



Project Information Document/ Identification/Concept Stage (PID)

Concept Stage | Date Prepared/Updated: 06-Sep-2021 | Report No: PIDC246928



BASIC INFORMATION

A. Basic Project Data

Project ID	Parent Project ID (if any)	Environmental and Social Risk Classification	Project Name
P176750		Low	International Program for Development Evaluation Training (IPDET) M&E training program
Region	Country	Date PID Prepared	Estimated Date of Approval
OTHER	World	06-Sep-2021	
Financing Instrument	Borrower(s)	Implementing Agency	
Investment Project Financing	University of Bern	University of Bern	

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PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	2.15
Total Financing	1.46
Financing Gap	0.69

DETAILS

Non-World Bank Group Financing

Trust Funds	1.46
Global Evaluation Initiative Multi-Donor Trust Fund	1.46

B. Introduction and Context

Country Context

Effective monitoring and evaluation (M&E) systems are essential to effective public policy making. They enable institutions to assess the effectiveness of policy decisions and programs, monitor progress towards national goals and the Sustainable Development Goals (SDGs), and course correct as needed to accelerate progress. They also enhance public accountability for results and provide opportunities for dialogue between citizen and public institutions.



As the implications of the Covid-19 pandemic are felt around the world, strong M&E systems supporting evidence-based policymaking are needed now more than ever before. To define effective policies to fight the disease, limit its socio-economic repercussions, and help societies build back better post-pandemic, governments will need relevant data to plan, allocate resources, and track progress; improve their ability to measure the impact of policies and to adjust those policies based on such evaluations.

However, in many developing and emerging economies, M&E systems are weak and are not sufficiently institutionalized, and capabilities to provide quality M&E services are insufficient. A recent study by the Global Partnership for Effective Development Cooperation (GPEDC) showed that, while 91 percent of national development strategies approved after 2015 explicitly refer to the 2030 agenda and the SDGs, only 35 percent of them have the required data and systems to track implementation. In many countries, this stems from the lack of a conducive legal and regulatory environment to create demand for M&E services on the part of public institutions; insufficient capabilities to procure, provide, and use evaluations; weak accountability mechanisms on the use of evidence and results; and weak frameworks to institutionalize the use of M&E in decision-making.

As a response to these pressures, many client countries across the world have increased their interest and demand for M&E in recent years. As such, there is a continued need for evaluation capacity development (ECD) at the global level through programs such as the International Program for Development Evaluation Training (IPDET). Such programs are critical to bringing global expertise and local best practices together, so that key stakeholders in evaluation have the opportunity to develop skillsets in evaluation that can be leveraged in their in-country work. With its long-standing experience in providing ECD services globally and its reputation for excellence, IPDET is perfectly positioned to support evaluation stakeholders better understand and use evaluation for policy and decision making, and the program is well placed to contribute to the strengthening of the capacities of M&E practitioners.

Started 20 years ago in 2001, IPDET has grown into a globally recognized advanced training program in evaluation that builds foundational and advanced knowledge and skills in evaluation. It is an executive training program that aims to provide decision makers, managers and practitioners with the tools that are required to commission, manage and evaluate policies, programs, and projects at the local, national, regional, and global levels, as well as use those evaluations for decision-making. IPDET provides an essential opportunity for key evaluation stakeholders, including evaluation practitioners, commissioners, and users of evidence from national, sub-national and regional governments, academia, voluntary organizations of professional evaluators (VOPEs) and associations, civil society, non-governmental organizations, media, and related groups and individuals, to learn about cutting-edge M&E theories and practices from international experts and integrate into a broad community of practice.

Box 1. The Global Evaluation Initiative

The Global Evaluation Initiative (GEI) is a partnership centered on the vision that better evidence contributes to better policies, and ultimately to better lives. GEI expects to be a catalyzer, bringing together key actors and experts in the evaluation field to help governments in developing countries place evidence at the heart of decision making. GEI intends to act as a broker, helping developing



countries find solutions and financing for their country M&E systems and capacity development, building on their strengths and endogenous knowledge, and leveraging the best available local, regional and global knowledge. GEI anticipates playing a critical role in fostering M&E knowledge generation and sharing it globally and locally, so that M&E knowledge generated in one country in the world is made available to others as relevant for greater learning and effectiveness.

GEI’s partners will support Evaluation Capacity Development (ECD) in developing countries, fostering evidence-informed decision-making through enhanced M&E frameworks, capacity, and use. GEI’s central aim is to strengthen the M&E frameworks and capacities of governments and other stakeholders in developing countries and the use of M&E evidence by these stakeholders, by establishing a global partnership of ECD providers and experts supported by a hybrid Trust Fund. GEI will support individuals, governments, and other organizations where there is a market failure in terms of the supply of, or demand for, ECD services (e.g., ECD service providers are unavailable or inadequately meeting market demands). Through GEI, more countries will be able to establish and use M&E systems as well as conduct and use evaluations to inform organizational learning, accountability, and decision-making. This will contribute to more relevant and effective policy interventions, better responses to shocks, and ultimately progress towards national development goals and the Sustainable Development Goals (SDGs).

GEI will partner with key ECD players around the world and coordinate with them to achieve GEI’s strategic priorities and outcomes. Partnerships will focus on leveraging entities’ areas of strength and comparative advantage. For instance, partners such as the regional Centers for Learning on Evaluation and Results (CLEAR Initiative) will leverage their strengths in providing technical assistance to strengthen M&E systems in developing countries. ***IPDET, with its expertise in providing global M&E training and its reputation for excellence, will be an essential partner in supporting GEI’s work in building M&E stakeholders’ capacity.*** Under the GEI umbrella, IPDET will play a critical role as a provider of global trainings that merge global expertise with local knowledge and practice. Through GEI, there will be an ambitious aim to strengthen connections between IPDET and the in-country work of other GEI partners and World Bank country offices.

Sectoral and Institutional Context

In FY21 the Independent Evaluation Group (IEG) launched a new partnership called the Global Evaluation Initiative (GEI), which aims to be a catalyzer, bringing together key actors and experts in the evaluation field to help governments in developing countries place evidence at the heart of decision making. GEI is an inclusive global partnership committed to developing country-owned, sustainable M&E frameworks and



capacities to promote the use of evidence in public decision-making, enhance accountability, and achieve better results. IPDET is one of the key implementation partners of GEI. IPDET will play a critical role in providing global ECD services under the GEI umbrella and directly contribute to GEI’s business line 2: *“Strengthening a cadre of evaluators and monitoring and evaluation (M&E) specialists in developing countries.”* As such, IPDET is fully committed to GEI’s core values of sustainability, cultural responsiveness, innovation, country ownership, collaboration, inclusion, and excellence, as well as its focus on supporting global public goods.

IPDET’s mission is, in cooperation with strategic partners, to build a global, inclusive, and multidisciplinary community committed to evaluative evidence for improving development outcomes. It aims to create a space for people engaged in evaluation to come together to learn, exchange knowledge, and collaborate. To achieve this mission, IPDET offers a variety of ECD services, including onsite and online courses and workshops, community building and networking activities, and other ECD services around the world. IPDET tailors its training programs to meet the needs of professionals who commission, manage, practice, and/or use evaluations. More than 4000 professionals have received training and joined the global, multi-disciplinary IPDET network.

IPDET was implemented at Carleton University in Ottawa, Canada from its founding in 2001 until 2016. After a one-year break, IPDET moved to Bern, Switzerland in 2018 as a result of a WBG competitive selection process. Since then, it is implemented in partnership between the Center for Continuing Education (ZUW) at the University of Bern, the Center for Evaluation at the Saarland University in Germany (CEval), and the Independent Evaluation Group of the World Bank (IEG). The Center for Continuing Education (ZUW) at the University of Bern, will be the Recipient and implementing entity for the project. The University of Bern will partner with the Center for Evaluation at the Saarland University in Germany (CEval) through a sole source contract, to pool their comparative strengths for the benefit of the program and its participants.

IPDET has focused on offering high quality evaluation training and building a strong, global community of alumni. Each year, IPDET unites participants from a wide range of countries with diverse professional backgrounds in a powerful network. The unique experience that participants bring to the network, combined with the willingness to learn, and grow, contributes to the vibrant IPDET community. Further, IPDET’s long running scholarship program enables qualified individuals to participate in the program, making IPDET an inclusive opportunity for all. The scholarship program offers eligible participants support for tuition, room, and board, and more.

In 2020, due to the challenges posed by the Covid-19 pandemic, IPDET designed a completely virtual online program which consisted of three different streams of activities: eight online workshops, seven Mini-series events which were discussions on various timely evaluation topics, including COVID-19 implications; and the world’s first Evaluation Hackathon. The 2020 virtual program reached a diverse target audience from Sub-Saharan Africa, Europe, Central Asia, South Asia, the Middle East and Northern Africa, Latin America and the Caribbean, and North America. The Mini-series attracted 810 participants, of whom 238 attended multiple events. The Hackathon hosted 322 participants, and 155 participants joined the online workshops. Of these participants, 54% were female and 45% were male, with 1% not disclosing this information. Participants had



diverse backgrounds, with many coming from non-governmental organizations, government ministries and agencies, UN and UN-specialized agencies, private companies, and think tanks. Finally, the first targeted outreach activity (activities taking place outside of Bern, Switzerland) of IPDET took place in October 2020. The workshop, “Fundamentals of Rigorous Impact Evaluation”, ran as one-week virtual in-house workshop for 28 employees of the African Development Bank. A 100% satisfaction rate (N=15, with 60% “considerably” and 40% “strongly” satisfied) and excellent ratings for the instructor’s expertise and facilitations skills demonstrated the success of this workshop.

The proposed global grant is the first provided to the University of Bern for the implementation of the IPDET program. Traditionally, IPDET has been self-financed through participation fees, with select strategic participants from developing countries receiving scholarships through grants to enhance the inclusiveness of the program. In the past, since moving to Bern, Switzerland, financing for scholarships to the IPDET program has been supported by the Federal Ministry for Economic Cooperation and Development, Germany, the Policy and Operations Evaluation Department of the Ministry of Foreign Affairs of the Netherlands, and the Swiss Agency for Development and Cooperation.

Since adapting to an online delivery modality due to the Covid-19 pandemic, IPDET’s development costs have increased while fees have been reduced to meet the market for the online modalities. For the 2020 program, these development costs were subsidized by the Federal Ministry for Economic Cooperation and Development, Germany, the Swiss Agency for Development and Cooperation, and IEG. In FY22, grant funding is critical to provide the required support for IPDET scholarships and to finance the gap of the virtual program. In the medium-term, grant funding to IPDET is expected to support the provision of scholarships that will help increase the access of strategic beneficiaries to the training programs, subsidizing trainings to specific institutions in developing countries without the ability to pay for such services, as well as other public goods related aspects.

Additionally, IPDET has begun to offer tailored trainings to specific institutions critical for promoting accountability and good governance in developing countries. For instance, in 2021 they plan to offer a customized training course to parliamentarians and their professional staff in South Asia.

Relationship to CPF

The World Bank Group’s strategic priorities and commitments set out in the Forward Look, Capital Increase Policy Package, IDA replenishment documents, and IFC 3.0 strategy demonstrate the level of ambition needed to reach the WBG’s twin goals and contribute to the achievement of the SDGs. M&E has an important role to play in monitoring the progress towards these goals, enhancing good governance, transparency, and accountability in client countries, thus ultimately contributing to better development outcomes. As an implementing partner of GEI focused on developing and improving the M&E capabilities of key stakeholders in developing countries, IPDET will contribute to helping the WBG and its clients enhance their effectiveness in meeting such strategic priorities.



Through its contribution to GEI partnership, IPDET will also support the WBG’s outcome orientation agenda. In 2005, the WBG rolled out results-based management at the country level and, in 2021, continues to build on this experience to strengthen outcome orientation. IPDET will contribute to GEI’s support to the WBG outcome orientation agenda by building a cadre of professionals in client countries who are trained on monitoring, evaluation, learning, and adaptive management practices.

C. Project Development Objective(s)

Proposed Development Objective(s)

The project’s specific development objective is to strengthen the M&E capacity of individuals within key stakeholder groups in developing countries to conduct, commission, and use monitoring and evaluation approaches and techniques, by providing quality M&E training and promoting networks and knowledge sharing among training participants.

This project aims to contribute to the higher-level development objective of the GEI MDTF, namely, to improve monitoring and evaluation frameworks, capacity, and use in supported developing countries for improved evidence-informed policy making.

Key Results

Key results indicators are:

1. Percentage of IPDET’s training participants that provide positive feedback on training relevance, quality and knowledge acquired.
2. Percentage of IPDET’s training beneficiaries who report use of acquired knowledge in their professional practice.
3. Percentage of IPDET community members surveyed who give positive feedback on knowledge sharing events and report broadening their perspectives.

D. Preliminary Description

Activities/Components

IPDET will achieve its development objective by providing high-quality and relevant M&E training and promoting networks and knowledge sharing opportunities for targeted beneficiaries in developing countries. It is expected that IPDET training beneficiaries will eventually serve as change agents in their respective institutions and promote the use of M&E for evidence-informed decision making. IPDET’s work program is determined on an annual basis and based on participant feedback and demand, and IPDET’s comparative strengths and expertise.



COMPONENT 1: Strengthen the M&E capacity of individuals within key stakeholder groups[1] in developing countries[2] to conduct, commission, and use monitoring and evaluation approaches and techniques. The main activities in this component will consist of:

- **Delivering onsite and online trainings.** The annual 3-week summer program at the University of Bern in Bern, Switzerland consists of a one-week core course on fundamentals of evaluation, followed by two weeks of workshops on specialized topics and latest developments in the field. In the light of the Covid-19 crisis, IPDET introduced a fully virtual program in 2020 and 2021, adapting to the constraints of the pandemic and emphasizing the relevance of and need for evaluation in the COVID-19 context where real time evaluation is critical for decision making. The one-week “Core Course” on the fundamentals of evaluation is designed for those with little prior evaluation experience or training and for those seeking to refresh and update their basic knowledge. The following two weeks provide a series of in-depth workshops to deepen foundational knowledge or learn more advanced and specialized evaluation topics.
 - In 2021 the onsite training program will be fully replaced with a virtual program. It will include a series of webinars and online workshops delivered by IPDET’s highly experienced, renowned international faculty, and invited experts.
 - Didactics, adapted to both online and onsite offerings, are designed in a highly participatory and practical-oriented manner to facilitate adult learning and ensure that the wide expertise of participants is valued. The interactive learning environment combines theory and practice through modern didactics.
 - Once the pandemic crisis is resolved, IPDET is expected to resume its flagship onsite training program, while at the same time continuing some of its virtual offerings. Once the onsite program resumes, it is expected to once again be self-sustainable through fees, and the grant support will fully focus on provision of global public goods, such as providing scholarships to developing country eligible participants, subsidizing tailored trainings in select institutions critical for accountability and good governance in developing countries, providing free community building and knowledge sharing events, publications, organizing biannually a hackathon, etc.
 - As part of GEI, there is scope to explore linkages between IPDET trainings and follow up job competency development through partnerships with the GEI Global Team and other GEI partners.

- **Providing scholarships to eligible participants to attend IPDET trainings.** The IPDET program has a well-established and rigorous scholarship application procedure which has been in place since 2018. IPDET’s scholarship program selection criteria are fully aligned to the GEI Partnership Scholarship Principles and are specified on the program’s website. Recipients of IPDET scholarships must meet the following criteria: i) be a national and resident of a low income, lower middle income, or upper middle-income country [3] and ii) demonstrate the need to finance the course tuition fees. In addition, scholarship applicants are prioritized if they: i) conduct, manage, commission, or use evaluations; ii) hold a position of influence that is likely to foster wider adaption of M&E practices; iii) work in an organization with a



long-term plan to build evaluation capacity, in which the IPDET training is part of a comprehensive plan; and (iv) is likely to generate impact within the M&E sector of the developing country where the individual is based after participating in the course. During the application process, applicants are required to provide an application, CV, and letter of recommendation from their employer. The scholarship applications are reviewed by a scholarship committee, who ensure that the recipients are balanced across characteristics including gender, country, and organization type. Once selected, scholarship recipients are continuously engaged throughout the IPDET program. During the program, scholarship recipients are expected to participate fully, and upon completion of the program, scholarship recipients must submit a letter to the IPDET project team describing how they are utilizing the knowledge gained during the training for their work in-country. The scholarship program components are fully developed and can be monitored for quality and implementation. The number of scholarships provided is dependent on the available funding. During the 2020 program, 105 scholarships were awarded for participation in the online workshops. Eighty (80) scholarships are envisaged for the 2021 program.

- **Providing tailored training to selective institutions in developing countries on a demand-basis.** These training activities will be mostly demand driven and will target decision makers in national governments and civil society organization, trainers, and young and emerging evaluators. In 2021 IPDET plans to carry out a virtual course for Parliamentarians and their professional staff in South Asia as well as a joint activity with CLEAR AA. Some other virtual and on-site outreach activities are in the pipeline for consideration. The principles and criteria for IPDET outreach activities are outlined in its Global Outreach Strategy and are fully in line with the GEI principles; these criteria focus on the need for funding, the strategic relevance of the client, and the potential for impact of the activity and participants. Further, there is potential to connect these activities with ongoing and future work of other GEI partners and World Bank country offices to amplify the overall impact of ECD in developing countries.
- **Developing and enhancing the curriculum and training materials** both for its core courses taught centrally, and for its global outreach offerings, adjusting the standard course content and pedagogy to meet the needs of specific institutions, including ensuring that ECD activities reflect the local context. The curriculum development is led and coordinated by the project team, with support from its partners. Workshop instructors are responsible for the content of their sessions. When developing its curriculum, IPDET will ensure that there is an optimal balance between content on the fundamentals of evaluation and innovative, timely topics (such as technology and data, building back better post Covid-19). In collaboration with GEI, and with advice from its Advisory Group, IPDET will also ensure that its training materials and curriculum pay stronger attention to Sustainable Development Goals and important cross-cutting themes such as climate change, gender equality.

COMPONENT 2: Build a community of evaluation stakeholders[4] at the global level. In this component IPDET will focus on cultivating a strong community of alumni, trainers, and select external active evaluation



stakeholders that serves as a networking platform for knowledge sharing, learning and collaboration. This will be done through:

- **Developing a comprehensive strategy for community building**, including pitching, ideation and testing of activities with the IPDET partners, its Advisory Group, and its alumni to ensure that the planned community building activities are relevant and useful for the international evaluation community . IPDET’s strategy for community building will guide its work and enable the IPDET community to continue to contribute to a strong and innovative community of practice.
- **Continuing to build and improve IPDET’s e-platform for community building.** IPDET’s e-platform is a comprehensive platform that enables participant interaction during online workshops and will be further developed to enhance alumni engagement in peer learning. The platform is supplemented by the IPDET listserv, where IPDET alumni share M&E opportunities, knowledge products, events, requests for information, and other engagements. The IPDET listserv will also become part of the new e-platform.
- **Holding community building and knowledge sharing events.** These are facilitated online community events offering a social forum and opportunity to exchange ideas, answer questions and share experiences. The online community events will draw from proven online didactics fit to encourage social interaction, networking, exchange, and joint thematic reflections. They will aspire to replicate in virtual settings the spirit and atmosphere of the unique onsite sense of belonging and community, which represents a recognizable and distinguishable trademark of IPDET trainings. These sessions will focus on key issues and topics in evaluation, they will be open to any interested party, and recordings of all events will be shared via the IPDET website. In 2021 IPDET is expected to offer two facilitated online community events and an interactive online closing event. In future years post Covid-19, community building and knowledge sharing events may also be held in-person.
- **Organizing an Evaluation Hackathon** that is open to the entire evaluation community periodically. The Evaluation Hackathon is an interactive and engaging event where participants tackle some of the most evaluation challenges and teams work together to identify innovative solutions to these issues. IPDET held such an event in 2020. During the 2020 Hackathon, 322 individuals actively participated in discussions and at the conclusion of the event, 32 teams working on innovative solutions. The 2020 Evaluation Hackathon was the first hackathon experience for 83% of respondents who completed the event feedback form, and on average, respondents reported benefiting from the event. IPDET aims to organize its second Evaluation Hackathon in 2022.

COMPONENT 3: Project Management, Implementation, and Evaluation

Component 3 will finance the overall program management, including administration, oversight, and the assessments for each event and training, as well as for the entire program. This component will also support



the design and conducting of the Tracer study, which is based on a standardized survey of IPDET trainees, after their graduation. The Tracer study will be carried out in 2021 for the first time (then possibly every 3 to 5 years).

- **Learning and accountability mechanisms for IPDET:** IPDET has a history of using program assessments and evaluations to inform and adjust future innovations. For instance, an independent evaluation of IPDET was conducted before the program moved to Switzerland and the lessons from that evaluation were incorporated into the design of the new curriculum in 2018. As part of Component 3, IPDET will continue this focus by capturing lessons on what worked well, areas of improvement, and general reflections on the program (concerning content and otherwise) to inform future editions of the program. IPDET has already conducted such assessments for past programs through participant surveys, instructor feedback, and internal team debriefs, and the lessons learned have been incorporated into various components of the program, including online workshop pedagogy, content, the scholarship selection process, and more. Further, IPDET receives continuous feedback and guidance on content, positioning, client base, and more from its Advisory Group, which is comprised of representatives of the evaluation community. (See box 2.)
- **Linkages to the GEI M&E Framework:** The IPDET team will ensure that its internal M&E activities align with the overall GEI M&E Framework, which lays out an ambitious plan for evaluative exercises across the GEI network. As part of this, IPDET will provide data through the GEI Management Information System and will link into other planned evaluative exercises as relevant.

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Box 2. Accountability Mechanisms of IPDET

The Steering Group is the primary governance body for IPDET and is responsible for providing strategic direction and oversight to the program. These include endorsement of program content as well as the budget for the offerings. The Steering Group consists of IPDET partners, World Bank, University of Bern, and CEval as well as the Head of Program.

The Advisory Group’s primary function is to ensure that the program remains at the cutting edge of global practices and innovation and that global perspectives are strongly integrated into the IPDET program – both in the Bern summer delivery and any other deliveries. The Advisory Group is composed of strategic partners, donors, multi- and bi-laterals, and Voluntary Organizations for Professional Evaluation (VOPEs).

[1] Key stakeholder groups include evaluation practitioners, commissioners, and users of evidence from national, sub-national and regional governments, academia, voluntary organizations of professional



evaluators (VOPEs) and associations, civil society, non-governmental organizations, media, and related groups and individuals.

[2]GEI aims to support developing countries where there is a particular need for ECD, and the selection decisions of IPDET are based on this prioritization as well.

[3] Priority countries align with the World Bank Group country classifications.

[4] Key stakeholder groups include evaluation practitioners, commissioners, and users of evidence from national, sub-national and regional governments, academia, voluntary organizations of professional evaluators (VOPEs) and associations, civil society, non-governmental organizations, media, and related groups and individuals.

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Environmental and Social Standards Relevance

E. Relevant Standards

ESS Standards		Relevance
ESS 1	Assessment and Management of Environmental and Social Risks and Impacts	Relevant
ESS 10	Stakeholder Engagement and Information Disclosure	Relevant
ESS 2	Labor and Working Conditions	Relevant
ESS 3	Resource Efficiency and Pollution Prevention and Management	Not Currently Relevant
ESS 4	Community Health and Safety	Relevant
ESS 5	Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
ESS 6	Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
ESS 7	Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
ESS 8	Cultural Heritage	Not Currently Relevant
ESS 9	Financial Intermediaries	Not Currently Relevant

Legal Operational Policies

Safeguard Policies	Triggered	Explanation (Optional)
Projects on International Waterways OP 7.50	No	
Projects in Disputed Areas OP 7.60	No	



Summary of Screening of Environmental and Social Risks and Impacts

The project activities are entirely focused on capacity building in monitoring and evaluation. They have no material dimensions and will not exert any physical footprint. The project activities are limited to design of M&E training materials, delivery of online and onsite training, provision of scholarships to select applicants, and the organization/hosting of learning workshops and events. The grant will not support any activity related to construction or rehabilitation/reconstruction of infrastructure or purchase of any electronic equipment. No environmental risk or potential impacts are expected on the biophysical environment, human health and safety, and / or valued environmental components from the project activities. Similarly, the project activities are not expected to incur adverse social impacts. There could be risks associated with labor and sexual abuse and harassment with the project delivery team. However, this risk will be reduced by the current COVID-19 context, as project interactions are anticipated to remain virtual for the entirety of the grant's implementation period. The key stakeholders involved include the IPDET project staff, the trainers of virtual and on-site workshops, as well as the potential participants of the workshops from government agencies, NGOs, think tanks, private sector, and other agencies from developing countries. To maximize its development benefits, IPDET will prioritize beneficiaries who represent underserved demographics, geographies, and sectors, with scholarship support targeted to individuals from developing countries and ensure broad information dissemination of its training activities and engagement to facilitate broad participation of potential beneficiaries, particularly the marginalized groups, NGOs and think tanks who may represent vulnerable segments of society for maximum project development benefits. The project is not expected to incur significant stakeholder risks.

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