

IEO

Independent Evaluation Office
of the International Monetary Fund



Self-Evaluation in the IMF: An IEO Assessment

IEO Survey of IMF Staff

BACKGROUND DOCUMENT 1

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I. INTRODUCTION¹

1. This paper presents evidence from a survey of IMF staff conducted for the IEO evaluation of *Self-Evaluation at the IMF*. The survey queried IMF staff about the overall learning culture in the IMF, their participation in self-evaluation activities, and their perceptions of specific self-evaluative exercises. The analysis in this paper focuses on staff participation in self-evaluation, their views on how and to what degree its lessons were incorporated in the IMF's work, and their experience with specific self-evaluative tools.
2. The survey defined self-evaluation as “the exercises undertaken by Management and Staff (or by consultants hired by them) to assess the quality and effectiveness of IMF policies, practices, and outputs.” These exercises could include self-assessments of different types of activities (e.g., individual country programs, technical assistance, and thematic reviews) at varying levels (e.g., at the individual, team/division, department, or IMF-wide). Consistent with the coverage of the IEO evaluation, the survey explicitly excluded administrative and human resources procedures such as the Annual Performance Review.
3. This paper is structured as follows. Section II provides details about the survey sample and response rate. Section III presents main messages from the survey, and Section IV offers concluding observations. Appendix 1 presents the questionnaire, and Appendix 2 provides the full results of the survey.

II. RESPONSE RATE AND SAMPLE CHARACTERISTICS

4. The survey was sent to 1,477 IMF staff members at grade levels A12 to B5 in all departments except Technology and General Services (TGS) and Human Resources.² The questions posed are detailed in Appendix 1. There were 387 respondents, which is a response rate of 26.2 percent. This is at the lower end of the range of response rates for recent IEO surveys of IMF staff.
5. Respondents resemble the overall target population in terms of seniority and experience. One-quarter of respondents were B-level staff members, and three-quarters were A-level staff. Almost 80 percent of respondents had more than five years of experience in the institution³ (Figures 1 and 2). About 45 percent had experience in both area and functional

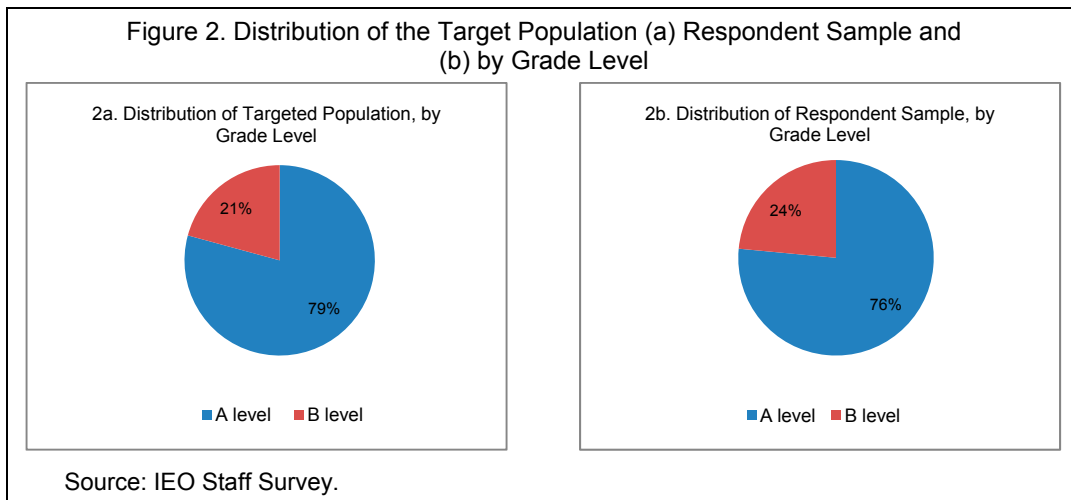
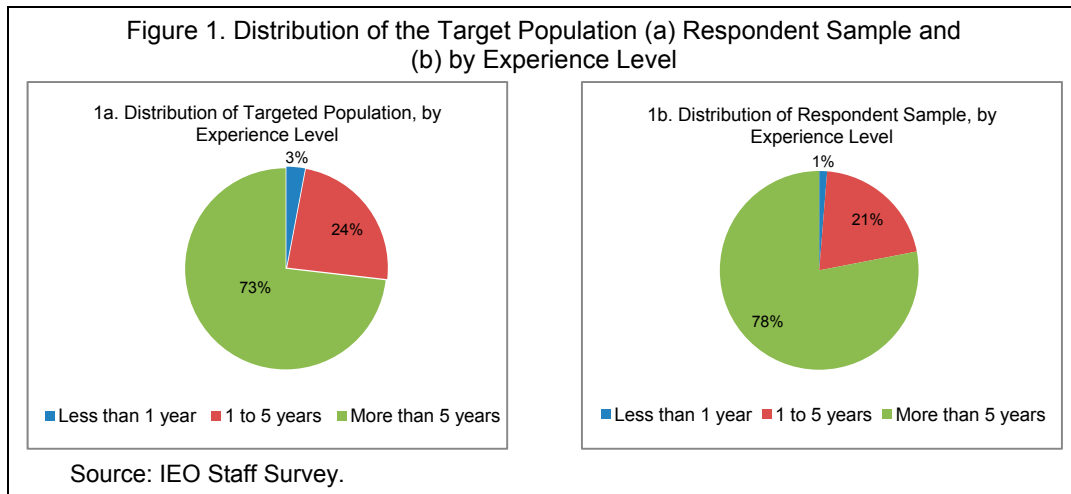
¹ This document was prepared by Jerome Prieur and Louellen Stedman, with administrative assistance from Arun Bhatnagar and Amy Gamulo.

² TGS delivered the survey to IMF staff on September 11, 2013. The survey was closed on October 9, 2013. Responses were provided anonymously.

³ There was a slight over-representation of B-level staff among respondents and under-representation of those with less than one year of experience at the IMF, as compared to the target population. A goodness of fit (chi square) test indicates that the difference between the grade-level distribution in our sample and the grade-level distribution in the target population is not statistically significant at the 0.05 level. The difference between

(continued)

departments; 35 percent had only functional (or other) department experience; and 15 percent had only area department experience. Still, it is likely that those who had participated in self-evaluation exercises and those who were more interested in learning from experience responded to the survey in greater numbers. This would lead to a selectivity bias in the survey results in terms of attitudes toward and views about self-evaluation in the IMF. Indeed, the relatively high rate of written responses to the open-ended question (23 percent of respondents, or 90 individuals) suggests that respondents cared about self-evaluation.⁴



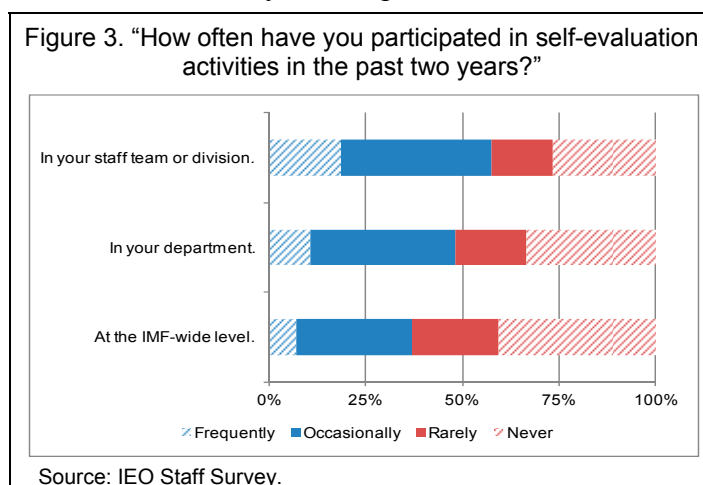
the experience-level distribution in our sample and the experience-level distribution in the target population is statistically significant at the 0.05 level, but not at the 0.038 level.

⁴ The 23 percent of respondents who provided written comments in the final, open-ended question in the survey is a somewhat higher share than in surveys of IMF staff for other recent IEO evaluations. The surveys of IMF staff conducted for the evaluations on *The Role of the IMF as Trusted Advisor* (2013) and on *IMF Forecasts* (2014) yielded comments on open-ended questions from about 17 percent of survey respondents.

III. MAIN MESSAGES FROM THE SURVEY

A. Participation in Self-Evaluation Activities

6. The survey results indicate that IMF staff members engaged in self-evaluation to varying degrees in the prior two years.
- A majority of respondents participated in self-evaluation activities at least occasionally within their own departments. However, one-fifth of all respondents reported that they had not participated in any self-evaluation activities at the IMF.
 - Participation in self-evaluation activities seemed to take place more frequently at the team or division level and to decrease in frequency at the broader departmental and institution-wide levels (Figure 3).
 - Senior staff (B-level) and those with more than five years' experience at the IMF participated in self-evaluation activities at higher rates in all three contexts (team/division, department, IMF-wide) than did relatively junior or less experienced staff. Only 7 percent of B-level respondents said that they did not spend any time on self-evaluation, compared to 22 percent of A-level respondents.



These results are broadly consistent with evidence gathered by the evaluation team in interviews of IMF staff.⁵

7. About half of all respondents believed that they had spent the right amount of time on these activities. But 28 percent answered that they had not spent enough time on self-evaluation (29 percent among A-level staff and 25 percent among B-level staff). In addition, 18 percent had not spent any time on these activities (22 percent among A-level staff and 7 percent among B-level staff). Only a small share of all respondents (6 percent) believed they spent too much time on self-evaluation.

⁵ As part of the evaluation, the IEO conducted interviews with a random sample of more than 40 A13-A15 staff members. Half of interviewees reported that there were some or substantial formal processes in place for self-evaluation in their department, and nearly all reported substantial or some informal mechanisms. IEO also interviewed more than 20 B-level staff, almost all of whom had participated in self-evaluation activities at some time in their IMF careers.

8. Written comments demonstrated a range of sentiments about staff participation in self-evaluation. One respondent described learning from experience as a “part of daily work;” another called for more intensive self-evaluation of IMF operations. On the other hand, some respondents complained about too many or too frequent reviews. There were also a number of comments expressing concern about time and work pressures caused by or affecting self-evaluation activities.

B. Experience with Self-Evaluative Instruments: How Well are Key Tools Working?

9. The survey sought respondent views about selected self-evaluation exercises, namely, Ex Post Assessments (EPAs) and Ex Post Evaluations (EPEs), the 2011 Triennial Surveillance Review (TSR), the 2012 Conditionality Review, and self-evaluations of capacity building. All respondents, regardless of whether they actively participated in these exercises, were asked about their impression of EPAs and EPEs, the TSR and the Conditionality Review. Those who had participated in the exercises were also asked more specific questions.

10. Among all respondents, there was more awareness of EPAs and EPEs than of the TSR and Conditionality Review, at least from a self-evaluative perspective. Many more responded “don’t know” to questions about the value, quality, and accountability role of the TSR (almost half) and Conditionality Review (almost two-thirds) than to parallel questions about EPAs and EPEs (about a quarter).⁶

11. Among those that participated in these exercises, sentiments were generally positive, particularly about the intent of the exercises to take stock of what worked and what did not work. Respondents were also broadly positive about the uncovering of important lessons for future IMF operations, the freedom to express critical views, and the overall worth of undertaking the exercise. Nonetheless, one-fifth of respondents did not agree that the exercises were worthwhile, and more than one-quarter did not believe that the team was free to express critical views.

Use of Fund Resources/Lending: Ex Post Assessments and Ex Post Evaluations

12. Many of the survey respondents were familiar with EPAs and EPEs: about one-fifth had participated in at least one EPA or EPE, and half had read one or more EPA or EPE reports.⁷ More senior and experienced staff expressed greater familiarity with these documents. Of note, one-third of A-level respondents, but only one-tenth of B-level respondents, had neither read

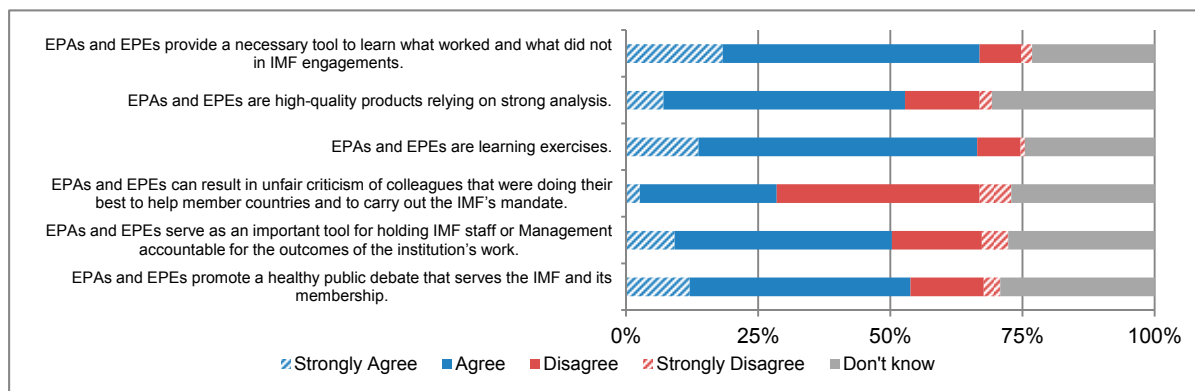
⁶ The proportion of respondents answering “don’t know” to questions about the value, quality and accountability of EPAs/EPEs ranged from 23 percent to 31 percent; the proportion for similar questions about the TSR ranged from 43 percent to 49 percent; and the proportion for similar questions about the Conditionality Review ranged from 58 percent to 66 percent.

⁷ Awareness of EPA/EPEs was likely impacted by the EPE on the 2010 Greece SBA, which received broad attention in the press and was the subject of many debates among staff.

nor participated in an EPA or EPE.⁸ One half of respondents with less than five years of experience had neither read nor participated in an EPA or EPE; only one-quarter of more experienced staff had neither read nor participated in one of these assessments.

13. Among all survey respondents, two-thirds agreed that EPAs and EPEs were learning exercises and necessary tools to learn what worked and what did not work in IMF engagements; about one-half also judged them to be high-quality, useful in promoting a healthy public debate, and important accountability tools (Figure 4). However, nearly one-third expressed concern that EPAs and EPEs resulted in unfair criticism of colleagues. This concern may contribute to the finding that only half of those respondents who had not participated in an EPA or EPE team expressed an interest in doing so in the future.⁹

Figure 4. “Based on what you know about EPAs and EPEs, to what extent do you agree with the following statements?”



Source: IEO Staff Survey.

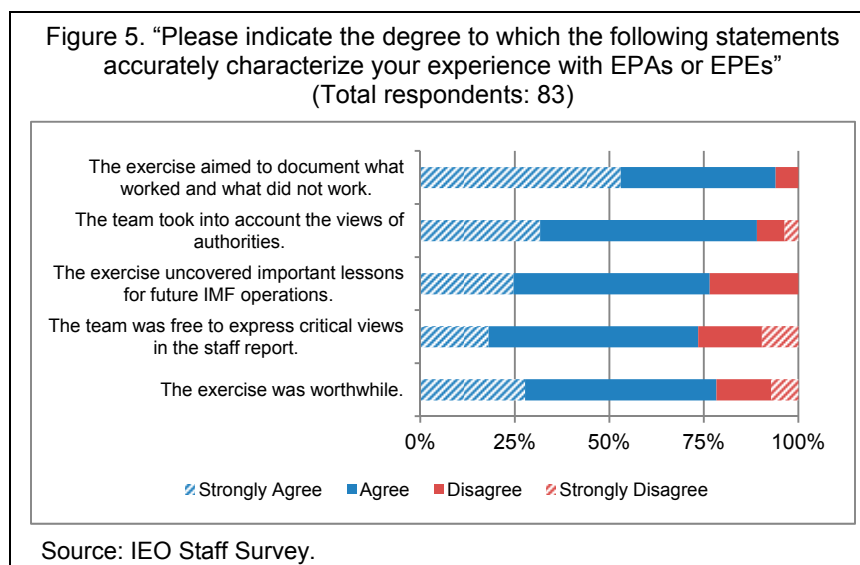
14. Among the subset of 83 respondents who had participated in one or more EPA or EPE, the majority held positive views about the value of the exercises, although there was some concern about the latitude for critical assessment (Figure 5). Nearly all respondents in this group agreed that the exercises were targeted at documenting what worked and what did not work with IMF engagement, and almost as many believed that the team took authorities' views into account. A majority also agreed that the exercises uncovered important lessons and were worthwhile.¹⁰ Nonetheless, about one-quarter was skeptical about identification of

⁸ Twenty-six percent of B-level respondents had participated in an EPA/EPE team, and 62 percent of B-level respondents had read one or more EPA/EPE report. This compares to 20 percent of A-level respondents who had participated and 46 percent who had read one or more EPA or EPE report.

⁹ Fifty-six percent of A-level respondents were interested in participating in a future EPE or EPA, compared to 42 percent of B-level respondents. In fact, a large share of EPA and EPE missions during the evaluation period were led by A-14 and A-15 staff (Goldsbrough, 2015).

¹⁰ In interviews with IMF staff who had participated in EPAs and EPEs, almost all interviewees expressed the view that EPAs and EPEs were useful learning exercises, even if many said that the process could be improved to add greater value (see Goldsbrough, 2015).

lessons, and one-fifth did not agree that the exercises were worthwhile. More than one-quarter did not believe that the team was free to express critical views.



15. Written comments in the survey included some praise for the inside knowledge and long-term perspective brought to bear in EPAs or EPEs but also described difficulties encountered, such as time pressures that sometimes led to a “hasty job,” the challenge of drawing lessons so soon after events, the “defensiveness” entrenched in the review process, and the tendency to “shy away from open criticism.” A number of respondents raised concerns about the teams that undertook EPAs and EPEs. One respondent stated that the quality of EPAs as “very mixed ... partly because, for some countries, it is difficult to find team leaders, and the quality of the managers released by departments to lead teams is not always strong, [and] equally, there is limited early quality control over the work of EPA teams.” A few respondents emphasized the need for more experienced teams and team leaders that conduct these assessments, with one observing that “EPE-EPA mission chiefs often do not have operational experience, do not understand the intricacies of program work (and the urgency with which certain decisions must be taken), and are undertaking a ‘box checking’ exercise to gain ‘mission chief’ experience.” Similar views were expressed in interviews undertaken for the evaluation background study on EPAs and EPEs (Goldsbrough, 2015).

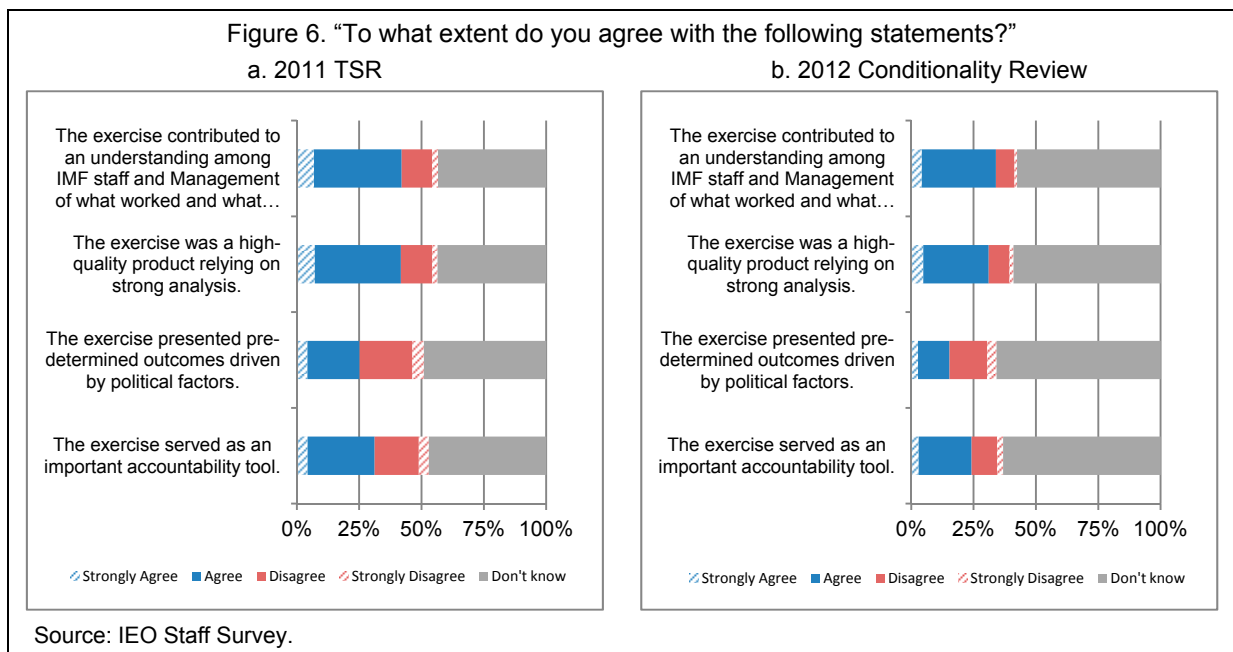
Policy and other Thematic Reviews: Triennial Surveillance Review and Conditionality Review

16. Policy (and other thematic) reviews look at policies, strategies, and operations across the IMF.¹¹ From 2006 to 2013, the IMF completed about 60 such reviews, varying in scope and

¹¹ These exercises include, for example, the TSR, the Conditionality Review, the Review of Recent Crisis Programs, and the Review of the Fund’s Financing Role in Member Countries, along with many others. See Stedman (2015) for details on self-evaluation in IMF thematic reviews.

visibility within the institution. In order to provide a concrete basis for staff to relate to the questions, the survey focused on two specific reviews, the 2011 TSR and the Conditionality Review completed in 2012. These reviews are some of the best known, most read and disseminated, both within and outside the IMF. They have been produced periodically for a couple of decades, and they usually lead to changes in the corresponding policy framework and to revision in guidelines to staff.

17. As noted above, there appeared to be less awareness among all respondents about the TSR and the Conditionality Review and their outcomes, at least as self-evaluative exercises, as compared to EPAs and EPEs. Many respondents (ranging from 43 percent to 66 percent) answered “don’t know” to general questions about the objectives and utility of these exercises (Figure 6). Of those who expressed a view, about three-quarters for each review found it to be a high-quality product that served a learning function for IMF staff and Management, and more than half also thought that these reviews served an important accountability role. However, for each review, nearly half of those expressing a view felt that the exercise presented predetermined outcomes driven by political factors.



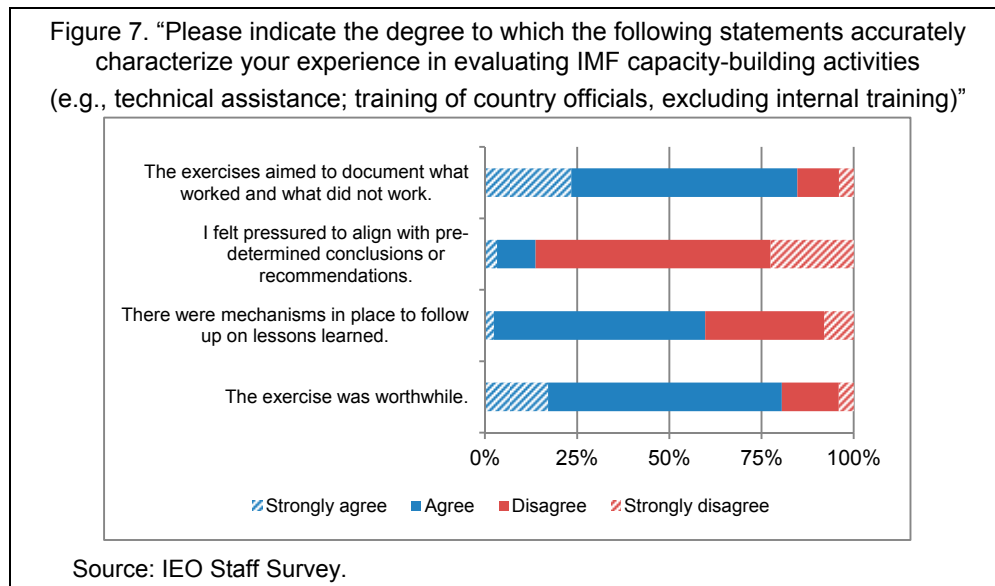
18. Respondents who reported participating in the 2011 TSR and 2012 Conditionality Review had a generally positive view about their stock-taking and learning aspects.¹² A majority of participants agreed that each exercise was targeted at identifying what worked and what had not worked, and that each uncovered important lessons and was worthwhile.

¹² A larger number, and a larger share relative to the number of staff listed in respective staff reports, responded that they had participated in the 2011 TSR as compared to the 2012 Conditionality Review. The survey results are thus likely more robust for the TSR than for the Conditionality Review.

However, a quarter of those who participated in the 2011 TSR and a third of those who participated in the 2012 Conditionality Review did not agree that staff was free to express critical views. In addition, most participants in the 2011 TSR considered that it was more of a forward-looking exercise than a reflective one.¹³ One respondent wrote: “My sense of the more recent reviews of conditionality and surveillance is that success is defined by the extent to which they can be used to promote novelty, in terms of change in the way the Fund works, rather than an empirically based assessment of current practice.”

Capacity building

19. About one-third of survey respondents had been involved in evaluation of capacity-building activities such as technical assistance and training of member country officials. Among this group, most believed that self-evaluative exercises reflected on past successes and failures and were worthwhile. A large majority did not feel pressured to align the self-evaluation results with pre-determined conclusions or recommendations, although this was an issue for about 15 percent of respondents. However, about 40 percent of respondents did not believe that mechanisms for follow-up on lessons learned were in place (Figure 7).



C. Views on Utilization: Is Self-Evaluation Being Used to Improve IMF Work?

20. Most respondents had used lessons from self-evaluation to improve their work, and they also agreed that lessons were used to improve policies and practices in their division and department. But a significant share of respondents was unsure whether this took place for the institution as a whole. Seventy-two percent of respondents indicated that they “frequently” or

¹³ Sixty percent of 2011 TSR participants saw the exercise as aimed more at developing alternative approaches than at uncovering lessons from the past.

“occasionally” used lessons from self-evaluation to improve their work practices. A slightly smaller share (68 percent) reported the same relative to their team or division. About 60 percent of reported the same relative to their department, while 20 percent answered that they did not know whether this was done. Forty-seven percent agreed that lessons from self-evaluation were used “frequently” or “occasionally” at the IMF-wide level, while 35 percent responded that they did not know whether this was done.

21. These findings are consistent with the views expressed about supervisors’ attitudes towards self-evaluation: a majority of respondents indicated that their supervisor was open to discussion of what worked and what did not work,¹⁴ while about a third of respondents (more A-level staff than B-level staff) thought that their supervisor “focused on the work ahead without considering past successes and failures.”^{15,16} Two-thirds of all respondents (75 percent of B-level respondents) agreed that their immediate supervisor utilized lessons to change policies or practices.

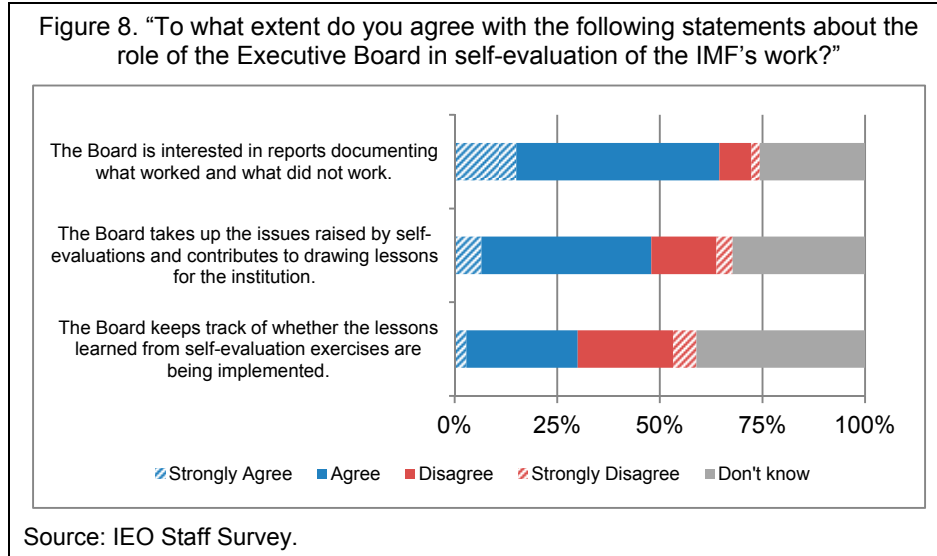
22. While a majority of respondents believed that the Executive Board was interested in self-evaluation reports, only one-third thought that the Board monitored follow-up on lessons (Figure 8). A significant share of respondents, ranging from one-quarter to two-fifths, had no knowledge or opinion about the Board’s role in these respects. Written comments on the Board’s engagement ranged widely, from “the Board is very interested in lessons learned but lacks the resources to follow up on issues separately from staff,” to “the pre-set agendas of Board members render Board discussions of IMF self-evaluations predictable and unhelpful.”

23. Written comments offered some insights into how lessons from self-evaluation had led to change. One survey respondent noted that “the self evaluation process ... has helped the Fund to change its policies and process and become more relevant and become more even handed in its dealing with its members.” Another provided a specific example: “the revised review process (introducing face-to-face policy consultation meetings with review departments present) is a nice example of learning from self-evaluation that led to significant improvements in the quality of review feedback (and interdepartmental collaboration).”

¹⁴ Seventy-six percent agreed or strongly agreed with the statement, while only 10 percent disagreed or strongly disagreed; 14 percent did not know.

¹⁵ Thirty-eight percent of A-level respondents compared to 26 percent of B-level respondents agreed or strongly agreed with this statement.

¹⁶ While this may reflect work pressures and a natural desire to improve, some survey comments as well as interviews with A13-A15 staff also pointed to a desire or pressure to innovate. For instance, one staff interviewee said: “There is no culture of review, but there is a culture of trying to do things better or in new ways.” Also see the survey comment in paragraph 22.



24. More broadly, the written comments conveyed mixed views on the overall role of self-evaluation at the IMF. Some described self-evaluation as “very useful” and “generally comprehensive, objective, and creative.” On the other hand, there were comments that self-evaluations in the IMF “seem uncoordinated and not part of an overall strategy,” “have little impact,” and “do not work [but instead are] usually produced to please management.” One respondent saw both views: “The process of self evaluation is being used with mixed objectives. At times it is used to justify already pre-determined outcomes or set policies. At other times, it is used appropriately with an open mind to truly improve the working of institution.”

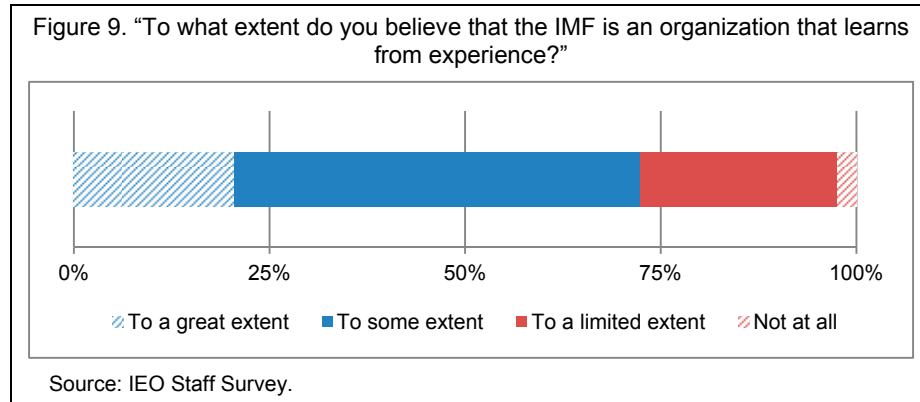
25. There were also suggestions about how self-evaluation could have a greater impact.

- Several respondents felt strongly that there was a need to disseminate the findings and lessons of self-evaluations more widely in the institution, including the outputs of individual exercises (“only the more visible cases such as Greece get noticed”) and “a reader-friendly summary of the lessons of EPEs and EPAs” for broader use among mission teams.
- A number of comments focused on the timeframes for self-evaluative exercises, with several respondents stating that longer-term perspectives for these exercises might help add more value. Several comments touched on the trade-off between the number and scope of assessments and their impact, for instance pondering whether “a more limited exercise might yield better outcomes in terms of fostering actual change.”
- Several respondents sought more structure for self-evaluation in the IMF, including more clarity about goals and modalities of the exercises. This, however, was not a universal view, as some respondents suggested that “an internal information sharing

and capacity building exercise with management supervision” could be more valuable than formal exercises.

D. Learning in the IMF: Perceptions and Contributions

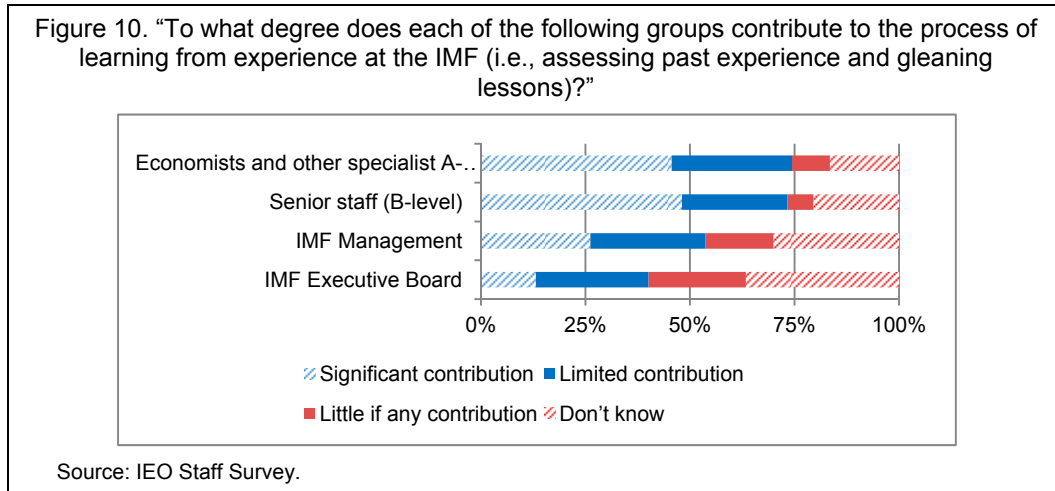
26. Most survey respondents saw the IMF as learning from experience at least to some extent, but they also communicated a lack of awareness or confidence among staff about the contribution made to this process by the Executive Board, and to some degree by Management.



- Overall, about three-quarters of respondents believed that the IMF is a learning institution, i.e., an organization that learns from experience to some, or a great, extent. Most of the remainder believed that the IMF learns from experience only “to a limited extent” (Figure 9).¹⁷ A-level staff were more circumspect in their assessment than B-level staff: 29 percent of A-level staff respondents believed that the IMF is an organization that learns from experience only “to a limited extent” or “not at all,” whereas only 18 percent of B-level staff respondents took this view.
- Respondents were skeptical about the Executive Board’s contributions to learning, and, to some extent, that of Management; they were more positive about the contributions of staff. Sixty percent of respondents were not aware of a contribution by the Board to learning from experience, answering either that they did not know or that the Board made little if any contribution; only 13 percent thought that the Executive Board made a significant contribution. While nearly half of respondents took the same stance with respect to Management, more than one-quarter thought that Management’s contribution was significant. More B-level staff respondents expressed a view on the contributions by Management and the Executive Board than did A-level

¹⁷ Two percent of all survey respondents answered “don’t know.”

staff respondents.¹⁸ On the other hand, nearly half of respondents considered that A- and B-level staff made a significant contribution to the process of learning from experience. Looking only at those who expressed a view, more than half rated the contribution of staff as significant, while about one-third did so for Management and less than one-quarter did so for the Board (Figure 10).



27. Written comments about learning from experience in the IMF varied. For example, one respondent noted that “silo/turf culture and budget envelope are barriers to self-evaluation and learning.” Another acknowledged this issue but saw progress, noting the culture “is not yet ripe enough for an open retrospective analysis and dialogue [even while] the situation has improved compared to a few years ago.” A number of respondents expressed the view that the IMF’s capacity to learn from experience was impaired by “pre-set” or “political” agendas. One comment described this as an internal tension: “the institution does try to learn from experience but political constraints often make it difficult.” One respondent thoughtfully summed up the nuances of self-evaluation and learning in the IMF: “In my experience, evaluation that has been effective has come down to a handful of senior staff that has both a curious/open mind about what the Fund is doing well or not doing well and needs to change as well as the strategic ability to work the institutional process to deliver change.”

¹⁸ With respect to Management’s contribution to learning from experience, only 12 percent of B-level respondents answered that they did not know, compared to 35 percent of A-level respondents; one-third of B-level respondents found the Management contribution significant, while one-quarter of A-level staff did so. With respect to the Board, 14 percent of B-level respondents answered “don’t know,” compared to 38 percent of A-level respondents; 14 percent of B-level and 13 percent of A-level respondents found the Board contribution to be significant.

IV. CONCLUSION

28. Overall, this survey suggests that a majority of IMF staff sees the IMF as a learning organization and is, to some extent, aware of self-evaluation taking place in the institution.¹⁹ Many IMF staff believe that they are making use of lessons from self-evaluation in their work, at least to some extent, even if fewer are aware of its impact more widely in the institution. Nonetheless, the survey results suggested there was scope for greater staff involvement, since a sizable minority (20 percent) had never participated in self-evaluation and even more (28 percent) believed that they should be spending more time on such activities.

29. At the same time, the survey, as well as interviews, also identified a significant minority who were skeptical about self-evaluation or concerned about specific related aspects. About one-fifth of staff interviewees doubted the usefulness of self-evaluation, explaining that they believed these exercises were merely a formality or that success in learning from experience depended more on individual intelligence and interpersonal skills than any particular process. These doubts are apparent in survey results as well as in written comments.

30. The survey identified a number of concerns about specific self-evaluative exercises.

- While views were broadly positive about many aspects of EPAs and EPEs, a significant minority of respondents doubted their value as accountability tools and as an instrument for promoting a healthy public debate that serves the IMF and its membership, and did not see them as being of high quality.
- A significant minority of respondents who participated in specific self-evaluative exercises (EPAs or EPEs; the 2011 TSR; and the 2012 Conditionality Review) did not feel free to express critical findings. There was also a broader perception that the 2011 TSR and 2012 Conditionality Review presented pre-determined outcomes driven by political factors.
- Respondents who participated in self-evaluation of capacity building raised questions about follow-up on lessons.

¹⁹ As mentioned above, in analyzing the results of this survey it is important to keep in mind that the sample is likely to suffer from some degree of selectivity bias in that staff who had participated in self-evaluation exercises were more likely to respond to the survey. On the other hand, these results are consistent with the responses to interviews of a random sample of IMF staff, where no such bias existed. This gives some comfort on the robustness of the conclusions.

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APPENDIX 1. SURVEY QUESTIONNAIRE

SELF EVALUATION AT THE IMF: AN IEO ASSESSMENT

GENERAL SELF-EVALUATION

Self-evaluation consists of the exercises undertaken by Management and Staff (or by consultants hired by them) to assess the quality and effectiveness of IMF policies, practices, and outputs. Self-evaluation exercises range from the production of reports examining IMF operations or policies (e.g., Ex Post Assessments, Triennial Surveillance Review) to informal team discussions following the conclusion of Article IV missions and other operational work. This survey does not cover HR and other administrative processes, such as Annual Performance Reviews.

1. How often have you participated in self-evaluation activities in the past two years?

Select one per row.

	<i>Frequently</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Never</i>
In your staff team or division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the IMF-wide level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How would you characterize the amount of time you spend on self-evaluation exercises, i.e., assessing the quality and effectiveness of IMF policies, practices, and outputs (including your and your team's contributions)?

Select one.

<input type="radio"/>	Too much
<input type="radio"/>	About right
<input type="radio"/>	Too little
<input type="radio"/>	I do not spend any time on self-evaluation exercises

3. How would you characterize your current immediate supervisor's* approach to self-evaluation?

**If you have more than one supervisor, please select the one that you consider most relevant for answering this question.*

Select one per row.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know</i>
He/she is open to discussion of what worked and what did not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

He/she utilizes lessons to change policies or practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she focuses on the work ahead without considering past successes and failures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EX POST ASSESSMENTS AND EX POST EVALUATIONS

4. Please indicate your level of familiarity with Ex Post Assessments of Longer Term Program Engagement (EPAs) and Ex Post Evaluations of Exceptional Access (EPEs):

Select one.

<input type="radio"/>	I have participated in one or more EPA or EPE team.	(Answer question number 4.1.)
<input type="radio"/>	I have read one or more EPA or EPE, but have not participated in a team preparing one of these reports.	(Answer question number 4.2.)
<input type="radio"/>	I have not read and EPA or EPE.	(Answer question number 4.2.)

4.1 Please indicate the degree to which the following statements accurately characterize your experience with EPAs or EPEs.

Select one per row.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The exercise aimed to document what worked and what did not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team took into account the views of authorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise uncovered important lessons for future IMF operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team was free to express critical views in the staff report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise was worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.2 Are you interested in participating in the preparation of a future Ex Post Assessment or Ex Post Evaluation?

Select one.

<input type="radio"/>	Yes
<input type="radio"/>	No

5. Based on what you know about EPAs and EPEs, to what extent do you agree with the following statements?

Select one per row.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know</i>
EPAs and EPEs provide a necessary tool to learn what worked and what did not in IMF engagements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPAs and EPEs are high-quality products relying on strong analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPAs and EPEs are learning exercises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPAs and EPEs can result in unfair criticism of colleagues that were doing their best to help member countries and to carry out the IMF's mandate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPAs and EPEs serve as an important tool for holding IMF staff or Management accountable for the outcomes of the institution's work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPAs and EPEs promote a healthy public debate that serves the IMF and its membership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THEMATIC REVIEWS: EXPERIENCE OF PARTICIPANTS

Thematic reviews look across the IMF, at policies, strategies, and operations. They include exercises such as the Triennial Surveillance Reviews, the Conditionality Review, the Review of Recent Crisis Programs, and the Review of the Fund's Financing Role in Member Countries, along with many others. Since 2006, the IMF has undertaken more than three dozen such reviews. Thematic reviews differ in many aspects, including focus, scope, methods, and department(s) involved in preparing them. At the same time, such reviews share common characteristics, one of which is that they offer the opportunity for self-evaluation. In order to provide a concrete basis for this section of the survey, the following questions focus on two specific reviews, the **Triennial Surveillance Review** and the **Conditionality Review**, completed most recently in 2011 and 2012 respectively.

6. Please indicate whether you participated in the staff team that prepared or reviewed: (mark all that apply)

Select all that apply.

<input type="checkbox"/>	TSR completed in 2011	(Answer question number 6.1.)
<input type="checkbox"/>	Conditionality Review completed in 2012	(Answer question number 6.2.)

6.1 Please indicate the degree to which the following statements accurately characterize your experience with the TSR exercise.

Select one per row.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The exercise aimed to document what worked and what did not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise aimed primarily to develop alternative approaches rather than to look at lessons from past activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise uncovered important lessons for future IMF policies or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team was free to express critical views in the staff report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise was worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.2 Please indicate the degree to which the following statements accurately characterize your experience with the Conditionality Review exercise.

Select one per row.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The exercise aimed to document what worked and what did not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise aimed primarily to develop alternative approaches rather than to look at lessons from past activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise uncovered important lessons for future IMF policies or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The team was free to express critical views in the staff report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise was worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THEMATIC REVIEWS: GENERAL PERSPECTIVES

7. To what extent do you agree with the following statements about the **2011 TSR**?

Select one per row.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know</i>
The exercise contributed to an understanding among IMF staff and Management of what worked and what did not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise was a high-quality product relying on strong analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise presented pre-determined outcomes driven by political factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise served as an important accountability tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent do you agree with the following statements about the 2011 **Conditionality Review**?

Select one per row.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know</i>
The exercise contributed to an understanding among IMF staff and Management of what worked and what did not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise was a high-quality product relying on strong analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise presented pre-determined outcomes driven by political factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise served as an important accountability tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CAPACITY BUILDING

9. Have you been involved in evaluating capacity-building activities (e.g., technical assistance; training of country officials, excluding internal training)?

Select one.

<input type="radio"/>	Yes	(Answer question number 9.1.)
<input type="radio"/>	No	

9.1 Please indicate the degree to which the following statements accurately characterize your experience in evaluating IMF capacity-building activities (e.g., technical assistance; training of country officials, excluding internal training).

Select one per row.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
The exercises aimed to document what worked and what did not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt pressured to align with pre-determined conclusions or recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There were mechanisms in place to follow up on lessons learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercise was worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DISSEMINATION AND FOLLOW-UP

10. How often are lessons from self-evaluation utilized to improve policies or practices?

Note: this question addresses the full range of self-evaluation exercises, from production of reports examining IMF operations or policies to informal team discussions following the conclusion of Article IV missions and other operational work.

Select one per row.

	<i>Frequently</i>	<i>Occasionally</i>	<i>Rarely</i>	<i>Never</i>	<i>Don't know</i>
In your own work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your team or division?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IMF-wide?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EXECUTIVE BOARD ROLE

11. To what extent do you agree with the following statements about the role of the Executive Board in self-evaluation of the IMF's work?

Select one per row.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't know</i>
The Board is interested in reports documenting what worked and what did not work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board takes up the issues raised by self-evaluations and contributes to drawing lessons for the institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Board keeps track of whether the lessons learned from self-evaluation exercises are being implemented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LEARNING

12. To what degree does each of the following groups contribute to the process of learning from experience at the IMF (i.e., assessing past experience and gleaning lessons)?

Select one per row.

	<i>Significant contribution</i>	<i>Limited contribution</i>	<i>Little if any contribution</i>	<i>Don't know</i>
Economists and other specialist A-level staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior staff (B-level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IMF Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IMF Executive Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. To what extent do you believe that the IMF is an organization that learns from experience?

Select one.

<input type="radio"/>	To a great extent
<input type="radio"/>	To some extent
<input type="radio"/>	To a limited extent
<input type="radio"/>	Not at all
<input type="radio"/>	Don't know

14. The IEO is interested in your views on the goals, modalities and impact of current arrangements for self-evaluation in the IMF, as well as recommendations on how to improve the process. Feel free to use the space below to provide additional comments or suggestions about self-evaluation at the IMF.

DEMOGRAPHICS

*15. How long have you worked at the IMF?(*Required)

Select one.

<input type="radio"/>	Less than one year
<input type="radio"/>	One to five years
<input type="radio"/>	Five or more years

*16. What is your grade?(*Required)

Select one.

<input type="radio"/>	A level
<input type="radio"/>	B level

*17. Please indicate the departments in which you have worked since joining the IMF, including your current department. Mark all that apply.(*Required)

Select all that apply.

<input type="checkbox"/>	Area departments
<input type="checkbox"/>	Functional departments (FAD, FIN, ICD, MCM, RES, SPR, STA)
<input type="checkbox"/>	Other departments

APPENDIX 2. SURVEY RESULTS

		Distribution of answer in percentage					
		Overall	Grade		Experience		
			A level	B level	Less than 5 years	5 years and more	
Number of responses		387	296	91	85	302	
Participation rate		26.2%	25.3%	29.6%	21.5%	27.9%	
Section 1 - General Self Evaluation							
1. How often have you participated in self-evaluation activities in the past two years?	a. In your staff team or division	Frequently	19	16	28	7	22
		Occasionally	39	37	47	41	38
		Rarely	16	16	15	19	15
		Never	26	31	10	33	25
	b. In your department	Frequently	11	8	20	4	13
		Occasionally	37	34	49	33	39
		Rarely	18	20	11	21	17
		Never	33	38	19	42	31
	c. At the IMF-wide level	Frequently	7	4	17	2	8
		Occasionally	30	27	40	18	34
		Rarely	22	24	15	27	21
		Never	41	44	28	53	37
2. How would you characterize the amount of time you spend on self-evaluation exercises, i.e., assessing the quality and effectiveness of IMF policies, practices, and outputs (including your and your team's contributions)?	too much	6	5	9	5	6	
	about right	48	44	59	49	47	
	too little	28	29	25	21	30	
	I do not spend any time on self-evaluation exercises	18	22	7	25	17	
3. How would you characterize your current immediate supervisor's approach to self-evaluation?	a. He/she is open to discussion of what worked and what did not work	Strongly agree	33	30	44	26	32
		Agree	43	43	40	52	40
		Disagree	6	6	6	6	6
		Strongly disagree	4	5	1	2	4
		Don't know	14	16	9	14	14
	b. He/she utilizes lessons to change policies or practices	Strongly agree	24	22	30	20	25
		Agree	42	41	47	51	40
		Disagree	12	13	9	7	13
		Strongly disagree	5	5	4	5	5
		Don't know	17	19	10	18	16
	c. He/she focuses on the work ahead without considering past successes and failures	Strongly agree	9	10	8	11	9
		Agree	26	28	18	24	26
Disagree		34	31	43	34	34	
Strongly disagree		15	13	22	12	16	
Don't know		16	17	10	19	15	
Section 2 - Ex Post Assessments and Ex Post Evaluations							
4. Please indicate your level of familiarity with Ex Post Assessments of Longer Term Program Engagement (EPAs) and Ex Post Evaluations of Exceptional Access (EPEs)	I have participated in one or more EPA or EPE team	22	20	26	13	24	
	I have read one or more EPA or EPE, but have not participated in a team	49	46	62	38	53	
	I have not read an EPA or EPE	29	34	12	49	23	

		Overall	A level	B level	Less than 5 years	5 years and more	
5. Please indicate the degree to which the following statements accurately characterize your experience with EPAs or EPEs. (Total respondents: 83)	a. The exercise aimed to document what worked and what did not work	Strongly agree	53	47	70	64	51
		Agree	41	45	30	36	42
		Disagree	6	8	0	0	7
		Strongly disagree	0	0	0	0	0
	b. The team took into account the views of authorities	Strongly agree	32	25	48	40	31
		Agree	57	63	43	50	58
		Disagree	7	7	9	10	7
	c. The exercise uncovered important lessons for future IMF operations	Strongly disagree	4	5	0	0	4
		Strongly agree	25	24	27	9	27
		Agree	51	51	55	73	49
	d. The team was free to express critical views in the staff report	Disagree	23	25	18	18	24
		Strongly disagree	0	0	0	0	0
		Strongly agree	18	17	22	36	15
	e. The exercise was worthwhile	Agree	55	48	74	45	57
		Disagree	17	22	4	9	18
		Strongly disagree	10	13	0	9	10
	6. Are you interested in participating in the preparation of a future Ex Post Assessment or Ex Post Evaluation?	Strongly agree	28	27	30	27	28
		Agree	51	43	70	64	49
		Disagree	14	20	0	9	15
	7. Based on what you know about EPAs and EPEs, to what extent do you agree with the following statements?	Strongly disagree	7	10	0	0	8
Yes		53	56	42	57	51	
	a. EPAs and EPEs provide a necessary tool to learn what worked and what did not in IMF engagements.	No	47	44	58	43	49
		Strongly agree	18	17	21	12	20
	b. EPAs and EPEs are high-quality products relying on strong analysis.	Agree	49	49	48	52	48
		Disagree	8	6	13	2	9
		Strongly disagree	2	2	3	0	3
		Don't know	23	26	14	33	21
		Strongly agree	7	7	7	7	7
	c. EPAs and EPEs are learning exercises.	Agree	46	41	59	37	48
		Disagree	14	14	14	7	16
		Strongly disagree	2	2	2	4	2
		Don't know	31	35	18	45	27
	d. EPAs and EPEs can result in unfair criticism of colleagues that were doing their best to help member countries and to carry out the IMF's mandate.	Strongly agree	14	14	13	10	15
		Agree	53	50	62	52	53
		Disagree	8	8	8	4	10
		Strongly disagree	1	0	2	0	1
	e. EPAs and EPEs serve as an important tool for holding IMF staff or Management accountable for the outcomes of the institution's work.	Don't know	25	28	15	34	22
		Strongly agree	3	2	5	1	3
		Agree	26	28	19	24	26
		Disagree	38	34	54	27	42
		Strongly disagree	6	6	7	4	7
f. EPAs and EPEs promote a healthy public debate that serves the IMF and its membership.	Don't know	27	31	15	44	23	
	Strongly agree	9	9	11	6	10	
	Agree	41	39	48	44	40	
	Disagree	17	16	20	5	20	
	Strongly disagree	5	5	4	6	5	
	Don't know	28	31	16	39	25	
	Strongly agree	12	11	15	6	14	
	Agree	42	41	43	44	41	
	Disagree	14	12	20	7	16	
	Strongly disagree	3	3	2	2	3	
	Don't know	29	32	20	40	26	

		Overall	A level	B level	Less than 5 years	5 years and more	
Section 3 - Thematic Reviews : Experience of Participants							
8. Please indicate whether you participated in the staff team that prepared or reviewed: (mark all that apply)	a. The Triennial Surveillance Review completed in 2011 (number of respondents)	45	28	17	6	39	
	b. The Conditionality Review completed in 2012 (number of respondents)	16	10	6	1	15	
9. Please indicate the degree to which the following statements accurately characterize your experience with the TSR exercise. (Total respondents: 44)	a. The exercise aimed to document what worked and what did not work	Strongly agree	23	21	25	33	21
		Agree	66	71	56	67	66
		Disagree	11	7	19	0	13
		Strongly disagree	0	0	0	0	0
	b. The exercise aimed primarily to develop alternative approaches rather than to look at lessons from past activities.	Strongly agree	11	7	19	0	13
		Agree	48	50	44	83	42
		Disagree	36	36	38	17	39
	c. The exercise uncovered important lessons for future IMF operations	Strongly disagree	5	7	0	0	5
		Strongly agree	27	21	38	33	26
		Agree	48	57	31	50	47
	d. The team was free to express critical views in the staff report	Disagree	23	21	25	17	24
		Strongly disagree	2	0	6	0	2
		Strongly agree	25	21	31	33	24
	e. The exercise was worthwhile	Agree	50	54	44	67	47
		Disagree	23	21	25	0	26
Strongly disagree		2	4	0	0	3	
10. Please indicate the degree to which the following statements accurately characterize your experience with the Conditionality Review exercise. (Total respondents: 16)	a. The exercise aimed to document what worked and what did not work	Strongly agree	25	18	37	17	26
		Agree	57	68	38	73	53
		Disagree	14	14	13	0	16
		Strongly disagree	5	0	12	0	5
	b. The exercise aimed primarily to develop alternative approaches rather than to look at lessons from past activities.	Strongly agree	25	10	50	φ	27
		Agree	63	80	33	φ	60
		Disagree	0	0	0	φ	0
		Strongly disagree	13	10	17	φ	13
	c. The exercise uncovered important lessons for future IMF operations	Strongly agree	0	0	0	φ	0
		Agree	31	30	33	φ	33
		Disagree	63	60	67	φ	60
	d. The team was free to express critical views in the staff report	Strongly disagree	6	10	0	φ	7
		Strongly agree	13	11	17	φ	13
		Agree	53	56	50	φ	53
	e. The exercise was worthwhile	Disagree	27	33	17	φ	27
Strongly disagree		7	0	17	φ	7	
Strongly agree		13	11	17	φ	13	
d. The team was free to express critical views in the staff report	Agree	53	56	50	φ	53	
	Disagree	33	33	33	φ	33	
	Strongly disagree	0	0	0	φ	0	
e. The exercise was worthwhile	Strongly agree	20	11	33	φ	20	
	Agree	40	56	17	φ	40	
	Disagree	27	22	33	φ	27	
	Strongly disagree	13	11	17	φ	13	

		Overall	A level	B level	Less than 5 years	5 years and more	
Section 4 - Thematic Reviews : General Perspectives							
11. To what extent do you agree with the following statements about the 2011 TSR?	a. The exercise contributed to an understanding among IMF staff and Management of what worked and what did not work.	Strongly agree	7	5	12	5	7
		Agree	35	33	42	27	37
		Disagree	12	9	21	6	14
		Strongly disagree	2	2	4	1	3
		Don't know	43	51	20	60	39
	b. The exercise was a high-quality product relying on strong analysis.	Strongly agree	7	6	11	4	8
		Agree	34	29	54	27	37
		Disagree	13	12	16	9	14
		Strongly disagree	2	2	2	1	2
		Don't know	44	52	17	59	39
	c. The exercise presented pre-determined outcomes driven by political factors.	Strongly agree	4	3	9	3	5
		Agree	21	20	23	20	21
		Disagree	21	16	37	11	24
		Strongly disagree	5	3	9	0	6
		Don't know	49	58	22	66	44
	d. The exercise served as an important accountability tool.	Strongly agree	4	5	3	3	5
		Agree	27	22	42	25	27
		Disagree	18	15	26	8	20
		Strongly disagree	4	3	7	3	4
		Don't know	47	55	22	62	43
12. To what extent do you agree with the following statements about the 2012 Conditionality Review?	a. The exercise contributed to an understanding among IMF staff and Management of what worked and what did not work.	Strongly agree	4	4	6	1	5
		Agree	30	29	33	22	32
		Disagree	7	7	9	1	9
		Strongly disagree	1	1	2	1	1
		Don't know	58	60	51	74	53
	b. The exercise was a high-quality product relying on strong analysis.	Strongly agree	5	5	6	5	5
		Agree	26	24	33	16	29
		Disagree	8	7	12	4	10
		Strongly disagree	2	2	0	3	1
		Don't know	59	62	49	73	55
	c. The exercise presented pre-determined outcomes driven by political factors.	Strongly agree	3	2	5	1	3
		Agree	13	13	13	14	12
		Disagree	15	12	25	6	18
		Strongly disagree	4	3	7	0	5
		Don't know	66	70	51	79	62
	d. The exercise served as an important accountability tool.	Strongly agree	3	3	2	3	3
		Agree	21	20	25	16	23
		Disagree	10	9	16	3	12
		Strongly disagree	2	2	3	3	2
		Don't know	63	66	53	76	60

		Overall	A level	B level	Less than 5 years	5 years and more	
Section 5 - Capacity Building							
13. Have you been involved in evaluating capacity-building activities (e.g., technical assistance; training of country officials, excluding internal training)?	Yes	33	33	30	24	35	
	No	67	67	70	76	65	
a. The exercise aimed to document what worked and what did not work	Strongly agree	23	25	19	25	23	
	Agree	61	59	70	60	62	
	Disagree	11	12	8	10	12	
	Strongly disagree	4	4	4	5	4	
14. Please indicate the degree to which the following statements accurately characterize your experience in evaluating IMF capacity-building activities (e.g., technical assistance; training of country officials, excluding internal training). (Total respondents: 124)	Strongly agree	3	2	7	0	4	
	b. I felt pressured to align with pre-determined conclusions or recommendations.	Agree	10	11	7	0	13
		Disagree	64	66	56	80	61
c. There were mechanisms in place to follow up on lessons learned.	Strongly disagree	23	21	30	20	23	
	Strongly agree	2	1	7	0	3	
	Agree	57	55	67	55	58	
d. The exercise was worthwhile.	Disagree	32	35	22	40	31	
	Strongly disagree	8	9	4	5	9	
	Strongly agree	17	17	19	20	17	
	Agree	63	67	52	75	61	
	Disagree	15	14	22	5	18	
	Strongly disagree	4	3	7	0	5	
Section 6 - Dissemination and Follow-up							
15. How often are lessons from self-evaluation utilized to improve policies or practices?	Frequently	31	27	42	22	33	
	a. In your own work?	Occasionally	41	40	46	37	43
		Rarely	13	15	8	21	11
		Never	5	6	1	7	4
		Don't know	10	12	2	13	9
b. In your team or division?	Frequently	25	21	39	17	28	
	Occasionally	43	42	48	40	44	
	Rarely	14	17	7	18	13	
	Never	5	6	1	8	4	
c. In your department?	Don't know	12	15	4	18	11	
	Frequently	20	16	33	12	22	
	Occasionally	39	38	43	33	41	
	Rarely	17	19	13	17	18	
d. IMF-wide?	Never	3	2	3	1	3	
	Don't know	21	25	8	38	16	
	Frequently	12	9	21	6	14	
	Occasionally	35	32	43	27	37	
	Rarely	16	16	16	15	16	
	Never	3	2	3	0	3	
	Don't know	35	40	17	52	30	

			Overall	A level	B level	Less than 5 years	5 years and more
Section 7 - Executive Board Role							
16. To what extent do you agree with the following statements about the role of the Executive Board in self-evaluation of the IMF's work?	a. The Board is interested in reports documenting what worked and what did not work.	Strongly agree	15	14	19	6	18
		Agree	49	46	59	48	50
		Disagree	8	7	9	4	9
		Strongly disagree	2	2	2	2	2
		Don't know	26	30	11	40	22
	b. The Board takes up the issues raised by self-evaluations and contributes to drawing lessons for the institution.	Strongly agree	7	6	8	4	7
		Agree	41	38	54	38	42
		Disagree	16	14	24	7	18
		Strongly disagree	4	4	2	4	4
	c. The Board keeps track of whether the lessons learned from self-evaluation exercises are being implemented.	Don't know	32	38	12	48	28
		Strongly agree	3	3	3	2	3
		Agree	27	22	43	24	28
		Disagree	23	22	27	19	25
		Strongly disagree	6	5	7	2	7
	Don't know	41	48	20	53	38	
Section 8 - Learning							
17. To what degree does each of the following groups contribute to the process of learning from experience at the IMF (i.e., assessing past experience and gleaning lessons)?	a. Economists and other specialist A-level staff	Significant contribution	46	44	51	51	44
		Limited contribution	29	28	32	18	32
		Little if any contribution	9	10	8	8	9
		Don't know	17	19	9	24	15
	b. Senior staff (B-level)	Significant contribution	48	41	71	39	51
		Limited contribution	25	28	17	22	26
		Little if any contribution	6	7	3	6	6
	c. IMF Management	Don't know	21	24	9	33	17
		Significant contribution	26	24	34	21	28
		Limited contribution	27	25	36	19	30
		Little if any contribution	16	16	18	13	17
	d. IMF Executive Board	Don't know	30	35	12	47	25
		Significant contribution	13	13	14	14	13
		Limited contribution	27	25	33	21	29
		Little if any contribution	23	19	38	11	27
	18. To what extent do you believe that the IMF is an organization that learns from experience?	Don't know	37	43	14	54	32
To a great extent		20	19	24	18	21	
To some extent		51	49	57	42	53	
To a limited extent		25	27	16	31	23	
Not at all		2	2	2	5	2	
Don't know	2	2	0	5	1		

Φ = Less than 5 observations were available, results are therefore not displayed.

Describes questions where the number displayed is the number of respondents, not a percentage.