

## **Report on the study:**

### **“Monitoring and Evaluation in Ukraine and Needs of Monitoring and Evaluation Experts” (February-March 2018)**

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The total number of respondents in our sampling was 135 individuals where 70% was females and 30% males. There could be two reasons why women prevailed among the respondents: 1) there were actually more women attending this event than men; 2) social and marketing studies demonstrate that the percentage of responses and consents to participate in a study is always bigger among the middle-aged women. This is explained by such psychological factor as females` tolerance and their acceptance for participation in studies.

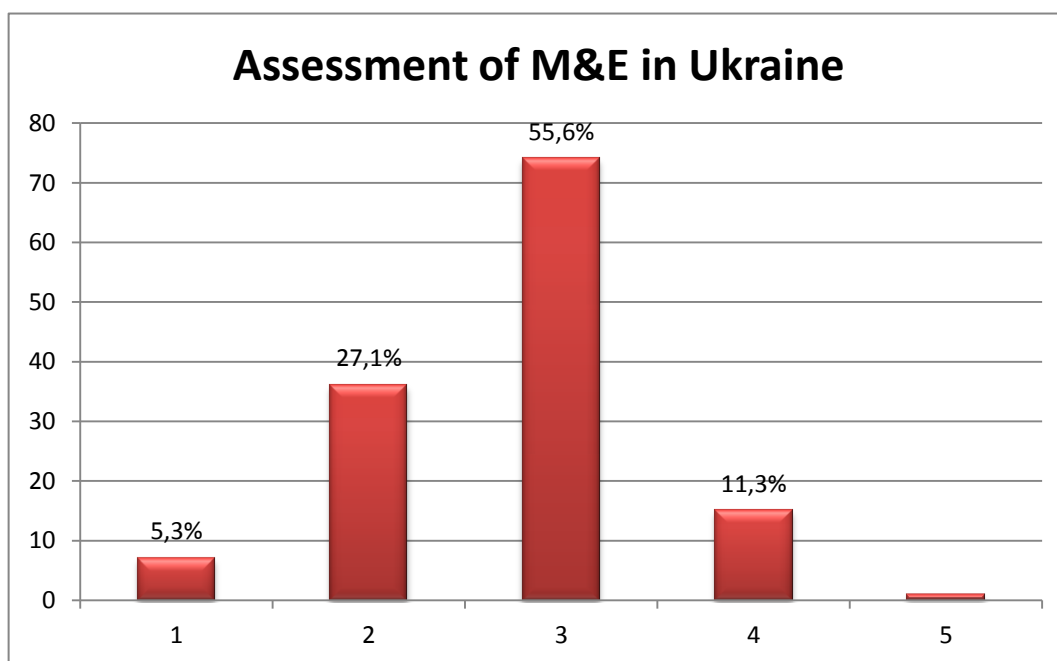
The above reasoning is also confirmed by such indicator as age – the percentage of respondents aged 30-45 is 43.7% and aged 46-60 is 34.1%. If bringing together those two age groups, the outcome will be 77.8% of the total respondents. In practice, the core of our respondents is adult, active and able-to-work individuals. The individuals of pre-retirement 60+ age make 3% of the total, and young individuals – who are mainly students and young specialists with 1-3 years of experience – make 26% of the total.

The two major groups that attended the event and were taken to sampling were M&E practitioners – 54%, and teachers at an educational institution – 32.6%. Also, the event was attended by the clients who were taken to our sampling – 8.1%, students and graduate students – 8.9%, and those taking interest in the M&E practice in Ukraine. The sampling also included such categories as “representative of the government authorities”, “advisory company manager” and “NGO employee engaged in project activities”. In fact, this event was intended to bring together interested in

M&E practice and to show that M&E practice does exist and is used in various activities. It was important that representative of all spheres are present, especially teachers – who are actually the knowledge communicators and opinion leaders for young specialists.

Most respondents have been involved in M&E practice for 1-3 years – 38.5% and for 4-10 years – 31.1%, which confirms that M&E practice is relatively young in Ukraine. Meanwhile, the number of respondents with the M&E practice experience over 10 years is 11.9% in the total sampling, with 18.5% of those having zero M&E experience. Such number of young specialists in the M&E area could have resulted from the social changes and transformations in Ukraine in 2013-2014, which invoked the need for M&E in Ukraine as required by the foreign donors that entered our country during the above period.

Since the most of the sampling are M&E practitioners and teachers at educational institutions, the expected education level should be not lower than the higher education. This is confirmed by the information obtained: the respondents with higher education are the majority of the sampling – 65.9%, candidates of sciences – 26.7%, doctors of sciences – 5.9%, and the rest of the sampling are students with incomplete higher education – 1.5%. During further studies, it would be reasonable to add a question about the area of expertise: what occupation the individuals have. Since there is no comprehensive official M&E education at the Ukrainian educational institutions, the individuals shift to M&E from economics, politics, sociology and legal science. This is demonstrated by the preliminary revision of the job requirements to M&E experts stated by employers announcing vacant posts.



Now, let us move from the respondent identity details to the key questions. On the diagram above, we can see that most respondents tend to rate M&E in Ukraine 3 out of 5, i.e. the average level is 55.6%. Such “averaged” assessment having been preferred by most respondents is explained by the fact that it was basically supported by those not involved in the M&E practice and those who just take interest in M&E. In various studies, a “3” rate is an average figure on a 5-score scale preferred by most respondents not aware enough of the subject matter or having the information in their minds not too much updated. As the M&E practice experience arises and the figure increases, the deviation from the average rate gets more remarkable. This relation is further confirmed by Pearson's chi-square of 0.99 between the concepts of “M&E practice experience” and “Assessment of M&E in Ukraine”. Therefore, M&E in Ukraine was assessed as 2 out of 5 – i.e. at a moderately low level – by 27.1% respondents; 11.3% respondents assessed the level of M&E in Ukraine as high (a “4” rate); and 5.3% respondents assessed it to be very low-level (a “1” rate.) Just one respondent assessed M&E in Ukraine at the highest rate. Even though the M&E assessment is quite distorted in this sampling, the data nevertheless demonstrate the need for further M&E development and promotion in Ukraine.

Following the respondents` answers to the question: “In your opinion, what would encourage the M&E development in Ukraine?”, we can outline 6 key factors emphasized by the respondents:

- 1) Short-term education (training sessions) – 68.9%;
- 2) Professional events (M&E presentation) – 59.3%;
- 3) Sharing specific M&E case studies – 55.6%;
- 4) Design of the statutory basis for the M&E implementation – 51.1%;
- 5) Initiation of professional M&E education at universities – 51.1%;
- 6) Introduction of professional M&E standards – 50.4%.

When distinguishing the groups of needs by position, we can see the following needs being most relevant for the specific groups:

- 1) M&E practitioners: short-term education, professional events, design of the statutory basis for the M&E implementation;

- 2) M&E clients: sharing specific M&E case studies, introduction of professional M&E standards, certification of M&E experts;
- 3) Students, university teachers: short-term education, initiation of professional M&E education at universities, design of the statutory basis for the M&E implementation;
- 4) Those just taking interest in M&E are equally balanced between all the responses about the factors of impact on M&E development in Ukraine.

Voluntary certification of M&E experts and introduction of M&E ethical standards are the least relevant factors of M&E development in Ukraine – 25.2% and 24.4% respondents respectively. Also, the respondents emphasized in “Other” the need to demonstrate the M&E objective and to show the demand for M&E among the project performers. If no need for M&E is seen by decision-makers, then the demand cannot reach its sufficient level that would adequately satisfy the offer.

As regards the question: “Have you ever participated in any M&E training sessions?”, 55.6% respondents said “yes”, whereas 40.7% respondents answered they had never attended any M&E trainings. It is interesting to note that we have here a light correlation of 0.32 with the “M&E practice experience”. We may assume that while widening M&E experience individuals weaken their need for M&E trainings, or that increased M&E awareness requires not only fundamental M&E education but something more specific, oriented to individual M&E needs.

The two assumptions above are further confirmed in the responses to the next question: “What are your individual needs in terms of M&E education?” 62.7% respondents emphasized the need for trainings focused on specific topics; 47% respondents accentuated the importance of education related to the role of M&E in the program and project activities. This demonstrates the need for bigger improvement of M&E knowledge and for the understanding of M&E application in particular situations. The fundamental M&E education proved to be less required – 41.8% respondents emphasized its importance. Professional M&E education at universities is relevant for 10.4% respondents – who are primarily university teachers and students.

To determine particular needs not mentioned in our toolset, an open-end question was introduced where the respondents could specify their M&E education needs. Here, we can single out three groups of interests:

- 1) M&E practitioners – need for information about M&E practical use in particular situations (economics, politics, government sector, social work, ecology, medicine etc.); need for practical, methodological skills of information collection and processing; provision of specific case studies of M&E use and application;
- 2) M&E clients – need for demonstration of M&E demand and application in the project and program activities, M&E efficiency;
- 3) University teachers – need for demonstration of M&E practice potential, provision of specific M&E case studies.

The responses to the last question about the desired form of education demonstrate that the respondents prefer practical use and particular case studies (66.7%) as opposed to theoretical M&E information (34.1%). Also, work in teams is more acceptable for the respondents (74.8%) as opposed to individual work (42.2%). Those responses are self-evident in terms of the essence of the very M&E practice, which is in fact a practical tool of effective management and advisory typically implemented through teamwork and requiring the experts skilled in various spheres.

As a conclusion, we can acknowledge that the young M&E practitioners require fundamental M&E knowledge. For the M&E specialists with bigger experience, the knowledge and skills of M&E application in particular situations are more important. In other words, the practitioners have to understand what they can use in a particular case depending on the current needs. The clients need to be aware and to understand the M&E practice, its applicability and its overall potential. Long story short, there is a need here to be aware of the importance of the M&E practice, its efficiency and productivity. University teachers and students need the demonstration of specific case studies of the M&E application and the training in both the M&E fundamentals and, probably, professional M&E at a university level. As the general factors of M&E development in Ukraine, the respondents singled out

short-term education, professional events, sharing specific M&E case studies, design of the statutory basis for the M&E implementation, introduction of professional M&E standards, and initiation of professional M&E education at universities.

Finally, it is worth mentioning that M&E in Ukraine is under development, and this practice is only evolving in our country and being institutionalized at a statutory level. This is primarily going under the pressure of foreign donors and lenders. There is a feeling that the M&E practice is imposed on Ukraine from the outside in a forcibly volunteered manner. This feeling may be changed through getting aware of the M&E practice as not being forcibly imposed but as being a tool of effective management and advisory, including in the government sector. This is why all those involved in the M&E practice should demonstrate successful experience of its application, which will certainly help to invoke new interests and highlight the importance of this issue.