Collect: __ __ 2. Process/Manage __ __ 3. Analyze __ __	
212	How many technical staff are able to perform the following tasks: 1. Collect qualitative in-depth interviews and focus groups data? 2. Process qualitative in-depth interviews and focus groups data? 3. analyze data from qualitative in-depth interviews and focus groups?	1. Collect: __ __ 2. Process/Manage __ __ 3. Analyze __ __	
213	Does the organization rely mainly on external technical assistance for: 1. Data collection? 2. Data processing/management? 3. Data analysis?	1. Data collection: 1=Yes 0=No 2. Data Processing/management: 1=Yes 0=No 3. Data analysis: 1=Yes 0=No	
214	Is there a costed or budget plan for capacity building in impact evaluation?	1. Yes 2. No 9.	

215	What are or would be the main areas of interest for your organization for capacity building in impact evaluation? <i>(multiple choices)</i>	1. Methods of impact evaluation 2. Data collection 3. Data processing 4. Data analysis 5. Data use/ Communication / Translation to policy and programs 6. Other (specify)	
3. Partnership and Communication			
301	Is there an inventory of impact evaluation stakeholders that your organization collaborate with?	1. Yes 2. No	
302	Are there clear mechanisms (e.g. feedback reports, newsletters, policy briefs) to communicate about impact evaluation activities and decision?	1. Yes 2. No	IF 2 (no) skip to 304
303	What mechanisms or channels do you use to communicate activities, results and decision about impact evaluations? <i>(multiple choices)</i>	1. Feedback reports 2. Newsletters 3. Policy briefs 4. Scientific publications 5. Website 6. Other (specify)	
304	Does your organization have a platform (e.g. website) for publication of impact evaluation results? If yes please specify	1. Yes _____ _____ 2. No 9.	
305	Do you organize regular meetings with stakeholders to share impact evaluation activities and results?	1. Yes 2. No	IF 2 (no) skip to 319
306	When was the last time you held such meeting?		
307	How many participants attended the meeting?		
308	Who were the main participants at this meeting? <i>(multiple choices)</i>	1. Government officials 2. Donors 3. NGOs/Civil Society 4. Academics 5. Others (specify) _____	
309	Does your organization have a focal person or team in charge of advocacy, communication, and social mobilization for impact evaluation and use of evidence?	1. Yes 2. No	
4. Databases and Data Management			

401	Does the organization have equipment for data management and analysis?	1. Yes 2. No 9.	If No (2) skip to 403
402	What equipment? 1. Computers? How many? 2. Software? Which one? 3. Servers for data storage and archiving? How many	1. Computers: __ __ 2. Software: which ones? _____ _____ _____ 3. Servers for data repository: 1=yes 0=No	
403	Does the organization have technical staff responsible for creating and maintaining data management systems (data capture, data entry, data cleaning)? How many?	1. Yes Number: __ __ 2. No	
404	What software platforms has your organization used for data collection/management in the last 5 years?	1. CSPro (inc mobile) 2. ODK 3. RedCap 4. Other (specify): _____	
405	Does the organization have a routine database for capturing and storing data generated?	1. Yes 2. No	If No (2) skip to mod7 (501)
406	On which software platform is the database developed?		
5. Surveys implementation			
501	Does the organization carry out surveys (households, facility, others)?	1. Yes 2. No	If No (2) skip to Module 6 (501)
502	What types of survey were carried out in the past five years?	1. Quantitative household survey Number: __ __ 2. Quantitative facility survey Number: __ __ 3. Qualitative survey Number: __ __ 5. Other surveys: __ __ Specify _____	
503	What was the biggest sample size for the surveys carried out in the last five years?	_____	
504	What type of survey was it?	1. Household survey 2. Facility survey 3. Qualitative survey 4. Other	
505	How large was the geographic area covered by this largest survey?	1. National 2. Multiple regions/Provinces/districts 3. 1 region/province/district	
506	Did you receive any technical assistance to carry out the last survey in the past five years?	1. Yes 2. No	If No (2) skip to 508

507	In what areas of the survey did you primarily receive the technical assistance?	1. Design 2. Training 3. Data collection 4. Data quality review and assurance	
508	Is the report of the last survey available?	1. Yes 2. No	If No (2) skip to 510
509	May I receive electronic and hard copies?	1. Yes 2. No	
510	[Interviewer: Please check Q702 above. Ask this question health facility survey is mentioned. If not, skip to the next. Is the report of the last health facility survey available?	1. Yes 2. No	If No (2) skip to Module 6 (601)
511	May I receive electronic or hard copies?	1. Yes 2. No	
6. Data collection supervision and quality control			
601	Does the organization have guidelines and tools for supportive supervision of data collectors?	1. Yes 2. No	
602	Does the organization have policy, procedures, and tools for data quality audits?	1. Yes 2. No	
603	Are data quality assessment report generally produced?	1. Yes 2. No	If No (2) skip to Module 7 (701)
604	May I have a copy of the latest such report?	1. Yes 2. No	
7. Research and evaluation			
701	Does the organization have a research agenda?	1. Yes 2. No	If No (2) skip to 703
702	Was the research agenda developed internally or with an external technique assistance?	1. Internally 2. With external technical assistance 3. Both	
703	Has your organization funded/commissioned or implemented an impact evaluation in the past 10 years?	1. Yes funded/ commissioned 2. Yes implemented 3. Did none	If "did none" (3) skip to 707
704	How many impact evaluation projects has your organization been involved in in the past 10 years?	__ __	
705	What was the largest (or the most significant) evaluation funded/commissioned, implemented in the past 10 years?	Funded/commissioned _____ Implemented	

706	May I obtain electronic copy of the report (Please follow-up after the interview to obtain the electronic copy of the reports)	1. Yes 2. No																												
706a	What types of impact evaluation your institution has been involved in? (multiple choices allowed)	1. Experimental / Randomized trial (randomization of individuals or group of units into intervention and control group) 2. Quasi-experimental (intervention and control groups are not randomized) 3. Pre-post only without control group 4. Other (specify) 5. None																												
707	<p><i>INTERVIEWER: This section captures in a qualitative way, the process of designing and implementing impact evaluations, focusing on the largest (or most significant) impact evaluation that the organization carried out. Please allow the respondent enough time to describe the process. Probe as needed.</i></p> <p>In previous questions, you mentioned that your organization has carried out impact evaluations in the past 10 years:</p> <p>I would like to capture the story of each of the largest or most significant impact evaluation that your organization carried out from its conception until the end.</p> <ul style="list-style-type: none"> • When did the idea to conduct this evaluation first come up? From whom or how did the idea originate? • Why did the organization decide to pursue this evaluation, rather than some other activity? What value did the organization see in this evaluation? • Who took charge of managing and overseeing the evaluation? • Draw a line on a piece of paper. Mark the start end and end date of the evaluation. • Indicate at different points along the line all of the steps in the evaluation, from the origin of the idea right to the presentation of the final report and recommendations. • Describe the methodology of the evaluation. <p>Now please tell me the story of this evaluation from beginning to end.</p>																													
708	<p>To summarize, for the largest impact evaluation carried out in the past 10 years, could you indicate whether:</p> <ol style="list-style-type: none"> 1) A proposal for evaluation was developed by your institution that included the design of the evaluation 2) The evaluation used quantitative (1), qualitative (2) or mixed (3) method 3) The evaluation included a program and comparison areas 4) The program included a baseline and endline surveys 5) Primary data collection was implemented by your organization 6) Secondary existing data was used 7) The statistical analysis for the evaluation was carried out by your organization 8) A consultant was used for data collection 	<p>Please check one</p> <table border="1"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> </tr> </tbody> </table>		YES	NO	1			2			3			4			5			6			7			8			
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<p>9) A consultant was used for analysis</p> <p>10) Technical assistance (national and international) was obtained</p> <p>11) An evaluation report was produced</p> <p>12) Results of the evaluation were disseminated to the government and other stakeholders</p> <p>13) Peer-reviewed publications were produced</p> <p>14) Evaluation was self-funded entirely</p> <p>15) External funding was obtained (partially or entirely)</p> <p>16) Cost of the evaluation</p> <p>17) The report is available to share</p>	9			
	10			
	11			
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	15			
	16			
	17			

8. Data demand and use

801	Does the organization have a data use plan?	1. Yes 2. No	
802	Is there a formal process in place for use of evidence or impact evaluation results in the organization?	1. Yes 2. No	
803	Does the organization disseminate information or findings of evaluation studies to stakeholders, Ministries, data users and producers?	1. Yes 2. No	If No (2) skip to Q805
804	What are the main channels of dissemination used? (cite max 3)	_____ _____ _____	
805	Have the information and findings contributed to influence policy and practice?	1. Yes 2. No	If No (2) skip to Q807
806	How have the findings contributed to influence policy and practice?	_____	
807	Does the organization have data analysis and presentation guideline	1. Yes 2. No	
808	Does your organization ever organized or participated in meeting with policy-makers to discuss and stimulate demand from impact evaluation?	1. Yes 2. No	If No (2) skip to Module 9 (901)
809	Please describe the last such meetings	_____	

9. Comments

901. Do you have any other comments?

902. Additional persons met (or present during the interview):

903. Time end: mm:hh

interviewer: Please follow up after the interview to obtain an electronic/paper copy of the reports

Annexe 2. List of study contacts

Prénoms & noms	Role/Responsability	Institution/Country
Agbessi Amouzou	Principal investigator	Johns Hopkins University / USA
Abdoulaye Maïga	Co-investigator	Johns Hopkins University / USA
Alain Koffi	Co- investigateur	Johns Hopkins University / USA
Almamy Kanté	Co- investigateur	Johns Hopkins University / USA
Melinda Munos	Co- investigateur	Johns Hopkins University / USA
Neff Walker	Co- investigateur	Johns Hopkins University / USA
Peter Winch	Co- investigateur	Johns Hopkins University / USA
Mabou Ahokpessi Herve Gbenahou Prosper Housou	Consultant	Benin
Paul-André Somé	Consultant	Burkina Faso
Abdul Dosso N'Doua Konan Romeo Don Sihi Armand	Consultant	Côte d'Ivoire
Alexandre Cabbral	Consultant	Guinea-Bissau
Kassoum Koné	Consultant	Mali
Rakia Daouda	Consultant	Niger
Adama Faye	Consultant	Senegal
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Anca Dumitrescu	Coordination WACIE	3ie / USA
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Bouraima Abdel J.A.	Coordination WACIE	Benin
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Oumar Sako	Focal point WACIE	Côte d'Ivoire
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Ahamadou Sidibé	Focal point WACIE	Mali
Bonkano Zakari	Focal point WACIE	Niger
Mariama Ndiaye Seck	Focal point WACIE	Senegal
Nayodah Jules	Focal point WACIE	Togo