

EvalAgenda2020



Global Evaluation Agenda 2016-2020

Developed by a global,
multi-stakeholder consultative process



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ACKNOWLEDGEMENTS

The contents of this Global Evaluation Agenda 2016-2020 (also referred to as “EvalAgenda2020”) have been developed over a 15-month period. The process has included contributions from many sources around the world, including many of the 90+ EvalYear 2015 events. The summary of contributors below is only an indication and acknowledgement of the broad scope of contributions, but EvalPartners expresses appreciation to every organization and individual that added their knowledge and thoughts to the process.

Contribution to EvalAgenda 2020

The EvalAgenda 2020 consultation process began in September 2014. The process was launched by EvalPartners in collaboration with UNEG, UN Women, IDEAS and the GEF when they facilitated an online consultation to generate initial inputs for the Global Evaluation Agenda.

a) Webinars and on-line discussions

A live webinar to kick off the on-line consultation took place on September 3, 2014. The on-line consultation was then facilitated through specific webinars for each of the four main focus areas via the EvalPartners LinkedIn group over a period of eight weeks.

The recorded webinar is accessible at
<https://www.youtube.com/watch?v=ikkFOOF9LuM>

b) Initial face-to-face meetings

A roundtable consultation was organized on September 26, 2014 by the Institute of Applied Manpower Research (IAMR) (now renamed as National Institute Labour Economics Research and Development), New Delhi, India in collaboration with the national Planning Commission (NITI Aayog) of the Government of India. The EvalPartners Management Group, during its meeting in Dublin, Ireland, October 2014, brainstormed ideas for the EvalAgenda 2020. The Australasian Evaluation Society (AES) also brainstormed inputs with its board members and leaders team and shared with the summary with EvalPartners. AGDEN proposed additional inputs during their executive meeting and sent the summary to EvalPartners.

c) Inputs generated in conferences/ EvalYear events

Aspects of the EvalAgenda2020 were discussed during many of the ensuing 90+ EvalYear events around the world during 2015. Many (but not all) of them submitted their suggested inputs to EvalPartners. Notable among them were the inputs included in Section B of this full version of the Global Evaluation Agenda 2016-2020. These are included because they are stand-alone consultations that have a particular focus that may be of use to particular stakeholders. (There may have been others that we have inadvertently missed, for which the editors apologize.)

See the list of those events at
<http://www.mymande.org/evalyear/evaluationontorch2015>

d) Finalization

The first draft Agenda was prepared based initially on the online consultation and inputs from the face to face meetings held in 2014. As additional inputs

were received during 2014 the editorial team sought ways to incorporate those additional ideas.

The near-final draft was prepared in October in preparation for the Global Evaluation Forum in Nepal. Inputs from the NEC/IDEAS conference in Bangkok and AEA annual conference in Chicago were received in mid-November, and were included in this final version.

Given the scope of this document, editorial teams were asked to focus on different sections. The following persons were involved in one way or another:

- **Executive Summary:** Mike Hendricks, Dorothy Lucks, and Romeo Santos
- **Chapter A.1, Strengthening an Enabling Environment:** Tessie Catsambas, Mike Hendricks, and Dorothy Lucks
- **Chapter A.2, Strengthening Institutional Capacities:** Rashmi Agrawal, Pablo Rodriguez-Bilella, Esteban Tapella, Jennifer Bisgard and Natalia Kosheleva
- **Chapter A.3, Strengthening Individual Capacities:** Susan D. Tamondong, Riitta Oksanen, Ada Ocampo Martha McGuire and Robert Picciotto
- **Chapter A.4, Strengthening the Inter-Linkages:** Larry Bremner and Murray Saunders
- **Overview of the overall document:** Marco Segone, Mike Hendricks, Tessie Catsambas, Ada Ocampo, Ziad Moussa, Dorothy Lucks, Natalia Kosheleva and Robert Picciotto
- **Detailed editing** initially by Asela Kalugampitiya, finally, with huge gratitude by EvalPartners, overall coordination by Jim Rugh.

e) Launch of the Global Agenda

The Global Evaluation Agenda 2016-2020 (also called EvalAgenda2020) was formally launched at the Parliament of Nepal on 25th November, 2015. Since then several additional edits were made in response to suggestions received during the Global Evaluation Forum.

The collective nature of EvalAgenda 2020

In acknowledging the many contributions to development of the EvalAgenda 2020, it is also important to highlight and acknowledge those who will be responsible for its implementation. It has been pointed out that this EvalAgenda2020 has evolved into a comprehensive collection of issues and opportunities that are all a part of strengthening evaluation globally, but it would be unreasonable for any one agency or even coalition (like EvalPartners) to attempt to prioritize and implement all of these issues. This EvalAgenda2020 is shared with the global evaluation community with the invitation for each entity to identify what “pieces of the apple it will chew off.” It is our (EvalPartners’) hope that during the next five years (and longer – this is a part of the implementation of the SDGs over the next 15 years) our *collective* efforts will enable the accomplishment of most if not all of what the EvalAgenda 2020 challenges us to achieve.



FOREWORD

The Global Evaluation Agenda (GEA) provides a road map towards the vision for the future of evaluation profession jointly developed by thousands of evaluators from different countries and organizations and endorsed by the delegates of the Global Evaluation Forum held at the Parliament of Nepal in Kathmandu in November 2015. But as we embark on the journey towards EvalVision 2020, it would be useful to look back and reflect on the events and efforts that led to the adoption of GEA.

In January 2012, IOCE and UNICEF came up with the idea of the EvalPartners, a global movement to establish evaluation as an essential management and social change instrument. At that time, the evaluation community was mostly inward-looking and interested in technical aspects of the professional practice. The idea that evaluators should become global advocates for their profession seemed incredibly daring but proved to be very effective. Combined with financial support from several donors – including Ministry of Foreign Affairs of Finland, UN Women and USAID – it ignited a host of volunteer activities all around the world led by UN Agencies, national and regional VOPEs and civil society organizations.

EvalPartners has already changed the “evaluation world”. For the first time in the history, an international professional year – International Year of Evaluation 2015, also known as EvalYear – was declared by the global evaluation community itself and then endorsed by the UN General Assembly. The need to build evaluation capacity at national level was recognized by a special Resolution of the UN General Assembly. Evaluation was also explicitly mentioned in the Resolution concerning the Sustainable Development Goals (SDGs). EvalPartners supported members of parliaments interested in evaluation – and a group of three committed Parliamentarians have expanded and turned this interest into a global parliamentary movement for evaluation in only two years.

What we have learned from EvalPartners progress so far is that ideas have the capacity to ignite and stimulate action and bring about change. And this knowledge gives us confidence that the vision for the future of the evaluation profession, laid out in GEA, will come true, implemented by a new global multi-stakeholders’ movement for professional evaluation.

Marco Segone and Natalia Kosheleva
EvalPartners co-Chairs (2012-2015)

PREFACE



On 24th September 2015, world leaders met in New York and, in a historic Declaration, pledged their support for a new development agenda, focused on 17 global goals. The Declaration, entitled “Transforming our world: the 2030 Agenda for Sustainable Development”, outlines a highly ambitious agenda and a truly inspiring vision for the world’s people and for the planet. Vowing to eliminate extreme poverty by 2030, the world’s leaders pledged that “no-one will be left behind” on the journey towards global peace and prosperity.

Implementing the new agenda poses many challenges. Renewed global partnership is required, while recognizing that each country will choose its own path towards achieving the goals. Responsibility for working to achieve the goals does not rest only with governments but is expected to involve the private sector, civil society organizations, communities and citizens in innovative and unprecedented ways. Follow up and review will be needed at all levels.

It is at this exciting moment that we present the Global Evaluation Agenda 2016-2020. We believe that progress in implementing the new sustainable development agenda will not only require systematic monitoring and review but will also benefit from the deeper understanding of context, causes and consequences which evaluation can provide. The global goals are seen to be interrelated and evaluation - embedding the values of equity, gender equality, and social justice and built on shared principles of partnership, innovation, inclusivity, and human rights - can deepen our understanding of the complex interrelationships linking the various dimensions of sustainable development and pinpoint those interventions which can best accelerate progress towards “the world we want”.

The Global Evaluation Agenda – “EvalAgenda 2020” - sets out four key areas where evaluation capacity needs to be strengthened if it is to fully realize its potential in supporting the new development agenda and beyond. These areas are, first, the enabling environment for evaluation; second, institutional capacities for evaluation; third, the capabilities of individual evaluators; and fourth, the inter-linkages among these preceding three elements. We believe that evaluation, refreshed and strengthened to meet the challenges ahead, can help in achieving the global goals and translating the 2030 vision into reality.

The Global Evaluation Agenda has been developed by many colleagues around the globe, working together under the EvalPartners umbrella. The discussions around evaluation capacities and capabilities intensified during the Year of Evaluation in 2015, which was celebrated at over 90 events around the world. The Year of Evaluation culminated in a historic global gathering hosted by the Parliament of Nepal in Kathmandu, which brought together not only evaluators but many others: government Ministers, Parliamentarians

and senior officials; officials and staff from the UN, international agencies, NGOs and foundations; as well as many academics, consultants, activists and volunteers. All engaged in a week of intense discussions around evaluation and its role in shaping development efforts around the world. The meetings included the EvalPartners Global Forum at which the agenda was finalized and formally launched by participants, with great energy and good humour, in an atmosphere of global solidarity and partnership.

We would like to highlight the *participatory nature* of the Global Evaluation Agenda, not only in the way in which it was developed through consultation with the global evaluation community, but also in the way in which we would like to see it being implemented. We invite any individual, any organization, any government or any interested party to contribute to implementation of the Global Evaluation Agenda by undertaking relevant initiatives wherever they live or work. By working together, wherever we may be, we can advance knowledge, learning and accountability in the journey towards healthier and happier lives, social justice and a safer planet for all.

In this way, we hope to see widespread *ownership of the agenda* – and indeed, we invite you to play your part, too. We ask you to decide: “which bite of the evaluation apple will **you** take?” As an evaluator, a commissioner of evaluations, a manager, a government official, or as a leader or perhaps as a Parliamentarian, we believe you will wish to become familiar with the content of the Agenda so that you can not only use evaluation to support your work, but also work to strengthen evaluation. Students, trainers, teachers and academicians can also play a key role in sharing and using the agenda in their institutions. We hope the agenda will be widely shared, discussed and – most importantly – put into action.

We would like to express our appreciation of the tremendous work done by our predecessors as co-chairs of EvalPartners, Natalia Kosheleva and Marco Segone. It was under their watch and with their guidance and support that the agenda came into being. We would also like to take this opportunity to thank everyone who contributed in developing the Global Evaluation Agenda. We regret that we cannot name everyone as the list is a very long one indeed. We look forward to working with you in partnership as we put the EvalAgenda 2020 into practice.

We hope you enjoy reading the Agenda. And we hope you will decide which bite of the evaluation apple you will take to help us all realize the aims and aspirations set out in this volume.

Ziad Moussa
EvalPartners Co-chair and IOCE President

Colin Kirk
EvalPartners Co-chair and Director, UNICEF Evaluation Office

EXECUTIVE SUMMARY

In 2013, EvalPartners, the global movement to strengthen national evaluation capacities, declared 2015 as the International Year of Evaluation (EvalYear). This was reinforced when the UN General Assembly passed Declaration A/RES/69/237, *“Evaluation Capacity Building for the Achievement of Development Results at Country Level.”*¹ Many additional stakeholders, including the United Nations Evaluation Group (UNEG) and the OECD/DAC EvalNet, joined the movement.

In 2014, in partnership with the International Development Evaluation Association (IDEAS), the International Organization for Cooperation in Evaluation (IOCE), the United Nations Evaluation Group (UNEG), the Independent Evaluation Office of UN Women, and the Global Evaluation Facility (GEF), EvalPartners started a global, multi-stakeholder consultative process to brainstorm about the priorities and key areas of a Global Evaluation Agenda for 2016-2020, which we call “EvalAgenda2020.” This addresses priorities for evaluation during the first five years of the 15-year period addressed by the new Sustainable Development Goals (SDGs).

In 2015, this agenda-setting consultation continued face-to-face in over 92 global, regional and national EvalYear events, with each event invited to contribute additional ideas to EvalAgenda2020². The Bangkok Declaration, 2015, from the joint IDEAS and UNDP-supported National Evaluation Capacities (NEC) conference added the voices of national governments and evaluation practitioners worldwide.³ Each event passed to the next event an Olympic-style “Evaluation Torch” to symbolize that the consultation was enriched by each additional event, culminating at the Global Evaluation Forum held in Kathmandu, Nepal the last week of November 2015. The Forum aimed to bring together key stakeholders to finalize EvalAgenda2020 and begin to develop actions plans to implement it. The purpose of this document is to capture the results of these many consultations over the past 15 months.

¹ See UN resolution at <http://www.unevaluation.org/mediacenter/newscenter/newsdetail/105>.

² EvalYear events are listed at <http://mymande.org/evalyear/evaluationtorch2015>

³ The Bangkok Declaration is included in Chapter B.1 of this document.

Evaluation Has Enormous Potential to Help Improve Society

Many persons, organizations, and countries increasingly understand the role that evaluation can play in contributing to effective governance at the local, national, and global levels. By influencing policy makers, other key stakeholders, and public opinion, evaluation can help to ensure that public policies, programs, and processes are informed by sound evidence and lead to effective and equitable results, thus improving people's lives.

It is clear, then, that evaluation as a tool for effective governance is increasingly becoming respected and implemented. The importance of evaluation was highlighted in the context of the SDGs, also called the Global Goals, crafted through the largest consultation process ever documented by the United Nations. "Transforming Our World: The 2030 Agenda for Sustainable Development" states that review of the SDGs will be "rigorous and based on evidence, informed by country-led evaluations"; and it also calls for the "strengthening of national data systems and evaluation programs".⁴

Evaluation is not simply a value-neutral management tool. EvalPartners' members are united by a shared commitment to promoting and supporting equitable and sustainable human development. Our alliance promotes evaluation processes and criteria grounded in *values of equity, gender equality, and social justice and on shared principles of partnership, innovation, inclusivity, and human rights*.

The consultation for EvalAgenda2020 has shown that evaluation, in order to reach its fullest potential, must combine effective methods and techniques and the values that drive policies geared to the public interest. That is, we collectively support evaluation as a value-driven tool for improved policy-making, governance, program design, program implementation and ultimately, to achieve outcomes that are more equitable, inclusive and sustainable for all people. And we are aware that in order to achieve such expectations we need to focus on both the demand and supply dimensions of the evaluation process.

However, Evaluation Has Not Yet Reached Its Full Potential

Despite its success and growing acceptance in many parts of the world, evaluation has not yet been embraced as widely as it should be. In many organizations and countries, there is inadequate appreciation of what evaluation is, how it differs from policy research, performance measurement or performance auditing, and how it can help improve on a practical level policy-making and program implementation efforts.

⁴ For the SDGs see <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

The fact that evaluation—a relatively new discipline—is not yet fully embraced on a global scale encourages us to increase our efforts and strengthen our commitment to realize its potential. It is the gap between potential value and current acceptance that motivates us to work harder towards improving evaluation quality and usefulness and spread its benefits worldwide and across all segments of society, including the private and voluntary sectors.

Our Vision for Evaluation in the Year 2020

With hope and persistence, we visualize a much better world. We dream of a changed society. And we work towards a transformed global community characterized by transparency, accountability, and progress towards the common good. We recognize the need to draw the lessons gained in pursuit of the 8 Millennium Development Goals (MDGs) as we turn our sights to addressing the even more demanding challenges of the 17 SDGs that imply universal respect for human rights, equality and nondiscrimination: The overriding message of the SDGs is “to leave no one behind”; to ensure “targets are met for all nations and peoples and for all segments of society”.

How can evaluation help to achieve this dream? Our vision for 2020 is that evaluation is an integral part of all efforts by governments, civil society, and the private sector to improve the lives and conditions of all citizens. Our vision is that high-quality and value-driven evaluation can improve the design and implementation of these efforts, track their progress, make mid-course corrections and assess final outcomes and impacts with a view to social learning across policies, programs and initiatives.

Our vision is that evaluation has become so embedded in good governance that no policy maker or manager will imagine excluding evaluation from the decision making toolbox, dare hold an important meeting or reach an important decision without having reviewed relevant evaluation information. Equally evaluators, whether internal or external, will use whatever methods and approaches are most appropriate to the situation to generate high quality, ethical information pertinent to the issues at hand.

At the same time, we envisage that evaluation will help to amplify the voice of all stakeholders, particularly the marginalized and disadvantaged. We know from experience the difference that evaluation can make in illuminating the realities of specific contexts by unpacking the complexity that peoples, organizations and communities face in struggling to address economic, social and environmental issues. We have seen the beneficial



impact that principled evaluation can have in democratic settings when evaluators work in a neutral way with all stakeholders to contribute data, analysis and insights to assess results, identify innovations and synthesize learning towards improved outcomes.

In our vision, four essential dimensions of the evaluation system make up the core of EvalAgenda2020. These are: (1) the enabling environment for evaluation, (2) institutional capacities, (3) individual capacities for evaluation, and (4) inter-linkages among these first three dimensions.

Our vision of a strong **enabling environment** is that:

- All sectors of society *understand* and *appreciate* the value of evaluation
- Evaluation is explicitly required or encouraged in national evaluation *policies* and other *governance and regulatory instruments*
- Sufficient *resources* are allocated for evaluation, at all levels
- Credible, accessible *data systems* and repositories for evaluation findings are readily available
- Stakeholders are eager to *receive* and *utilize* evaluation information
- Evaluation receives due recognition as a profession
- The ownership of public sector evaluations rests with national governments based on their distinctive needs and priorities and with full participation of the civil society and the private sector



Our vision of strong **institutional capacities** is that:

- A sufficient number of relevant institutions, including but not limited to Voluntary Organizations for Professional Evaluation (VOPEs); government agencies, Civil Society organizations (CSOs), academia and institutions that generate and share relevant data exist to develop and support evaluators and evaluation
- These institutions are capable of appreciating and facilitating quality evaluations
- These institutions are skilled at collaborating with other relevant and involved institutions
- These institutions are able to resource quality data generation and evaluations as required, make information readily accessible and are ready to follow-up on evaluation findings and recommendations
- These institutions are able to continually evolve and develop as the evaluation field advances
- Academic institutions have the capacity to carry out evaluation research and run professional courses in evaluation

Our vision of strong **individual capabilities for evaluation** is that:

- Developing individual capacity for evaluation will be relevant not only to evaluators, but also to commissioners and users of evaluation
- Commissioners and users of evaluation will have a sound understanding of the value of evaluation, processes for conducting high quality, impartial evaluations; and more commitment to using evaluation findings and recommendations
- Sufficient *numbers* of qualified evaluators, drawn from a diversity of relevant disciplines, are available to conduct *high quality* evaluations in all countries and all subject areas
- These evaluators have the knowledge, skills and dispositions to make appropriate use of generally accepted evaluation *principles, theories, methods* and *approaches*
- Evaluators have integrated the **values** discussed above and are *culturally sensitive*
- Evaluators continually *learn* and improve their capabilities

Our vision of strong **inter-linkages** among these first three dimensions is that:

- Governments, parliamentarians, VOPEs, the United Nations, foundations, civil society, private sector and other interested groups dedicate resources to joint ventures in the conduct of evaluations, in innovation in the field of evaluation and evaluation capacity building

- A common set of terms exists in all languages to disseminate and share evaluation knowledge
- Multiple partners in evaluation regularly attend national and international learning opportunities
- The “No one left behind” principle stated in the SDGs is embedded as a key value that goes across three building blocks of evaluation system – enabling environment, institutional capacities and individual capacities for evaluation

The four dimensions do not operate in isolation but are connected in diverse ways in different countries, sectors and situations. In the Global Evaluation Agenda 2016-2020 there is a chapter devoted to each dimension that explains the respective conceptual framework and theory of change. The following diagram illustrates the relationships between the dimensions. The relationships are dynamic, with overlapping influences, partners and drivers; yet at the same time, all dimensions are working like a vortex pulling the various dimensions ever closer towards better outcomes. Each partner (institutions, individuals and evaluation users) contributes a distinct part to the whole through the mutually supportive and interconnected dimensions of the Agenda.

What Is Needed to Reach This Vision

This then is the vision for evaluation in the year 2020, but for none of these four dimensions is this vision the current reality. Much work and a great deal of experimentation lies ahead for each dimension, and the EvalPartners consultations over the past 15 months have surfaced many challenges. The chapters of this full version of the Global Evaluation Agenda 2016-2020 document provide a glimpse of the great diversity of initiatives initiated or planned for each dimension of EvalAgenda2020. Each chapter provides definitions, draws together key threads from the respective consultation, highlights strategies and priority (not comprehensive) areas for action and outlines the higher level and interim outcomes that are expected to be accomplished towards the EvalAgenda 2020 vision.

It is our collective hope and intention that by advocating for the many initiatives and activities outlined in this Global Evaluation Agenda the global evaluation community will be able to make significant contributions to attaining EvalVision2020, and the attainment of all the SDGs, for the benefit of humankind. Each partner in this global community, including but not limited to IOCE and EvalPartners, including donors, governments, VOPEs, CSOs, media, private sector, will each have their roles to play.

“Together we can!”



Section A



EvalAgenda2020:
Four essential dimensions

Chapter A.1: STRENGTHENING AN ENABLING ENVIRONMENT FOR EVALUATION

This chapter of the Global Evaluation Agenda (EvalAgenda2020) provides a definition for a positive enabling environment for evaluation, introduces five critical domains that need attention for strengthening, and provides a theory of change for how activities to strengthen each domain will contribute towards a more positive enabling environment for evaluation and the ultimate goal of improved outcomes for all.

Creating an enabling environment for evaluation

In order to create a positive enabling environment for evaluation, we must improve five (5) separate, yet highly interconnected, aspects (or domains) of the evaluation landscape. Because each domain is unique, we must develop a separate strategy to improve each one. If we are successful, each strategy will produce specific intermediate outcomes for that domain.

Also, by achieving our desired intermediate outcomes across each of the five domains, we will be able to achieve higher-level, long-term positive outcomes for all as shown in Figure A.1.1 (next page). Our different strategies for these five different domains also need to be considered in the context of institutional capacity (Chapter A.2) and individual capability (Chapter A.3), as well as inter-linkages between all four components (Chapter A.4).

DEFINITION:

“A positive enabling environment for evaluation exists when all sectors of a country’s society – not just the executive and legislative branches of the national government, but also the judicial branch, civil society, the private sector, academia, the media, and citizens in general – understand and appreciate the value of evaluation, insist on evaluations being conducted, provide the necessary resources for those evaluations, and use the resulting findings to improve policy and decision making that supports learning and achieved positive outcomes for all.”

A. Evaluation culture



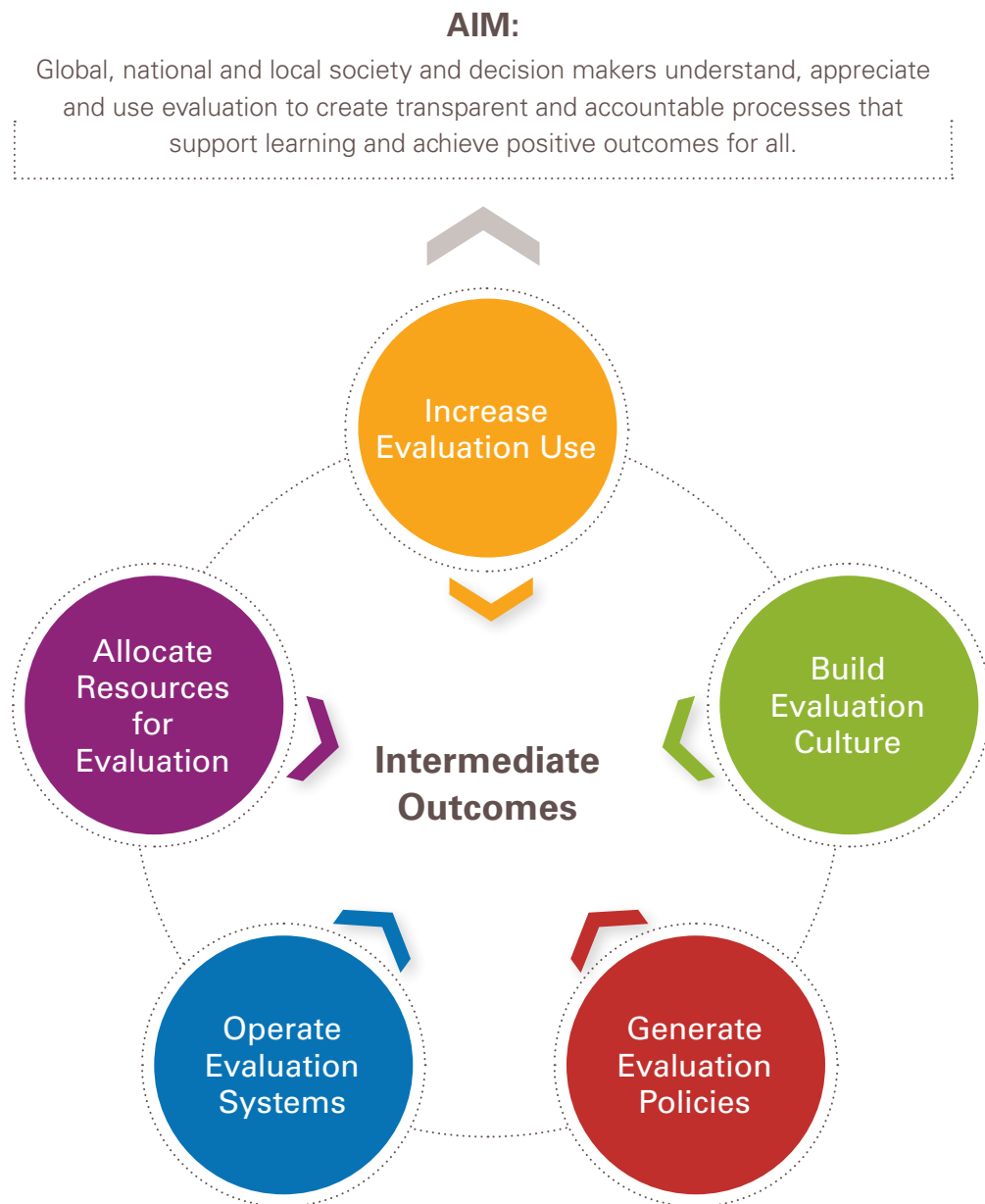
Desired Higher Level Outcome

Government and civil society understand, appreciate and use evaluation

A positive, broad-based evaluation culture will strengthen the enabling environment. The more that individuals, communities, societies and institutional representatives are aware of and understand the value of evaluation, the more likely that the demand for evaluation will grow, evaluations

will be inclusive, transparent, accountable, collaborative and credible. This will result in high-quality evaluations that contribute useful evidence-based findings and recommendations to assist decision-makers and wider society to reach for better outcomes. Broad-based evaluative thinking is especially important as the world stretches towards achievement of the 17 Sustainable Development Goals (SDGs), with the premise that no individual will be a bystander or be left behind. Evaluation must work on the same basis to achieve a global evaluation culture.

FIGURE A.1.1: Five Domains for an enabling environment for evaluation



Proposed Actions

- Identify evaluation “champions” at national, regional, and global levels
- Connect these champions in both formal and informal ways to networks
- Develop and implement an advocacy and media plan to reach different types of audiences
- Promote relevant statements and messages about evaluation (UN resolution, etc.) across different media
- Develop and publicize case studies of useful evaluations
- Host dialogues among government, policymakers, evaluators, commissioners of evaluation, users of evaluation, the media, etc.
- Landing “No one left behind” principle into national evaluation policies, systems and advocacy campaigns targeting the public, private and voluntary sectors



Measurable Intermediate Outcomes

- Persuasive information about the value of evaluation is disseminated widely throughout the society
- Active networks of evaluation ‘allies’ (e.g. EvalGender+, EvalYouth, EvalIndigenous, EVALSDGs, Parliamentarians Forums, and others) that promote the production and use of evaluation

B. Evaluation Policies

Desired Higher Level Outcome

National, local and international commitment to evaluation shapes policies and programs that achieve more transparent, accountable, collaborative and inclusive governance

For this Agenda, strengthening the enabling environment for evaluation requires, within each country, strong national support for a larger concept -- evidence-based policy making. Yes, it is important that governments as well as corporations and voluntary organizations commit to conducting more evaluation, but they must also commit to using evaluation as a means to improve decisions and resource allocation for improved national outcomes. This will involve greater inclusion of all stakeholders who will be affected by decisions and improved partnerships for implementing the decisions arising from evaluations. National sovereignty in decision-making and universality are fundamental principles of the SDGs, and national governments will be required to review and report on their national objectives and targets.



Proposed Actions

- Tailor motivational/advocacy information to the country-specific context
- Develop operational principles and guidelines for conducting evaluations, that can be adapted to country/sectoral contexts
- Promote development of national evaluation policies and/or legal instruments to require evaluations
- Share examples of national evaluation policies and instruments that have been developed by other countries
- Promote greater transparency in governance through publishing evaluations and/or making them accessible on Internet websites
- Use evaluation as a means to strengthen inclusion, improved stakeholder engagement and partnerships for implementation through evaluation processes
- Encourage and support national commitments for the SDGs and work with governments on evaluation of SDG objectives and targets
- Support civil society and others' demand for evaluation
- Promote evaluation policies at all levels
- Develop a "State of Evaluation" report in each country



Measurable Intermediate Outcomes

- Increased number of national evaluation policies and/or mention of evaluation in governance and regulatory instruments
- Increase in national/ local legislation requiring evaluation across government and/or programs in the public, private and voluntary sectors

C. Evaluation Systems



Desired Higher Level Outcome

Strengthened evaluation systems improve availability of data, evidence for better decisions and learning

The increased use of evaluation and the building of evaluation systems will build a body of data, evidence and knowledge that will strengthen policy efficacy and program outcomes. Relevant data will become more readily available through local and country systems to improve reliability of findings and, in turn, better information for decision-makers and implementors. The lessons arising from evaluations will be inter-related to create new knowledge and innovations that will push forward the frontiers of progress towards better outcomes for all.

Proposed Actions

- Advocate for the assignment of an overall responsibility for evaluation to a person or office at the highest level possible in each country
- Promote the creation of independent evaluation units at appropriate places within the government, private and voluntary sector organizations with the mandate of commissioning and conducting evaluations as well as synthesizing evaluation results in line with policy directions
- Expand mechanisms to mainstream evaluation at national level
- Create evaluation partnerships of many stakeholders (Inspector Generals, civil servants, parliamentarians, VOPEs and other civil society organizations, private sector, foundations, academics, etc.)

Evaluation units should generate synthesis of lessons learned and provide briefings and technical inputs to decision-makers. Strengthen national data management system which contribute to evidence based decision making, including systems that disaggregate data by gender, age and other salient socio-economic characteristics, including income/wealth, location, class, ethnicity, age, disability status and other relevant characteristics as a means for “leaving no one behind.” Encourage cross-sector, cross-boundary sharing of evaluation results to contribute to knowledge management. Create a “Panel of Peers” from neighboring countries to review each other’s evaluation systems every few years – in line with the State of Evaluation report.

Measurable Intermediate Outcomes

- Increase in publication of evaluations and evaluation syntheses
- Enhanced availability of open source data from and for evaluations
- These kinds of indicators in this chapter and the others will be used to compile data for the State of Evaluation reports for each country

Desired Higher-level Outcome

Greater commitment by governments to evaluation will be evidenced by appropriate resourcing to ensure the required inputs for quality evaluations

Commitment by governments and other organizations to conducting high-quality evaluations requires a respective increase in the level of resources available. Resources are required to improve data systems and quality as well as a means to analyse the data in a more meaningful way. Improving stakeholder engagement will mean allocation of resources to building relationships and innovative forms of improved dialogue between partners. Investment in human resources is also important to achieve the improvement in individual and institutional evaluation capacity as well as integration of evaluation findings. (See Chapters A.2, A.3 and A.4).



Proposed Actions

- Advocate for the allocation of sufficient money for policy and program evaluation in national budgets
- Advocate for the allocation of sufficient resources to design and implement evaluation systems including improvements to data collection and registries
- Advocate for the approval of sufficient resources for evaluation capacity development for individuals and organizations

Measurable Intermediate Outcomes

- Increase in resources allocated to evaluations
- Stronger data systems as a result of dedicated investment programs

D. Evaluation Use

Desired Higher-level Outcomes

Advocacy and quality outcomes from evaluations create incentives for enhanced use of evaluations to influence change through better decision-making and more responsive programming and implementation

The definitive benefit of strengthening an enabling environment for evaluation will be that evaluations generate valuable lessons and recommendations that influence decisions and stimulate better performance to create improved outcomes. Evaluation use will be enhanced by participatory processes that engage and interest stakeholders in the evaluation processes and findings -- and in the implementation of recommendations. The extent to which evaluation results are credible will be important to make sure that learnings are absorbed into future programming. Evaluation outputs that are easily understood, informative and deemed useful by a wide audience are more likely to influence change.

Proposed Actions

- Ensure high-quality, impartial evaluation designs and efforts, including resort to expert advisory/review groups
- Emphasize ethical evaluation work
- Develop an international code of conduct for evaluations
- Make evaluation information more timely, simpler and easier to understand
- Develop a “learning attitude” among managers and policy makers that moves away from a punitive approach for failure to enhanced learning and improvement, particularly in complex situations that require intensive, on-going learning and judicious risk management

- Draw direct links from evaluation findings to recommended actions
- Create a repository of evaluation findings, recommendations and changes achieved
- Encourage “management response” and also “actions taken” reports after evaluation recommendations have been reported
- Donors insist on evaluation use before allocating new funds
- Encourage evaluators to re-visit evaluation recommendations to assess effectiveness of recommendations as part of capacity development

Measurable Intermediate Outcomes

- New and improved techniques for reporting evaluation findings that engage all stakeholders in decision-making
- Evidence base of increased use of evaluation findings and recommendations

Long term Impact

A stronger enabling environment for evaluation will result in improved long-term outcomes across the full spectrum of life locally, regionally, nationally and globally. The intermediate outcomes achieved across the five domains fit and interact together to mutually strengthen the context in which evaluation can contribute in a more relevant, effective and efficient way to higher level positive impact (see Figure A.1.2).

FIGURE A.1.2: Theory of Change for a stronger enabling environment for evaluation

Current situation	Operational Outcomes	Intermediate Outcomes	Higher-Level Outcomes
1. Evaluation not widely known nor its value appreciated	1. Culture: Presence of an evaluation culture	● Government and civil society understand, appreciate and use evaluation	● Positive outcomes for all
2. Few countries or organizations have evaluation policies	2. Policies: More/ improved evaluation policies	● Transparent, accountable, collaborative and inclusive governance	● Country-led evaluation commissioning, implementation and use
3. Evaluation systems are fragmented, insufficient good quality data is available	3. Systems: Support for implementing UN Res A/69/237 for building country-level evaluation systems	● Systematic learning from each evaluation, and promote integrated learning from groups of evaluations	● Inclusive multi-stakeholder partnerships in conducting and learning from evaluations
4. Resources for evaluation are scarce	4. Resources: Strengthened evaluation capacity and wider conduct of evaluations	● Strengthened evaluation capacity in terms of quality and scope	● Increase in high quality data and credible evaluations
5. Too many evaluation reports are hidden or not used to their potential for improved decision-making	5. Use: Increased evaluation use to inform policies and programs	● Widespread use of evaluations to inform and shape policies and programs	● Contribute towards achieving the SDGs

Chapter A.2:

STRENGTHENING INSTITUTIONAL CAPACITIES, INCLUDING THOSE OF VOPEs AND CIVIL SOCIETY

DEFINITION:

In the context of development evaluation, “institutional capacity” implies the **ability** to (a) promote the importance of evaluations as a tool for optimizing results of investments in terms of short- as well as long-term impacts on the society as a whole; (b) demand evidence-based policy and program planning from public authorities; (c) encourage professional knowledge sharing in the field of evaluation; and (d) provide a platform for community participation to develop an evaluation culture. In this context, CSOs and VOPEs in particular need to encourage adherence to evaluation ethics, technical competence, and cultural appropriateness and to develop knowledge products and disseminate best practices. Note that most of what is addressed under this topic should relate to any institutions that have Evaluation Capacity Development (ECD) as part of their mandate, including government agencies, global institutions, private sector, academia, and CSOs, although we focus on VOPEs in particular, given their strong focus on evaluation.

While a strong enabling environment is essential to encourage sound evaluation practice, it is equally important that relevant institutions, including VOPEs,⁵ other Civil Society organizations (CSOs),⁶ governments and other organizations are endowed with essential skills and capacities to appreciate and facilitate quality evaluations. This chapter of the Global Evaluation Agenda provides a definition of institutional capacity development, identifies strategies to ensure that VOPEs and any public, private or civil society organization with responsibilities for generating, using and promoting evaluation are equipped with needed capacities and undertake activities to implement these strategies.

Strategies

VOPEs, CSOs and other organizations with ECD mandates face demanding challenges, including understanding the overall context of the national evaluation system, maintaining motivation among the volunteer members, financial mobilization and accountability, and sustaining leadership of the organizations. Although these institutions need to promote a stronger evaluation culture, the strategies for strengthening different types of organizations are

⁵ VOPE = Voluntary Organization for Professional Evaluation. The term is inclusive of formal associations or societies, as well as informal networks and communities of practice, at sub-national, national, regional and international levels. Voluntary membership is open not only to persons who conduct evaluation, but also those in governments or other organizations that commission and use evaluations, academics who study evaluation, etc.

⁶ CSO = Civil Society Organization, a broad term that includes non-governmental organizations that advocate for the use of evaluation for effectiveness and transparency.

somewhat different. Based on consultations with various stakeholders at various levels and countries, the following five strategies and associated proposed actions have emerged.



Enhancing capacity to create demand for evaluations

All institutions with a mandate or interest in evaluation, but CSOs, and VOPEs in particular, should keep a vigilant eye on interventions and activities affecting the public good, and play the important role of catalyzing the demand for evaluations. Such organizations themselves should also be evaluated periodically for their relevance, efficiency and effectiveness in order to guide corrective actions.

Proposed Actions

- Take stock of development interventions as per SDGs, including the emphasis on not leaving anyone behind
- Take stock of the national evaluation policies and M&E system(s)
- Develop advocacy material to generate demand for evaluations

- Awareness generation throughout society regarding the need for evaluation impartiality
- Evaluation plan of VOPEs for their effectiveness and efficiency

Desired Higher-level Outcomes

VOPEs and other relevant institutions will be able to promote evaluations that are responsive to social equity and gender equality issues to meet the goals of sustainable development.

Develop and Share Knowledge Products

All institutions need to be made aware of a variety of tools, techniques and advocacy material, and VOPEs in particular, given their prime role in supporting evaluation capacity development, should be encouraged to use these materials and provide feedback for further improvements. This will also increase the ownership of VOPEs and the evaluation sector in developing such tools and resources. The success of these tools will depend upon flexibility and participation.

Proposed Actions

- Develop culture-sensitive tool kits
- E-learning: For example the existing MyM&E web portal should be enriched to further offer e-learning resource material and webinars on the theory and applications of evolving knowledge on subjects related to evaluation
- Use of the VOPE Institutional Capacity Development Toolkit and other resources on the IOCE website should be promoted
- Establish feedback loops involving all evaluation stakeholders
- Develop repositories of success stories and best practices

Measurable Intermediate Outcomes

Communities will be strengthened with evaluation tools and techniques that are applicable, suitable, and adaptable to their traditions, customs, and situations.

Partnerships and Networking

VOPEs will benefit from networking and strategic partnerships with organizations with related activities. This will also lead to optimization of resources, as such networking and partnerships to facilitate knowledge and experience sharing and the spread of best practices. These refer to networking with other national VOPEs, regional and international VOPEs including existing and emerging global partnerships, but also with CSOs, academic institutions and other organizations within their countries.



Proposed Actions

- Build partnerships with various champions such as parliamentarians, key players in governments, opinion leaders in the private sector and the civil society and implementers of the SDGs at global, regional, national and community level
- Mapping of evaluation resources in terms of short- and long-term education and training resources available at national, regional and global levels
- Partnerships to promote and encourage academic institutions to carry out evaluation research and establish degree courses in evaluation either jointly or individually
- Develop linkages between civil society, academia, and think tanks that focus on social justice and equality and national evaluation offices and VOPEs as means for integrating the local expertise on equity and equality in evaluation
- Build networks to jointly organize on-line courses in evaluations
- Evaluate effectiveness of such partnerships and learn through establishing core groups

Measurable Intermediate Outcome

All stakeholders including academia, media and students will join together for the cause of strengthening institutional capacity for evaluation and sustainable development.

Resource Mobilization and Management

It is essential to ensure that adequate funding for evaluation capacity development in institutions is built into every budget and resource mobilization initiative. Experience suggests that unless there is adequate and earmarked funding for evaluation activities, governments and other organizations designing projects and programs may neglect to set aside adequate resources for monitoring and evaluation. Sustainability of such organizations will be at stake if adequate resources are not forthcoming. Funding and fiscal agencies, therefore, need to be convinced to allocate appropriate levels of funding for evaluation.

Proposed Actions

- Review activity-based allocation of resources and their utilization leading to change
- Assess resource needs at various levels
- Pool resources and joint actions
- Develop data management system





Measurable Intermediate Outcome

There would be an increase in need-based allocation and optimization of resources for institutional evaluation capacity development.

Encourage Formation of National Voluntary Organizations for Professional Evaluation (VOPEs)

An important means of promoting professionalism, technical knowledge and best practices among evaluators is their coming together in the form of national evaluation societies/associations and networks, and their networking with regional and global organizations. Such efforts can also facilitate the implementation of competencies frameworks, the development of professional ethics etc. While VOPEs (of various capacities) already exist in more than 110 countries, others are yet to take initiatives in this direction. And many existing VOPEs need to be strengthened.



Proposed Actions

- Review the status of national evaluation associations (VOPEs) and their activities
- Provide professional support in formation and strengthening of national VOPEs
- Promote integration of national VOPEs with wider regional and international networks
- Provide support for sustainability of national VOPEs
- Involve these VOPEs in development and evaluation agendas
- National policies should also support national evaluation societies (VOPEs)



Measurable Intermediate Outcome

Professional investment in formation of national VOPEs to take up the agenda of evaluation and sustainable development forward



Long term Impact

- Formation of national evaluation policies and evaluation agenda geared to promote equitable and sustainable development
- Repository of resources will be available leading to capacity development
- Evaluations mainstreamed in the national development agenda to achieve the goals of equitable and sustainable development

Chapter A.3:

STRENGTHENING OF INDIVIDUAL CAPACITIES FOR EVALUATION

This chapter of the Global Evaluation Agenda seeks to promote a culture of evaluation professionalism and to reward good evaluation practice. It responds to a rising global demand for high-quality evaluation services in the public, private and voluntary sectors. It takes for granted that professionalism is an ethical imperative, since evaluators should practice what they preach and, as professionals, strive to continually enhance the quality of their performance.

Towards these ends we provide a definition of professionalism. This is followed by three strategic directions designed to ensure that individual evaluators, commissioners of evaluation and users of evaluation have the knowledge, skills and dispositions needed to develop and produce high-quality work within a favorable operating environment; as well as use the recommendations from evaluations. Finally a theory of change is proposed to illuminate how the three strategies would promote evaluation excellence in the public interest.

According to contemporary scholarship, professionalism is the outcome of a collective endeavor carried out by an occupational group to improve the relevance, quality and delivery of its expert services in the public interest. From this perspective, the main characteristics of professionalism identified are:

- *Ethical dispositions*: orientation towards the public interest, loyalty to the occupational group; commitment to a life-long career, collegial behavior, occupational solidarity; responsibility for the quality of one's work
- *Professional autonomy*: controls on recruitment, training, professional guidelines, ethical standards, administrative rules, quality assurance; disciplinary processes
- *Expertise*: high quality education; exposure to practice, theoretical knowledge, specialized skills, sound judgment, mastery of techniques

DEFINITION:

Evaluators, as well as evaluation commissioners, evaluation users and evaluation participants are jointly accountable to deliver on the Global Evaluation Agenda. Evaluators' competencies or capabilities do not on their own guarantee high-quality evaluations, let alone results. Evaluation outcomes are equally affected by the behaviors of other actors (commissioners, other stakeholders, etc.) and therefore by the enabling environment for evaluation (see Chapter A.1).

This said, evaluators' attributes are critical to evaluation quality, and VOPEs embody the collective responsibility of the evaluation community to promote evaluation professionalism and to help ensure that evaluation practitioners have the wherewithal to deliver work of adequate quality. This chapter about evaluation capacity and evaluator professionalism, therefore, is part and parcel of a Global Evaluation Agenda informed by historical experience.

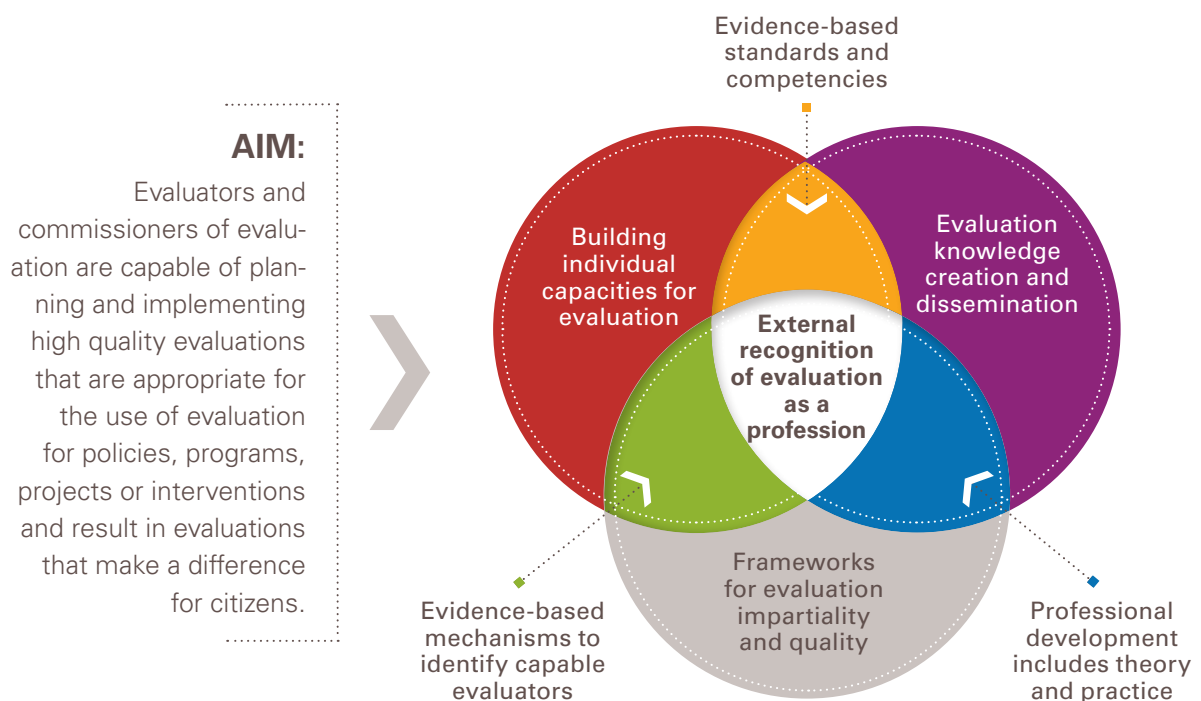
- *Credentials*: degree from accredited tertiary education establishment; professional designation; tested performance; membership in professional associations

Strategies

Evaluation is the “new kid on the block” among the social sciences. It enjoys all the attributes of a discipline (and of a trans-discipline), but it has yet to meet all the prerequisites of a professional occupation. It is also important that commissioners and users of evaluation are ready to prepare appropriate terms of reference and to allow room for application of evaluation methodologies that are relevant to the evaluand. Looking ahead, evaluation professionalism worldwide will require generally accepted ethical guidelines adaptable to diverse contexts and focused on commissioners as well as evaluators; ready access to tertiary evaluation education; mastery of techniques acquired through reflective professional practice; and self-management buttressed by peer review and/or credentialing processes.

Only VOPEs have the legitimacy to promote evaluation professionalism within their distinctive contexts as well as facilitating evaluation practice across borders. The global consultation leading to the initial version of this Global Evaluation Agenda resulted in numerous suggestions which have been organized into three key inter-related strategies: (i) Building individual evaluators’ capacities; (ii) Evaluation knowledge creation and dissemination; and (iii) Incentives frameworks for evaluation quality.

FIGURE A.3.1: Three inter-related strategies



Building individual evaluators' capacities

Three major categories of attributes need to be nurtured to strengthen individual capacities for evaluation, through education, training, coaching and reflective practice:

- **Evaluation knowledge** refers to evaluation history, approaches, models and theories and their implications with respect to evaluation governance, design, purposes, practices and methods and the diverse uses of evaluation in society.
- **Professional practice** has to do with what actually goes on in the field. Carrying out a credible and valid evaluation based on sound technical principles is essential, but so are the communications talents and the interpersonal attributes involved in designing and managing the evaluation process. Listening and negotiation skills and a readiness to adapt to diverse political and cultural contexts all matter.
- **Dispositions and attitudes** capture the personal qualities that enable evaluators to practice the discipline, not only in receptive circumstances, but also in difficult contexts where vital conflicting interests are in play and evaluation capture is a threat. Grace under pressure, independence of mind and independence of appearance, as well as strong ethical principles, are vital attributes for evaluators.

In order to practice evaluation in the public interest, evaluators, commissioners and other stakeholders should be guided by legitimate *ethical standards and codes of conduct* adapted to diverse cultural contexts. They should have access to *relevant tertiary evaluation education*, and they should be in a position to acquire the experience needed to master state-of-the-art evaluation production, dissemination and use practices. Furthermore, for most professions *collective and impartial attestation of qualification* -- in addition to but beyond university degrees -- impartial verification of competency to practice is a prerequisite for securing the franchise to operate in the public domain. But not all evaluators agree that the benefits of credentialing outweigh the costs (e.g. risks of rigidity, elitism and exclusion). This explains why two distinct orientations have shaped evaluation qualification frameworks.

The first may be labelled *outcome based* since it is summative and assesses competencies in terms of results – the demonstrable quality of evaluators' work. This approach aims to make competencies testable and it emphasizes *accountability* to the profession. The Japan Evaluation Society was the first VOPE to create a professional designation framework. Next the Canadian Evaluation Society created a professional designation program that requires evaluators to demonstrate competencies in five domains: 1) reflective practice; 2) technical practice; 3) situational practice; 4) management practice; and 5) interpersonal practice. More recently, IDEAS has published



its Competencies for Evaluation Evaluators, Managers and Commissioners⁷ focused on four key domains: 1) professional foundations; 2) evaluation planning and design; 3) managing the evaluation; and 4) conducting the evaluation.

The second approach is *input based*, since it focuses on capabilities. This formative evaluative approach has a deliberate learning orientation, and it focuses on professional development. Thus, the European Evaluation Society (EES) and the UK Evaluation Society (UKES) working in parallel have issued evaluators' capabilities frameworks focused on knowledge, practice and dispositions. These frameworks are currently being used to implement Voluntary Evaluator Peer Review (VEPR) pilot projects. The innovative VEPR concept, grounded in reflective practice principles, was first developed by Pam Oliver, former Convener of the New Zealand evaluation society (ANZEA). Guiding Principles for implementation of the pilots have been endorsed by both EES and UKES. They address: (i) voluntariness; (ii) autonomy; (iii) legitimacy; (iv) pluralism; (v) transparency; (vi) equity; and (vii) quality assurance.⁸ It is also important to appreciate that IDEAS has pioneered the formation of professional competencies and professional ethics for evaluation. Some other evaluation associations are following suit.

Both the input-based and outcome-based competency frameworks interrogate capabilities in terms of disciplinary content as well as delivery, social interaction and/or management skills. Equally, both models consider theory as well as practice; knowledge as well as experience and attitudes. Both approaches, whether implemented separately or together, aim to ensure that evaluators contribute to the public interest and allow evaluators to keep honing their skills from basic entry-level requirements to higher-order and/or specialized knowledge and skills. Given widely different cultural contexts and operating requirements, no standard blueprint approach would be appropriate for all VOPEs in all countries. Each VOPE should design its own qualification system within internationally accepted guiding principles.

⁷ IDEAS Working Group on Evaluation Competencies (2011) Final Draft Competencies for Development Evaluators, Managers and Commissioners, International Development Evaluation Association

⁸ See *Proposed Guiding Principles for VOPEs in Chapter C.6*.

Desired Higher-level Outcomes

- High quality tertiary evaluation education offerings
- Ready access to high-quality professional training opportunities
- Commissioners, managers and evaluators understand and appreciate the importance of VOPE validated ethics, standards and capabilities

Proposed Actions

- **Promote the expansion of formal evaluation education and training opportunities** leading to more graduate degrees (MSc, PhD) from chartered universities, as well as a richer array of high-quality professional training courses.
- **Create an international code of ethics and standards** that are comprehensive, while flexible enough to be adaptable to distinct country, regional and organizational contexts. A number of codes of ethics and standards already exist, so that efforts should be directed towards pulling the best from what exists and advocating generally accepted norms, guidelines and standards that are culture-sensitive and can guide evaluators no matter where they are exercising their craft.
- **Encourage the design and implementation of a broad framework of evaluator qualification** geared to professional development guidance and/or credentialing. Such a framework would allow VOPEs and other organizations in the development of their own legitimate capabilities or competencies requirements as inputs for peer reviews and/or designation systems. Here again, there is a wealth of material to draw on, and it would be appropriate for IOCE to oversee a working group to pull together a consensus approach.⁹

Verifiable Outputs

- Internationally accepted code of *evaluation ethics*
- Internationally accepted *evaluation standards*
- Internationally accepted professional *competencies* framework
- Internationally accepted *guiding principles for voluntary evaluator peer review and designation*
- Identification of evaluation MSc and PhDs programs offered by major universities

⁹ See discussions on the IOCE website [Professionalisation Forum](#).

Evaluation knowledge creation and dissemination

Desired Higher-level Outcomes

All professions change over time in line with evolving societal demands. Various approaches, methods and techniques emerge as new research knowledge is generated. For evaluation to gain and maintain its credibility as a profession, cutting edge evaluation research, effective and equitable knowledge dissemination mechanisms, systematic sharing of good evaluation practices and responsiveness to the needs of emerging evaluators are required.

Proposed Actions

- **Fund evaluation research** to contribute to social learning about what works and what doesn't work, why, how and for whom in a rapidly changing and increasingly complex operating environment. Relevant themes include equity-focused, gender-responsive, environmentally sensitive; culturally appropriate evaluations; protection against evaluation capture; experimentation with democratic evaluation models; evaluation of market led instruments; evaluative application of the new information technologies; innovative methods to address complexity, sustainability and resilience; identification and dissemination of evaluations that make a difference around the world, etc.
- **Use diverse mechanisms for disseminating research results.** Posting on websites such as [MyMandE](#) and [BetterEvaluation](#) helps promote evaluation research dissemination within the evaluation community. Doing so on a site such as [Zenodo](#) can also help move the research results beyond evaluators (this is a site specifically for posting research that includes both grey and published research). Other mechanisms to disseminate research and evaluation results should also be explored and supported (e.g. [EES's Connections](#), many resources on the [AEA](#), [CES](#), [AES](#) and many other VOPEs' websites).¹⁰ Disseminating developing countries evaluators' work needs more emphasis. Evaluation research publications in diverse languages should be promoted. VOPEs should advocate more open access to evaluation publications in many languages.
- **Support knowledge dissemination initiatives**, focusing on evaluators who currently have limited access to evaluation knowledge and good evaluation practices, especially in the developing world. While opportunities to secure theoretical knowledge exist, mechanisms to enhance practical learning and self-improvement are weak. A number of fora that provide opportunities for both theoretical and practical learning, as well as online sharing of experience (e.g. listservs such as EvalTalk, XCEval, Pelican), already exist, as well as conferences, workshops, courses, mentoring and on-the-job learning opportunities. However, the latter are not always accessible to developing countries' evaluators and/or evaluators who do not have the financial means to pay the entrance or subscription fees.



¹⁰ URLs of websites of many VOPEs can be found on the [IOCE](#) website.

- **Serve the professional development needs of emerging evaluators.** Special initiatives to meet the aspirations of young evaluators should be undertaken. This is the focus of *EvalYouth*, a new initiative of IOCE/EvalPartners.¹¹ Internships should be encouraged and supported. Emerging evaluators should be provided with opportunities to work with experienced evaluators.

Measurable Intermediate Outcomes

- More evaluation research projects and meta-evaluation initiatives designed to meet the evaluative challenges of an increasingly complex and volatile operating context
- Set up and use of effective mechanisms to make evaluation research findings and guidance for good practices accessible to all evaluators on an equitable basis
- Launching of new initiatives to meet the needs of emerging evaluators
- Supporting methodological development of evaluation approaches to assess social equity and gender equality in programs and policies
- Adequate funding is awarded to VOPEs for evaluation professionalization initiatives and for increasing access to evaluation services by evaluators who cannot afford the fees
- Commissioners, managers and evaluators understand and test evaluation approaches and methods that have been shown to be promising by evaluation research
- Innovations in evaluation are encouraged and tested
- Greater availability of bursaries and targeted funding help level the evaluation knowledge field
- Evaluation capacity development for developing countries gets increased support
- A new generation of motivated and competent evaluators emerges

Incentives frameworks for evaluation impartiality and quality

Evaluation is a public good. Yet more often than not, it is conceived and used as a private good, subservient to market mechanisms. This facilitates capture of the evaluation process by vested interests. Lack of dedicated financial support inhibits VOPEs from undertaking activities designed to protect the evaluation brand and promote evaluation independence and professionalism.



¹¹ See Chapter C.2.



Proposed Actions

- At the country level, adherence to democratic evaluation tenets helps to guarantee evaluation independence.
- At the organizational level, it means enhancing quality of evaluation processes by incorporating competency expectations in job descriptions, supporting development of competencies in monitoring and evaluation in professional development plans. It also means strengthening of self-evaluation processes and set up of independent evaluation units reporting to the supreme governance authority of the organization.

Measurable Intermediate Outcomes

- Sound evaluation functions incorporated in more public, private and civil society organizations
- Rapid and equitable growth in VOPEs' memberships and access to VOPEs' services
- More high-quality evaluations produced and used in the public interest

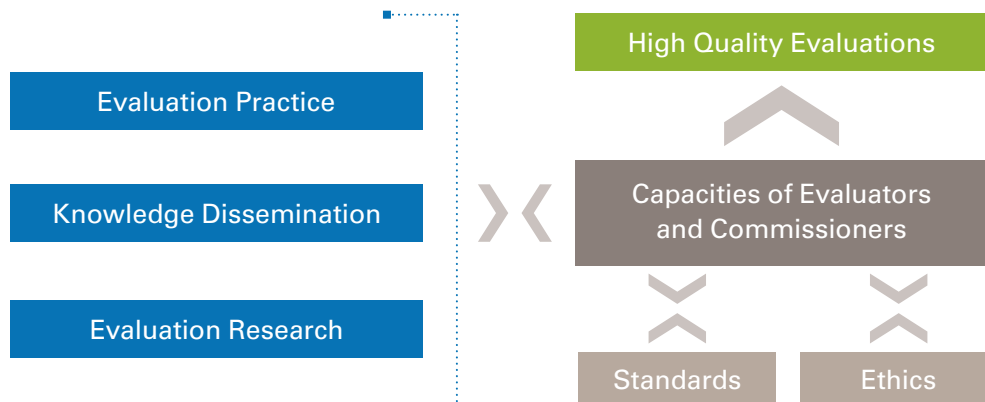
Long term Impact

In order to serve the public interest and enhance their accountability and responsiveness to the citizenry, public, private and voluntary sector institutions adopt governance measures that guarantee evaluation impartiality, rigor, quality and utility.

Theory of Change

This theory of change model assumes that all of the elements are essential to produce high-quality evaluations and that many of the elements are highly inter-related. For example, evaluation research produces information that can lead to evidenced-base evaluation design and implementation. It can also lead to changes in codes of ethics, standards and competencies.

FIGURE A.3.2: Theory of Change Related to Professionalization, Ethics, Standards, Culture



Chapter A.4: STRENGTHENING INTER-LINKAGES

This chapter of the Global Evaluation Agenda addresses the inter-connectedness of the first three dimensions: Enabling Environment, Institutional Capacities, and Individual Capacities for Evaluation. It demonstrates the need for all dimensions to act with mutually supporting strategies to support the global goal of creating a more positive enabling environment for evaluation and the aim of EvalAgenda 2020. A theory of change is presented, followed by three areas for action.

Theory of Change

Only if governments, parliamentarians, VOPEs, the United Nations and other interested groups in the private and voluntary sectors are engaged in global partnerships to support evaluation learning and use, will an enabling environment be created to support the development and enhancement of institutional and individual capacities for evaluation.

Overview

The interconnectedness of these dimensions might be expressed diagrammatically in the following way.



We note that the levels or domains of consideration are highly interdependent and do not connect in a simple hierarchic or linear way. Thus activity at the global level, for example, can have direct effects on individuals and vice versa. We also note that adjacent categories can have two way effects. We attempt capture these important dimensions graphically by the use of two way arrows between the categories and the overarching arrows at the top of the diagram.

What follows are more detailed consideration of how global and regional partnerships will create opportunities for dialogue and learning, national level contexts are important for multi-level linkages and national evaluation planning can support the strengthening of institutional and individual evaluation capacities.

Enabling Environment: Global and Regional Partnership Initiatives

Implementation of EvalAgenda 2020 requires commitment to evaluation and evidence influenced policy making by governments and parliamentarians and other stakeholders (foundations, corporations, NGOs), including a willingness to dedicate resources in support of national, regional and global initiatives. Global partnerships must also be supported by mutually agreed upon goals, valuing the contributions of all partners, as well as transparency in communication and a common language. While the longer term outcome is strengthened institutional and individual capacities for evaluation, more initiatives need to be developed and implemented to reach this longer term goal.



Proposed Actions

- Identify evaluation 'champions' at national, regional and global levels
- Support the development of formal and informal networks among these champions
- Create a forum for international dialogue to support the development of a common language in order to ensure accessibility to information and the ability for multiple partners to engage equitably in global evaluation discussions and initiatives
- Support opportunities for the engagement of multiple partners in creating and participating in international learning opportunities that support sharing experiences, lessons learned, effective practices, innovations and research in evaluation with an emphasis on equity focused and gender responsive practice
- Create a forum to engage partners in the articulation of a monitoring and accountability framework for SDGs

Measurable Outputs

- Increase in the number of formal and informal evaluation networks
- Increase in the number of strategic partnerships with global reach
- Increase in the number of participants in evaluation networks and strategic partnerships
- Increase in resources dedicated to strategic partnerships with global reach
- Increase in the number of international learning opportunities (e.g., conferences, webinars, tool kits) supported by multiple partners
- Existence of a common language to support equitable international dialogue
- Existence of a well-defined architecture that supports accountability for meeting the SDGs

Enabling Environments at the National Level

In order to encourage and sustain the linkages between the enabling environment, the development of VOPES and individual evaluator capacity building, there are global and regional features which will act as necessary conditions for development. Within this context, at the national level, there is the challenge of brokering or mediating between the 'global' and the 'national'. What follows is a set of strategic suggestions which will enable these mediating linkages. The mutual reinforcement of enabling environment and institutional as well as individual capacities is crucial to the establishment of these linkages. The challenge is that stakeholders will need to be convinced that their individual/group interests also get promoted in the



short and/or long term by working for the causes of social equity and human rights through an evaluation agenda. An important dimension is the need to work together and in order to do this a 'common discourse' is required.

It will be important to develop multi-level linkages with other National, Regional and Global VOPEs for peer support, through trainings, workshops, resources and conferences; as well as establishing linkages with CSOs and other Institutions in crafting joint advocacy campaigns to create awareness on the importance of demanding for independent evaluations. Furthermore, qualified VOPE members will be requested to participate in National, Regional and Global consultative reference groups.



Proposed Actions

- The development of a shared discourse associated with evaluation purposes
- Increased emphasis on participatory evaluation approaches
- Promoting evaluations which are equity focused and gender responsive
- A collaborative effort creates repositories/tool kits/webinars stories on evaluations conducted in-country and internationally



Measurable Outputs

- Existence of an agreed upon glossary of terms
- Establishment of mechanisms for inclusive involvement
- Establishment of a repository of cases, interesting and evocative practice



National Evaluation Plans and Encouraging Institutions and Individual Evaluators

Synergetic connections provide 'connective tissue' between different layers of practice. Some of this connective tissue is relatively straight forward (communication mechanisms, encouraging legal and other requirements), but other mechanisms are more subtle and indirect. So, at the level of national evaluation planning we might want to encourage the following initiatives.



Proposed Actions

A comprehensive policy framework and 'enactment' strategy will be developed jointly by VOPEs, CSOs, academia, other key Institutions, relevant national departments and ministries which establish mandatory national standards for: learning from evaluation findings; accountability for actions, resources and results of evaluation findings; gender responsive and equity focused monitoring, evaluation and learning and organizational evaluative thinking.

A National Policy framework and enactment strategy requiring all institutions to budget for, develop, implement and facilitate training on monitoring, evaluation and learning. Organizational evaluative thinking frameworks also will be developed.

A National policy will be developed which requires leaders of institutions and national bodies to report on institutional improvement following adoption of evaluation findings and results.

CSOs will be encouraged to develop advocacy and awareness strategies with a focus on policy change and legal reform. CSOs will encourage their programs to be evaluated using best practice M&E methods, including those which incorporate equity focused and gender responsive approaches.

The use of Media will become more widespread in which dissemination through print and electronic media, awareness creation is the norm. Evaluators could benefit by their findings to be more widely and effectively shared with broader audiences; reporters could benefit by having access to the more in-depth, comprehensive knowledge and insights generated by evaluators.

Universities will be encouraged to provide degree courses in evaluation as well as learning and organizational evaluative thinking frameworks.

Public-Private Partnerships will be encouraged to provide funding for activities, commissioning evaluations and innovation, and to sponsor further education for Individual Evaluators. Also, private sector companies will be encouraged to evaluate the effectiveness of their interventions, especially if they claim their work to contribute to social and environmental betterment.



Measurable Outputs

- Existence of an agreed enactment strategy at government level
- Existence of mechanisms for evaluation of all public policy areas
- Existence of a resource for the development of 'use strategies' for evaluation outputs
- Establishment of mechanisms for the public access to evaluation outputs
- Increased number of relevant courses on evaluation
- Increased number of partnerships for funding and development

Considerations concerning individual evaluator capacity

As we note above, in order to encourage the connectedness of the different layers of concern, it is important to create 'alignment' between global, national and individual efforts. To that end we have first discussed the global

and regional thrust, then the way in which national policy for a and VOPEs might connect. We now move to the consideration of the way in which the development of individual evaluator capacity is aligned with the broad principles and actions we have outlined.

Proposed Actions

Evaluation instruments/protocols/findings will be placed in public domain, with proper and prominent acknowledgement, so that individuals and institutions are recognized and adequately rewarded for their contributions, skills and professional expertise.

The provision of cases and narratives of interesting and usable examples will be developed through multiple portals; articles through journals, print and electronic media, talk shows and other methods to create awareness on the importance of learning from evaluation findings and using them to improve.

National societies, government and NGOs will consider and assess the extent to which the professionalization of evaluators' capacity might be developed. By this we mean the provision of post graduate training and masters courses, clear statements of standards or capability (which do not privilege one evaluation methodology over another). Sub national and intra-national networks will allow evaluators to share and develop their expertise.

Measurable Outputs

- Existence of an easily accessible repository of evaluation resources in the public domain
- Existence of mechanisms for evaluation of all public policy areas
- Existence of an easily accessible resource for the consideration of standards and capabilities
- Increase in the number of formal and informal networks for shared practice and development

Intermediate Outcome

Governments, parliamentarians, VOPEs, the United Nations and other interested groups engage in dialogue, generate plans and policies and dedicate resources to joint ventures in evaluation capacity building at national, institutional and individual levels.

Long term Impact

The evaluation sector grows and strengthens globally, as well as within all nations. There is an integrated and mutually reinforcing approach to evaluation capacity development. The evaluation sector, its institutions and individuals contribute to influencing policies, initiatives and actions that contribute towards equitable sustainable development and towards ensuring that "no-one is left behind".

Section B

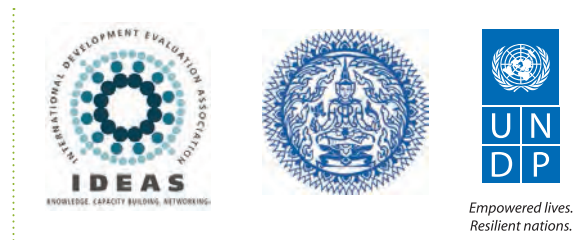


Input received
from EvalYear events

Chapter B.1: INPUT RECEIVED FROM NEC + IDEAS: BANGKOK DECLARATION

Bangkok Principles on National Evaluation Capacity for the Sustainable Development Goals (SDG) era

1. This declaration seeks to capture an emerging body of shared understanding on lessons and priorities for evaluation practice in the era of the Sustainable Development Goals (SDGs) to help guide joint action in future support of national evaluation capacity.
2. We the participants at the Fourth International Conference on National Evaluation Capacity, convened by the United Nations Development Programme (UNDP) and its Independent Evaluation Office (IEO) and the Global Assembly 2015 of the International Development Evaluation Association (IDEAS) here in Bangkok, 28-30 October 2015 declare the following to the global evaluation community.
3. Representing evaluation users and producers from 100 countries and members of national governments, national, regional and international organizations and networks; comprising professional practices that span from government, private and non-profit sectors; from internal management consultancy through formal independent oversight to academic research; we have shared our diverse experiences and sought common understanding on challenges and opportunities for evaluation practice to support the SDGs. We stand ready to bring our collective and cumulative expertise to bear upon success in service to the SDGs as a transformational vision of a world



of universal respect for human rights and dignity, equality, non-discrimination, democracy and the rule of law.

4. We understand the 17 SDGs and targets to have the potential to transform societies and mobilize people and countries. Achievement of the SDGs will need to be founded upon effective, accountable and inclusive institutions, sound policies and good governance, and we share the conviction that the evaluation function and profession has great potential in responding to the challenges at hand. Beyond evidence-based reflection embedded in evaluative findings and recommendations per se, the evaluation function can, if undertaken without deference to authority alone, bring legitimacy of duty bearers' engagement with stakeholders to development.
5. We note that the SDGs' intentions for follow-up and review processes are specifically guided by objectives that evaluation function directly responds to (*inter alia*):
 - Identify achievements, challenges, gaps and critical success factors
 - Support the identification of solutions and best practices and promote coordination and effectiveness of the international development system
 - Be open, inclusive, participatory and transparent for all people
 - Build on existing platforms and processes
 - Be rigorous and based on evidence, informed by country-led evaluations and data

- Require enhanced capacity-building support for developing countries, including the strengthening of national data systems and evaluation programs
6. We observe that the SDGs agenda shall be country-led and tailored to respective national priority setting. Evaluations can contribute to the process of setting country-level SDG priorities through evaluability assessments and other tools and techniques. We recognize that there are different evaluation approaches, visions, models and tools available and appropriate to each organization and each country, in accordance with their respective circumstances, priorities and stakeholder engagement and governance models. We recognize that countries will lead and shape their own evaluation needs and approaches to this universal agenda, with both traditional development cooperation and 'South-South' collaboration partners in eventual support.
 7. We recall the United Nations' General Assembly resolution [69/237](#) on *Building capacity for the evaluation of development activities at the country level* and call for national and international stakeholders, to support efforts to further strengthen the capacity for evaluation, in accordance with national policies and priorities. We note the SDGs call for global partnership and international support for implementing effective and targeted capacity-building and to mobilize and share knowledge, expertise, technology and financial resources. We appeal to governments, bilateral and multilateral development agencies to embrace national evaluation capacity as central priority in their programmatic and resource plans.
 8. As professionals of development and evaluation, we seek to attain and uphold the highest standards of ethical conduct and professionalism. Whilst undertaking our function in response to multiple and variable jurisdictional needs and expectations, we derive our legitimacy through independence and from ultimate accountability to those impacted by development interventions. At the same time we conduct our work in transparent recognition of different roles and interests of evaluator, evaluation subject or evaluand and commissioning parties.
 9. We note that statistical monitoring and reporting are important but insufficient as vehicles for learning, accountability and decision-making. We also note that 'big data' and technological innovation will bring new voices, volume and validity to data collection, records management and quality control. Whilst relying upon good administrative and contextual data streams and monitoring reports, evaluation is often most effective if kept as a separate and distinct governance function and professional discipline founded upon a tolerance for critical review.
 10. In moving forward in support of national evaluation capacity, we recognize the following types of efforts and initiatives as among options that warrant consideration:
 - Conduct of country-level 'SDG evaluation needs' reviews and diagnostic studies

- Evaluability assessments pertaining to individual country or sector SDG goals and targets
- Fostering of evaluation as an essential component of national governance and public sector management reform
- Establishing national evaluation legal frameworks - legislation and policies
- Developing clear national and local sub-national level mechanisms for independent evaluation of progress towards the SDGs
- Assigning resources (a percentage of the initiatives' costs) for the conduct of evaluations when realigning national plans with the SDGs and when designing/approving projects/programmes/policies
- Strengthening national and local data systems to monitor SDG progress
- Establishment of frameworks of formal competencies and professional evaluation standards
- Establishing evaluation training programmes within academic and public sector professional training institutions
- Creating opportunities for local, young and emerging evaluators
- Developing systems to promote transparent follow-up of evaluations recommendation
- Support to national, regional and global evaluation professional organizations
- Support for international forums of exchange between users and producers of evaluation, via the right of access to information, including regional workshops and web-based platforms for knowledge management

Bangkok, 30 October 2015

Chapter B.2:

INPUT RECEIVED FROM THE AMERICAN EVALUATION ASSOCIATION (AEA)

AEA's Contribution to EvalPartners 2016-2020 Global Agenda

Submitted by Donna M. Mertens & Tessie Catsambas, November 16, 2015

EvalPartners is a global movement to strengthen national evaluation capacities for equity-focused and gender-responsive evaluation systems, co-led by IOCE and UN Women. EvalPartners, in partnership with the International Development Evaluation Association (IDEAS), the International Organization for Cooperation in Evaluation (IOCE), the United Nations Evaluation Group (UNEG), Independent Evaluation Office of UN Women and the Global Evaluation Facility, started a networked global multi-stakeholder consultative process to brainstorm about the priorities and key areas of a global evaluation agenda for 2016-2020, based on the EvalPartners Conceptual Network and the four Strategic questions identified to facilitate the consultation. The American Evaluation Association's statement on the EvalPartners Global Agenda 2016-2020 is the result of several data collection/consultations, including a web-based feedback activity for its membership to provide comments by means of a web-based application that allowed members to enter their thoughts over a two week period (October 15-28, 2015); consultation with the AEA Board; and interaction with the AEA membership at its 2015 annual conference in two sessions, one a plenary in which experts presented on the topic and membership tweeted their ideas and the other a think tank in which participants provided feedback based on the five questions. The results of that process are reported herein, organized by the four questions that were developed by EvalPartners. The synthesis of comments was undertaken to include all concepts that

were raised by members and leaders by the two authors who are members of AEA's International Working Group and who have both worked with EvalPartners and IOCE in prior initiatives.

The AEA's input into the Global Agenda is **grounded in the AEA Guiding Principles** (2004) that direct us as an evaluation community to commit ourselves to the conduct of systematic, data based inquiries; the provision of competent performance for our stakeholders, the assurance of honesty and integrity; the demonstration of respect for the dignity, security, and self-worth of all stakeholders; and support of the general and public interests and values, including social equity and with full regard for responsibly respecting culture, religion, gender, disability, age, sexual orientation and ethnicity. **AEA stands ready to support collaboration with our members and other VOPEs by sharing our expertise when called upon to do so.** We are conscious of our positioning as a large evaluation organization from the West/North and thus seek ways - **not to dominate from a position of power - but to share our expertise that support the Global Agenda with its focus on social justice, equity, and gender responsiveness.**

AEA Input

? QUESTION 1.

What are the three most important strategies to ensure governments and parliaments improve policy making and implementation, by demanding and using equity-focused and gender responsive evaluation in decision making?

AEA leadership and members identified the following topics as priorities for them, and we put them forward for consideration by the international community as it sets the 2016+ agenda, to wit:

We suggest the inclusion of three strands in order to support the improvement of policy making and implementation by governments and parliaments: the use of evaluation in decision making; the use of good evaluation design, implementation, and use; and the inclusion of a gender responsive and equity focused lens in evaluation.

In order to address the political context in which policy makers work, the focus needs to be on development of persuasive communication strategies that include messages to governments and parliamentarians that it is in their interest to commission evaluations that are reflective of good practice, inclusive of voices of the oppressed, and framed to address structural inequities through the provision of adequate financial support for culturally responsive approaches. We support efforts to develop evaluation approaches and methods appropriate for evaluating our efforts to achieve the Sustainable Development Goals (SDGs); these methods should enable us to monitor and evaluate our collective, cross-boundary progress toward sustainable solutions in climate change, access to water, health, access to food, peace, and shared prosperity, with conscious attention to the universality of the Goals to include members of marginalized communities, thus supporting the gender responsive, equity focused lens that is congruent with EvalPartners foundational values. For example, rigorous research supports the conclusion that members of marginalized communities are disproportionately and negatively affected by such global issues as climate change and violence. If evaluation is presented as a right in the sense that public officials are accountable to their citizens, then this supports the use of evaluation in a transparent way to inform policy making and implementation.

EvalPartners can support designs of evaluation that are inclusive of formative and continuous evaluation, in addition to impact evaluation in order to contribute to the desired transformative changes needed for a more just world. Working with governments and parliaments highlights the inherent political arena in which evaluators are situated, and thus raises issues of how we as a professional community can support ways to improve the responsiveness, effectiveness and efficiency of policies and programs, while being critical of corruption and other government policies that sustain an oppressive status quo. We need to frame evaluation as a strategy that can make visible the structural inequalities, political barriers and inefficiencies that thwart us from finding solutions to country and global challenges. We commit to appropriate and respectful engagement with the full range of stakeholders so that evaluation contributes to the general and public welfare at the level of government and parliaments.

QUESTION 2.

What are the three most important strategies to ensure that Civil Society Organizations in general, and Voluntary Organizations for Professional Evaluation in particular, have stronger institutional capacities to contribute to equity-focused and gender-responsive national evaluation systems?

Strengthening institutional capacity for Civil Society Organizations (CSOs) and Voluntary Organizations for Professional Evaluation (VOPEs) rests on provision of professional development through multiple means in ways that build on the strengths and diversity found in local contexts. EvalPartners' Peer-to-Peer (P2P) initiative provides a good model for how institutional capacity can be strengthened in

an equitable and reciprocal way, while building empowering partnerships between VOPEs and other civil society actors. EvalPartners' web-based resources to support this activity are very strong. Recommendations include:

Add linkages to additional web-based resources at the existing EvalPartners Institutional Toolkit website so that the portal for institutional capacity building links work of other parts of the UN and other professional associations, universities, and such.

The content included in institutional capacity development should include strategies for building strong VOPEs as effective advocates in their settings, and able to raise issues of social justice and human rights in ways that are effective in the local context. Such issues include specific attention to marginalized populations, e.g., indigenous people, women and girls, sexual minorities, people with disabilities, and those living in conflict zones or contexts of adversity.

To this end, EvalPartners' financial support for this type of training is crucial, and could be enhanced by the facilitation of combining sources of funding from the private sector, other government agencies, and foundations. South-to-south and north-south partnerships with universities, other civil society organizations and VOPEs can be useful for provision of training and mentorship that is multi-lingual and multi-cultural. In addition to developing capacity in terms of organizational development, EvalPartners can support in-country evaluators through partnerships and mentorships to enhance their abilities to provide training to their own VOPE members, as well as to establish competencies and credentialing for evaluators, standards and review processes to ensure quality evaluations.

QUESTION 3.

What are the three most important strategies to ensure that individual evaluators have the capability to produce good quality, context-relevant, equity-focused and gender-responsive evaluations?

Individual evaluators' capacities can be enhanced by engagement in professional development activities that are focused on gender, cultural responsiveness, and equity with a social justice and human rights lens.

Quality of evaluation theory and practice should be of utmost concern and trainings should make use of current developments in transformational mixed methods approaches and systems thinking, and examine criteria that define quality of different aspects of evaluation, such as site visits, requests for proposals, and terms of reference. Such approaches should uphold the right of evaluators to undertake evaluation from their own cultural standpoint to address issues of decolonization, while casting a critical eye on who should be allowed to conduct evaluations in particular cultural contexts.

Conscious attention to inclusion of members of marginalized communities in the training activities can strengthen a country's ability to conduct evaluations that are culturally respectful and relevant, reflective of multiple perspectives, and contributing to the general and public welfare.

Individual evaluators can be supported to engage in training in multiple forms, such as short term training, conferences and seminars; also work placement training and mentors; evaluator exchanges and fellowships; webinars; publications; blogs; podcasts; and on-the-job training. Training should be available in local languages.

If the training is structured well, it can facilitate networking to share skills, mentor, develop evaluation teams that are reflective of the diverse populations, including indigenous populations. Individual evaluators can also make use of VOPE materials to conduct self-assessments on the quality of their evaluation work and its impact.

QUESTION 4.

How to ensure that enabling environment, institutional capacities and individual capabilities will mutually reinforce each other? And how to ensure that very diverse multi-stakeholders work in partnership based on their own value added and comparative advantages?

Development and strengthening of partnerships is recognized as a key element in integrating government, institutional, and individual capacities to conduct and use evaluations that reinforce each other. Through P2P and other strategies, EvalPartners can continue and support the formation of partnerships with VOPEs, civil society, government, and universities to support gender responsive and equity focused evaluation.

Conscious inclusion of other international organizations can strengthen the impact of EvalPartners' work. Part of this process can include hosting conferences that bring people together and provide a forum for funding agencies to collaborate with key stakeholders. Such conferences can be convened in person as well as through the use of internet linkages that allow for groups to get together virtually.

One potential framing for such conferences would be as a mechanism for engaging multiple stakeholders to develop policy, especially including individuals, families, and communities who will be impacted by the policies. Again, to support true collaboration, the use of multi-lingual support is important, as well as provision of financial support for individual evaluators.

Another potential framing for such conferences would be to establish a forum for developing theories of change that are multi-level and could be used to address structural inequalities and inefficiencies, as well as wicked social, environmental, and economic issues that cross borders, such as violence, gender inequalities, and oppression based on other characteristics such as disability or poverty.

Finally, evaluators need to incorporate advances in technology in the conduct and use of evaluations with full consideration to respecting the rights of individuals who provide information. Evaluators are encountering challenges that emerge from the use of technology that allows for data sharing amongst agencies in responsible ways and having access to big data as a resource.

Conclusions

AEA's Board and members are pleased to contribute to thinking about the Global Evaluation Agenda. Our contribution covers a range of topics. Respondents wish to see an enabling environment for evaluation that promotes evaluation that is sensitive to and promotes the SDGs: important social goals such as equity, gender equality, climate change and sustainability of natural resources; transparency in government and inclusion of diverse stakeholders including through culturally competent evaluation; participatory, mixed methods, and network analysis; and evaluation use for policymaking including addressing global issues. AEA wishes to work in partnership with other evaluation organizations, meeting in conferences and through use of technology, with sensitivity to culture, language, infrastructure challenges, and technological barriers. We support opportunities for mentorship, exchanges and collaboration with colleagues from around the world.

Chapter B.3: INPUT RECEIVED FROM THE EUROPEAN EVALUATION SOCIETY (EES)¹²

Responding to the first summary of consultations on the Global Evaluation Agenda 2016-2020 based on EES consultations

Enabling environment

Reconfirming:

- Importance of evaluation policies
- Support to strong role of parliaments

Further emphasising:

- Fundamental importance of the values as a basis of evaluation and evaluation as an integral element of democratic processes
- Importance of transparency of governance in general, not only in evaluation

Institutions

Reconfirming:

- Importance of resource and capacity development
- Benefits of international networking
- VOPEs' key role in knowledge sharing

Further emphasising:

- Reaching out, building bridges to other disciplines, planning, decision makers, media, those not yet interested ...
- Importance of institutionalising the engagement of emerging evaluators
- Maintaining independence but avoiding isolation

Individuals

Reconfirming:

- Importance of formal education and training opportunities for professionalization of evaluation
- Need to develop innovative informal learning opportunities (shadowing, mentoring, etc.)
- Recognising the potential of credentialing processes but ...

Further emphasising:

- ...identifying and systematically managing the risks of credentialing, particularly exclusion of both people and new ideas
- Cooperation with demand side of evaluation (commissioning, procurement of evaluation services) to integrate capacity development opportunities into evaluation assignments, including for emerging evaluators

Additional issues – How to address:

- The increasingly rapid pace of decision making in increasingly complex operating environments
- The more prominent role of the private sector in societies and the implications of this to evaluation
- Link from evaluation to the revolution in data generation, collection and analysis.

¹² Submitted by Riitta Oksanen, Vice President during 2015 (President during 2016), European Evaluation Society (EES)

Chapter B.4:

INPUT RECEIVED FROM THE AUSTRALASIAN EVALUATION SOCIETY (AES)

AES Contribution to the EvalYear 2015 Global Dialogue

These strategies were generated at the AES Leaders Forum held on 12.09.2014. They respond to the four key questions (below) that have been posed through EvalPartners as part of the lead up to EvalYear 2015. The responses combine consideration of the context in both Australia and New Zealand and involved consideration of other emerging societies in the Australasian region. The dialogue process has requested discussion on the **three most important strategies** that need to be considered to address the questions.

? QUESTION 1.

How can Governments and parliaments improve policy making and implementation, by demanding and using equity-focused and gender responsive evaluation in decision making?

Strategies:

1. Improve advocacy (generate an advocacy plan) by evaluation sector. Design more and better tools and training to help support advocacy; generate more opportunities to dialogue with key national decision-makers.
2. Develop a media plan and create media opportunities that can be used for advocacy and influence. This needs to include activities to “translate” evaluation-speak into media language.
3. Generate a national “State of Evaluation” report with a view to stimulating thought

regarding national evaluation policy/ies. It may not be palatable to emphasise equity and gender but if there is a report that assesses the current status of evaluation at the national level compared to other nations, it may stimulate action. An exemplar policy would be useful.

? QUESTION 2.

How can Civil Society Organisations and Voluntary Organisations for Professional Evaluation in particular have stronger institutional capacities to contribute to equity-focused and gender-responsive national evaluation systems?

Note: The response to this question was focussed on “what can AES do” and did not consider wider CSOs.

Strategies:

1. The AES has a clear vision “Quality evaluation that makes a difference” but has not clearly articulated what the “difference” is. This is rooted in the values that AES operates by. These include a strong social justice approach. In the next year, strengthen focus on what values are and how members can make a difference.
2. Develop guidelines on how to work appropriately and effectively in the Indigenous space and offer evaluation internships and mentoring. (This strategy emerged from the pre-conference Indigenous consultation).
3. Continue to invest in emerging regional societies by offering support.

? QUESTION 3.

How can individual evaluators have the capability to produce good quality, context-relevant, equity-focused and gender-responsive evaluations?

Strategies:

1. Encourage and facilitate linkages for more mentoring opportunities – with associated best practice in systems and procedures to ensure that the mentoring is valid and effective.
2. Develop a cohesive Professional Learning program that explicitly aligns with the wider strategic program and EvalYear 2015 objectives. Offer a wider range of opportunities for learning including inter- and multi-disciplinary speakers.
3. Build on the AES Competency Framework including a self-assessment tool, increasing access to plain language resources.

? QUESTION 4.

How will the enabling environment, institutional capacities and individual capabilities mutually reinforce each other? And how to ensure that very diverse multi-stakeholders work in partnerships based on their own value added and comparative advantages?

Strategies:

1. For all the other strategies to work it is critical that evaluation societies are credible and visible. Linked to this strategy is a focus on how they can do their business better in terms of its structures and standards.
2. A focus is required on excellent communication. This includes transparency in communication on who is doing what, at what time.
3. We need to work on mechanisms for a two-way process of engagement instead of unidirectional information. This requires work on a common language to ensure accessibility to information and ability to feedback and input to discussions and actions of the associations and the wider sector.

Chapter B.5:

INPUT RECEIVED FROM THE AFRICA GENDER AND DEVELOPMENT EVALUATION NETWORK (AGDEN)

Feedback from some members of AGDEN following a meeting held in Nairobi on 17th October 2014 on Question 4:

QUESTION:

How to ensure that enabling environment, institutional capacities and individual capabilities will mutually reinforce each other? And how to ensure that very diverse multi-stakeholder's work in partnership based on their own value added and comparative advantages?

Enabling Environment:

Framework:

Funding:

Funds made available (through Government budget lines, Development Partners, Public Private Partnerships, members contributions etc.) for VOPEs, CSOs, Academia, other key institutions and relevant National departments and Ministries to hold joint working meetings to develop a comprehensive policy framework setting national mandatory standards and enforcement strategies for: learning from evaluation findings/monitoring, evaluation and learning (MEL) frameworks; accountability for actions, resources and results of evaluation findings and organizational evaluative thinking. Funding sourced and availed for dissemination and publication of conference and workshop presentations at National, Regional and Global levels on nurturing a culture of learning from evaluation findings; accountability for actions, resources and results; monitoring, evaluation learning (MEL) and Organizational Evaluative Thinking (OET) frameworks. Funding sourced and availed to VOPEs and Academia for research and innovations on MEL (Monitoring, Evaluation and

Learning) and OET (Organizational Evaluative Thinking) frameworks.

Educational Advancement:

Accredited Universities to include in their degree courses in Monitoring and Evaluation examinable modules on developing, maintaining and implementing gender equality and equity focused MEL and OET frameworks.

Policy Framework:

A comprehensive policy framework and enforcement strategy developed jointly by VOPEs, CSOs, Academia, other key Institutions and relevant National Departments and Ministry's setting mandatory national standards for: learning from evaluation findings; accountability for actions, resources and results of evaluation findings; gender equality and equity focused monitoring, evaluation and learning (MEL) and organizational evaluative thinking (OET). A National Policy framework and enforcement strategy requiring all institutions to budget for, develop, implement and facilitate training on gender equality and equity focused monitoring evaluation and learning (MEL) and organizational evaluative thinking (OET) frameworks. A National policy requiring leaders of Institutions and National Bodies to report on Institutional improvement following adoption of evaluation findings and results on gender equality and equity. A National policy establishing the National Oversight Team (NOT) and Panel of Peers (POP) on gender equality and equity, outlining their respective mandates and compositions.

Consultative Partnerships:

Memoranda of Understanding (MOUs) executed with likeminded Nations to engage in the Panel of Peers.

Enabling Environment for Enhancing Capacity/ Capabilities

Dissemination and publication of:

Conference, training and workshop presentations on experiences, best practices/ wisdom, challenges, innovations and lessons learned in gender equality and equity focused MEL and OET frameworks; research and innovations in MEL and OET gender equality and equity focused frameworks through multiple portals; articles through journals, print and electronic media, talk shows and other methods to create awareness on the importance of a culture of learning from evaluation findings and using them to improve, National gender equality and equity focused policy frameworks and opportunities for further education in the same.

Enabling Environment for Supporting the Framework and Enhancing Capacities/ Capabilities

National Level:

Establishment of a **National Oversight Team (NOT)** to review from time to time the utility of the National policy framework on gender equality and equity focused MEL and OET and draft and make recommendations as appropriate to the relevant National body for amendment, addition, revision and repeal as necessary. To call for and receive recommendations from VOPEs, CSOs, National Institutions, Academia, other interested parties and Individual Evaluators on the Gender Equality and equity focused MEL and OET Policy framework. At the **Global Level**, establishment of a gender equality and equity focused MEL and OET policy framework **Panel Of Peers (POP)** to act as a reference group to: provide guidance and advice; provide strategic direction on implementation; engage with

other such panels globally for policy coherence on gender equality and equity focused MEL and OET frameworks; make recommendations for national indicators (progress markers) and keep them under review; evaluate progress in implementation toward desired behavior change and make reports and recommendations to the National Government.

Enhancement of Individual Evaluators Capabilities

Framework

Funding:

Funding sourced and availed for training of Individual Evaluators on gender equality and equity focused organizational evaluative thinking (OET) and monitoring evaluation and learning (MEL) frameworks.

Legal:

Domesticated VOPE law making it mandatory for Individual Evaluators to attend continuous evaluation education on areas of global importance including gender equality and equity focused MEL and OET frameworks if they are to be certified/ registered to practice.

Enhanced Capacities of Individual Evaluators

Training and Conferences:

Facilitated attendance of Training of Trainers or Training Workshops for Individual evaluators to enhance capabilities on developing and maintaining; Gender equality and equity focused Monitoring, Evaluation and Learning (MEL) and Organizational Evaluative Thinking (OET) frameworks; using and acting on information from evaluations; personal accountability and responsibility; adherence to codes of ethics. Facilitated attendance, presentation of papers, participation by Individual Evaluators at National, Regional and Global conferences on: utility, experiences,

best practices, innovations, research, challenges in developing, maintaining and implementing gender equality and equity focused MEL and OET frameworks through diverse methods (face to face, video conferencing etc.). Individual contribution to the policy coherence of MEL and OET gender equality and equity focused frameworks at National, Regional and Global levels through diverse methods (e.g. discussion lists, LinkedIn, social media, High Level Forums) and National legal reform on the importance of evaluations, using and acting on findings and results and MEL and OET frameworks.

Framework and Enhanced Individual Capabilities Supportive

Mentorship of other Evaluator's on gender equality and equity focused MEL and OET frameworks including the importance of using and acting on information from evaluations. Utilizing supportive consultative networks like Discussion Groups.

Enhanced Institutional Capacities

Framework-Policy:

Institutional policy:

with a budget line on the development, maintenance and implementation of gender equality and equity focused MEL and OET frameworks; requiring the innovative and responsive use of evaluation findings; on organizational accountability regulations detailing requirements for effective and structured use of evaluation findings by key staff.; with a budget line for continuous evaluation education, research and innovation on gender equality and equity focused MEL and OET frameworks for relevant staff and all VOPE members for employment / engagement eligibility or Evaluators certification/registration

respectively; making the demand for independent evaluations and use of evaluation findings, a core institutional value.

Framework-Legal:

Domestic legislation advanced and supported by National VOPEs to regulate the conduct, code of ethics, disciplinary and enforcement processes of VOPEs.

Enhancing Institutional Capabilities:

Training of relevant staff or VOPE members on developing, maintaining and implementing gender equality and equity focused MEL and OET frameworks; continuous evaluation education on advances, innovations, research on gender equality and equity focused MEL and OET frameworks provided by other VOPEs, Academia or other qualified professionals; Creating awareness at the National level on the importance of: demanding for independent Evaluations, being informed by and using evaluation findings and results to improve and learn. Facilitating relevant staff or members of VOPEs to attend, participate in and present at National, Regional and Global Conferences and fora on Institutional level experiences, lessons learned, challenges, best practices/wisdom, innovations and research in gender equality and equity focused monitoring, evaluation frameworks and organizational evaluative thinking policy frameworks; Publishing and disseminating Institutional level innovations through print, electronic media and multimedia.

Framework and Enhancement of Institutional Capacities Supportive

Establishing:

multi-level linkages with other VOPEs for peer support, supporting each other through training workshop resource and conferences; linkages with other National, Regional and Global VOPEs, CSOs and other Institutions in crafting joint

advocacy campaigns to create awareness on the importance of demanding for independent evaluations; Seconding qualified VOPE members to National, Regional and Global consultative reference groups including NOT and POP and other peer support groups on gender equality and equity focused MEL and OET frameworks.

Value Added by Diverse Multi- stakeholders

- **Public Private Partnerships:** provide funding for activities, commissioning research and innovation, sponsor further education for Individual Evaluators
- **CSOs:** Advocacy and awareness on policy change and legal reform, demand gender equality and equity focused evaluations, run programs requiring evaluation
- **National Governments:** National level policy making with enforcement strategies, Legislation with enforcement strategies, funding for development of National Policies, Provide baseline information
- **Development Partners:** Funding for training workshops, conferences and programs, independent evaluations
- **VOPEs:** Peer Support, sharing information, research, publications and learning from one another, dialogue with National governments on legal and policy reform, create demand for evaluation, hold the Government to account
- **Media:** Support dissemination through print and electronic media, awareness creation
- **Universities:** provide degree courses in gender equality and equity focused monitoring evaluation and learning and organizational evaluative thinking frameworks, encourage research and innovation

Chapter B.6:

INPUT RECEIVED FROM INSTITUTE OF APPLIED MANPOWER RESEARCH (IAMR)

NEW DELHI, INDIA

Roundtable on Global Evaluation Agenda 2016-2020

A roundtable consultation was organized on September 26, 2014, by Institute of Applied Manpower Research (IAMR),¹³ New Delhi, India in collaboration with national Planning Commission, Government of India to deliberate on the challenge as to how the global evaluation community can contribute to ensuring that evaluations play a key role in planning and implementation of policies and programmes for attaining future sustainable development goals at national, regional and international levels. The international community has identified four pressing issues in this connection and discussions/ brainstorming sessions are going on to address these important areas.

The roundtable also focused upon the four issues under question. The event witnessed representation of various national, international organizations such as UNICEF, UN Women, ISST, CMS, Planning Commission, 3ie, etc. There were rich deliberations and the summary of the outcomes is mentioned below:

Director-General, IAMR, welcomed all the participants and stated that evaluations serve as tools to redesign developmental interventions. While the importance of evaluations is recognized all around, the results of evaluations are often not taken seriously. He also pointed out that there is a need to develop a culture for evaluation and evidence based policy making at various levels.

ISSUE 1:

What are the most important strategies to ensure governments and parliaments improve

policy making and implementation, by demanding and using equity focused and gender responsive evaluation in decision making?

The discussions suggested:

- Need for formulation of a national evaluation policy emphasizing gender based and equity focused evaluations with awareness generation mechanism among legislators and policy makers on importance of gender mainstreaming in evaluation. The evaluation policy should inter alia include the specific gender sensitive indicators to be taken into account while designing interventions and evaluations. The policy should be flexible and able to adapt itself with varying situations.
- The policy should be simple but focused upon robust design which looks at both short term and long term impacts. A high powered committee should be set up at various levels for vetting project designs and evaluation designs to ensure gender sensitivity.
- The policy should emphasize ethics in evaluation and may provide for a High Powered Committee for evaluation designs with representatives from various stakeholders or Thematic Resource Groups.
- The national policy should be followed up by operational guidelines for evaluation that incorporate equity focused and gender responsive evaluation criteria. These criteria should be based on five basic aspects of evaluation that is efficiency, effectiveness, relevance, impact and sustainability.
- International agencies to evolve a code of conduct of evaluations that emphasizes

¹³ IAMR has since been renamed as the National Institute of Labour Economics Research and Development.

gender and equity and influence local policy makers to work in conformity with such a goal. This can take the form of a 'Convention' or 'Recommendation' that can exert pressure on national governments.

- Post evaluation action taken report by implementing agencies on the basis of the evaluations pointers should be made mandatory and shared with the policy planners, evaluation community as well as the public.
- It is also important to integrate evaluations in the planning process itself.

? ISSUE 2:

What are the most important strategies to ensure that Civil Society Organizations in general and Voluntary Organizations for Professional Evaluation in particular, have stronger institutional capacities to contribute to equity-focused and gender-responsive national evaluation systems?

- Evaluation policy should stress upon mapping, establishing and promoting capacity building institutions and evaluators' competence.
- Encourage formation of national evaluation societies and their interaction with regional and professional evaluation organizations for knowledge and product sharing.
- Promote e-learning on the theory and applications of gender responsive and equity focused evaluations.
- Involvement of academia is extremely important and encouragement to universities to start special courses on monitoring and evaluation is necessary.
- Equity and equality relate to change of behaviours and mind sets. To incorporate these aspects in evaluations, it is necessary to evolve new techniques and methodology that could measure behaviours in more authentic manner. The new techniques can be tried and change in behaviours need to be mapped. Such success stories can be replicated.

- Evaluation is also confronted with changing developmental issues like rights, sustainability, environmental issues and so on which involve complex methodological issues. There should be an appropriate mix of qualitative and qualitative methods to deal with such issues. The capacity building programmes should therefore need to be continuously modified to impart such changing scenario.

? ISSUE 3:

What are the three most important strategies to ensure that individual evaluators have the capability to produce good quality, context-relevant, equity-focused and gender-responsive evaluations?

- Evolve a set of national competencies in tune with international frameworks established by IDEAS or adapt such internationally established competencies frameworks. There should be an accreditation and certification system to ensure availability of competent professional evaluators.
- Strengthen government and private agencies involved in building capacity on evaluations to build a growing cadre of professional evaluators who are sound in focusing in social equity and gender equality.
- Evaluators should upgrade their knowledge with latest tools and techniques through re-training programmes, workshops or knowledge sharing at various forums. An e-Library should be developed to serve as a knowledge and resource centre accessible to all professional evaluators to facilitate this process of knowledge acquisition. E-library should be enriched by contributions from all professional evaluators and experiences of various stakeholders. Some volunteers can form a core group for this purpose.
- There are some resources on gender and equity focused evaluations like gender sensitive indicators developed by the World Bank. There is an international community of practice on gender and evaluations which is trying

bring together experiences and resources on gender. Such resources should be accessed/publicized and countries can adapt them as per their local needs.

? ISSUE 4:

How to ensure that enabling environment, institutional capacities and individual capabilities will mutually reinforce each other? And how to ensure that very diverse multi-stakeholders work in partnership based on their own value added and comparative advantages?

- Mutual reinforcement of enabling environment and institutional and individual capacities is the crucial element. In a way, the presence of these three elements itself may catalyse their working together. Stakeholders need to be convinced that their individual/ group interests also get promoted in the short or long term by working for the causes of social equity and human rights.
- Strategy to work together has to evolve and for this purpose there is a need to have a common language for better understanding.
- Evaluation instruments / protocols / findings may be placed in public domain, with proper and prominent acknowledgement of source of support, so that individuals and institutions feel that it is an opportunity to being recognized by those who refer to the document (i.e. marketing of their skills/professional expertise).
- Participatory approach towards evaluations has strongly been emphasized during deliberations. Community participation including women should be a part of evaluations from the very start.
- The need for a collaborative effort of creating repository/tool kits/webinars stories on evaluations conducted in India and abroad is needed and cases should be pointed out when evaluations made a significant measurable impact of programs.
- A gender specialist can be involved in evaluations to provide gender focus.

Some other Issues that emerged during deliberations (Indian context):

At national level evaluations serve in helping redesign programs. Evaluations may also be used as assessments. Many flagship programs of the government in India with a major share of public spending are functioning ad-hoc. A template for in-house study has been evolved. There is a need to deal with issues of efficiency in allocation. Program Evaluation Office in national Planning Commission has included flexibility in guidelines, flexi-funds for states' developmental interventions. For using such funds there is a need for states involvement in evaluation at grass-roots level, modification of programs and plans and making them better instead of universally applicable programs in the country.

Planning is an exercise in resource allocation and evaluation gives information and statistical evidences so that implementation is done in right manner, process lacuna are identified and corrective measures taken. There is a need for building comprehensive chains of evidences, information to fill in critical gaps to be utilized for improvements in future implementation, evaluation to build strategies and learning. Sustaining these activities is important, including methodological changes, utilization of in-house evaluation, innovation, professionalization and improved accountability. It was further pointed out that evaluation findings are political in nature. There is a need for an overarching evaluation process and though some states have evaluation units - there should be close linkages between state and central evaluation offices.

Country is doing a lot for gender mainstreaming but still it is a daunting challenge. Adding value to evaluation is another issue that needs attention for its better utilisation. Integration of various aspects such as professional evaluators' engagement with CSOs, ensuring first principles of evaluation (if we don't count properly, we can't measure properly), gender-responsive thinking, rights based approach and a need to

work together (strategy for engaging with policy makers) are extremely important. Professionals need to work together with gender specialists.

Governments often think about audit as evaluation - the distinction between the two needs to be made clear, terms like equity and gender responsiveness need to be simplified and universalized. It was pointed out that audit is management of resources and is distinct from performance management, sustainability and evaluation (process, impact).

The purpose of evaluations also depends upon questions being asked, theory of change and causal connections/impact evaluation/answer more questions/how results achieved and why, differential impacts, intended and unintended impacts. It was pointed out that there is a necessity to sensitize government efforts for right action within government and evaluations can aid this process.

Within NGOs the findings of evaluations and ownership of programs by marginalized populations has complex dimensions. The involvement of beneficiaries in evaluation can increase enthusiasm, community participation, FGDs (focus group discussions), stakeholders, enable transformation, and create an environment for people to come forward and share. Creation of measurable indicators and outcomes, and ensure more focus on behavioural change tools should be paid attention. Participants shared through examples that evaluations where stakeholders are involved from the beginning the likelihood of use of evaluations is higher. For instance when evaluations are conducted by Central government, engaging not only the state officers but also district officers is critical as they know what is happening in the field. It was also noted that when communities are involved in the interventions and evaluations, the quality of implementation improves as communities take lead in the programmes affecting them.

There is a need to ensure equity focused evaluations, understand reasons behind evaluation, develop protocols on emerging issues, code of

standardizing ethics, evaluation of programs, long term and short term impact, and gender responsiveness with efforts in capacity building.

There is a lot of anxiety and fear around evaluations because external evaluators are seen as experts who come from outside to judge the intervention. If evaluation is a 'self-improvement and learning exercise' those affected by the evaluation will be more involved in the evaluation process and take greater ownership of evaluation findings.

Participants recognized that programmes have differential impact on women and other marginalized community members because there are differences in vulnerabilities of different population groups. Therefore gender and equity-lens are critical both in the programmes as well as evaluations.

All agreed that while sensitisation around gender and equity focused evaluations is important one also needs to change how evaluations are perceived. More over use of jargons in evaluation can be a stumbling block in understanding of evaluation concepts and engagement of key stakeholders in evaluations which adversely affects the use of evaluation findings.

National Agenda

- There should be a push for a national plan/policy for evaluation.
- There should be a resource mapping with regard to capacity development in evaluation.
- Evaluations are to be mainstreamed in the national planning with focus on social inclusion and gender equality.
- A repository how the behavior change takes place and what has worked should be developed in the form of successful case studies.
- Events should be organized on evaluations by involving university community.

India is planning to work upon on some of the issues mentioned above during a period of one year.

Chapter B.7:

INPUT RECEIVED FROM CENTER FOR ECONOMIC AND SOCIAL RIGHTS (CESR)



Accountability for the Post-2015 Agenda:

A Proposal for a Robust Global Review Mechanism

Member States, UN agencies, and civil society organizations are channeling unprecedented resources and energy towards a new sustainable development agenda that aims to lift billions out of poverty and deprivation, while realizing their human rights, protecting our environment and creating a more just and equitable world. Robust and participatory monitoring and accountability mechanisms can improve the **credibility, ownership and effectiveness** of the Post-2015 Agenda for people and for states, and make the entire process of sustainable development more transformative and responsive to peoples' needs. As the Secretary-General has said, a new paradigm of accountability is in fact “the real test of people-centred, planet-sensitive development.”^a

These processes will create spaces in which States and other actors responsible for the new commitments are answerable to the people and communities whose lives they affect, as well as generate evidence about successful strategies and policies, and emerging problems that require corrective action. The Post-2015 accountability architecture can also foster learning and dialogue and help realize the “leave no one

behind” principle, by providing an effective platform for including and integrating the experiences of the most disadvantaged.

Strong national accountability mechanisms will be a crucial foundation. However, the global level is also a key site for reinforcing the accountability of national governments to their population, as well as fostering mutual accountability between states for their respective responsibilities in meeting their global commitments. In light of the MDGs experience, we highlight three key attributes of a successful Post-2015 accountability system before moving on to specific proposals for the global level review.

1. Although the SDGs will not be legally binding, robust monitoring and accountability should be considered an integral part of the Agenda, not an optional add-on.

The lack of a systematic and well-defined accountability architecture has been commonly identified as a key reason for some major shortfalls in achieving the MDGs, including commitments under MDGs 5 (maternal health) and 8 (the global partnership).^b States should recognize that by participating in accountability mechanisms for the political commitments under the new goals—including by rigorously monitoring progress, correcting setbacks, hearing from stakeholders and people affected and addressing their concerns—they are helping to ensure implementation at all levels.

^a. UN Secretary-General, *The Road to Dignity by 2030: Ending Poverty, Transforming All Lives and Protecting the Planet* (2015)

^b. CESR and OHCHR, *Who Will Be Accountable? Human Rights and the Post-2015 Development Agenda* (2013).

2. Accountability for the Post-2015

Agenda is a matter of universality, not conditionality.

Unlike the MDGs, which applied primarily to developing States, this is a universal agenda and therefore provides an entry point for meaningful monitoring and accountability of domestic implementation by countries at every income level. All States will have the opportunity to participate and provide feedback as equals in reviewing their **differentiated responsibilities** for meeting collective commitments, for example concerning financing. High-income countries will also have to answer for their role in the global partnership, and the coherence of their policies with the overarching goal of sustainable development for all. In this sense, the Post-2015 follow-up and review processes have the potential to turn the old North-South conditionality dynamic on its head.

As such, in addition to reviewing individual States' implementation domestically, mechanisms at the global level should also examine States' impact on Post-2015 progress beyond their borders. This could be a unique strength of a global review mechanism, as compared to national and regional reviews, especially given the magnitude of many of the cross-border challenges we face. A global review should examine the transnational consequences of States' policies and practices, for example in the areas of financing, tax, trade and the environment, which have a major impact on other States' abilities to develop sustainably and realize human rights. It should provide a sense of overall progress and common challenges in creating an international policy environment conducive to the fulfilment of the new goals, highlight issues that require joint action, and share lessons learned across countries and regions. Furthermore, it should allow space for examining the effectiveness and impact of partnerships, particularly those involving the private sector and international financial

institutions, whose role in the implementation of the new commitments must be subject to rigorous scrutiny to guard against potential adverse human rights impacts.

According to General Assembly resolution 67/290, the High Level Political Forum (HLPF) will serve as the venue to “follow up and review progress in the implementation of sustainable development commitments.” As States further define the contours of this global review, they should **take inspiration from existing mechanisms such as the African Peer Review Mechanism and the Universal Periodic Review (UPR) at the Human Rights Council**, a well-established, State-led peer review process that monitors human rights obligations in all States. The other international human rights mechanisms may also be a useful reference point for expert-driven review against global standards, based on dialogue with the State with significant involvement from civil society. Building in particular on the UPR working methods, States should ensure that a global review mechanism for the Post-2015 Agenda has the following characteristics:

A culture of universal participation: While the HLPF review will be voluntary, States themselves must create a culture that expects and incentivizes participation by all. This requires that all States prioritize timely and comprehensive reporting and participate constructively in reviews, including by effectively responding to recommendations.

An interactive dialogue that reviews each State's progress in implementing the Post-2015 Agenda:

This will require that reviewing States and other stakeholders, including civil society, provide feedback and share experiences to advance the implementation of the Post-2015 Agenda. It will also require sufficient time to conduct effectively moderated dialogues. The dialogues should conclude with targeted and human rights-based recommendations to the State under review.

Review of every State three times between 2016 and 2030: This schedule will allow States to report on their implementation of the Post-2015 Agenda (in the first review, this will largely involve their national plans and initial progress) and receive recommendations every 4-5 years.

Comprehensive reporting that feeds into reviews: Reports should consist of:

- *Member State reports*, in which States monitor progress and analyze challenges, and which also are informed by the national-level review processes and stakeholder consultations, particularly with civil society organizations, and are based on disaggregated, updated data.
- *Stakeholder reports*, compiled by the HLPF Secretariat from civil society and others' submissions into official, detailed documents for the review.
- *United Nations reports*, summarizing the assessments of UN agencies as well as the outcomes of other relevant reviews, particularly those from the human rights treaty monitoring bodies and the UPR process. Information should be shared systematically between these different review bodies.

Sufficient support and meeting time for the HLPF: It is critical that the HLPF is adequately resourced to conduct meaningful reviews of implementation. This requires that the HLPF be

given sufficient meeting time to conduct around 40-50 reviews each year and that it has an adequately staffed, permanent secretariat which can support those reviews including periodic follow-up.

Open, participatory, and transparent modalities and a meaningful role for civil society:

A people-centered sustainable development agenda must enable individuals, particularly those from the most marginalized communities, to participate in the reviews. Civil society organizations, including those without ECOSOC status, should be permitted to participate in interactive dialogues, with a trust fund established to support travel and technology for remote participation. Documents should be available in the languages of the country under review, and dialogues should be live webcast.

A web of effective monitoring and accountability:

The HLPF review should be complemented and informed by efforts at the national and regional levels, as well as global thematic review bodies that are mandated to look at overall progress and bottlenecks on specific goals, drawing on relevant international standards (including human rights and environmental standards) and the cumulative evidence from HLPF country reviews. These thematic bodies should be made up of independent experts and could be coordinated by existing specialized bodies, such as UN agencies.

Section C



EvalPartners Initiatives

Chapter C.1: EVALSDGs

(Evaluation – Adding Value and Learning to the SDGs) A Concept Paper



EVALSDGs is a network of interested and skilled policy makers, institutions and practitioners who advocate for the evaluability of the performance indicators of the new SDGs and support processes to integrate evaluation into national and global review systems.

EVALSDGs members work to support the evaluation community to be prepared for evaluating initiatives towards better outcomes for the SDGs and ultimately, the “World We Want”.

For more information contact:

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Introduction

From 2000-2015, the Millennium Development Goals (MDGs) focused global efforts and spurred progress towards achievement of human development goals around the world. Much has been achieved, but a key criticism of the MDGs was that there was insufficient attention paid to generating evidence on achievements and learning from challenges.

In September 2015, the Sustainable Development Goals (SDGs)¹⁴ were adopted by world leaders. The SDGs are aspirational. Progress towards “The world we want” - the headline of the SDGs extensive consultative process - will only come through efforts at every level to turn aspirations into realities¹⁵. It will require learning, innovation and application of effective interventions, at pace and at scale. It will also require effective and accountable leadership and the ability to measure and demonstrate achievement and success.

2015 has also been the “Year of Evaluation” and 2016 is the start of the implementation of the Global Evaluation Agenda. Evaluation supports learning, transparency, accountability and improvement. Evaluation evidence informs, orients and strengthens efforts and interventions under the SDGs. Evaluation of what is working, for whom, and under what conditions will accelerate progress towards “The World we want”.

In the challenging years ahead, evaluation processes can support and empower citizens, institutions and nations to navigate complex problems and take effective actions. For these reasons, and at this unique moment in time, EvalPartners, with the United National Evaluation Group (UNEG) and a wide range of partners around the world are working to establish a strong evaluation partnership to inform, support, measure and assess development efforts around the SDGs: the EVALSDGs Network.

¹⁴ Open Working Group, 2014. Open Working Group proposal for Sustainable Development Goals. <<https://sustainabledevelopment.un.org/sdgsproposal>>

¹⁵ UN General Assembly, 2012. Sixty-sixth session, Agenda item 19: Resolution adopted by the General Assembly on 27 July 2012 - The Future We Want’. p. 12.

Introducing EVALSDGs

This Concept Paper explains the rationale for EVALSDGs, introduces the proposed initial steps and encourages evaluation leaders to become engaged in the dialogue and actions as we contribute to “The World we want.” This paper is a “living document” that will be further developed as the process evolves.

Why EVALSDGs?

IOCE, EvalPartners and the UN Evaluation Group (UNEG)

The International Organization for Cooperation in Evaluation (IOCE)¹⁶ in partnership with UNEG (initially represented by UNICEF, subsequently by UN Women, now by UNEG itself) formed the EvalPartners network in March 2012¹⁷. EvalPartners aims to enhance the capacities of Civil Society Organizations (CSO), particularly Voluntary Organizations for Professional Evaluation (VOPEs), to influence policy makers, public opinion and other key stakeholders so that public policies are based on evidence, and incorporate considerations of equity and effectiveness. EvalPartners has been working to strengthen the enabling environment for CSOs to engage in a strategic and meaningful manner in national evaluation processes, to contribute to improved country-led evaluation systems and

policies and for evaluations that are equity-focused and gender responsive. It led the development of the Global Evaluation Agenda (GEA) 2016-2020 that aligns with the SDGs and will take a key role in coordinating the implementation of the GEA. UNEG is taking an active role in developing approaches for assessing the evaluability of the SDGs.

SDGs Implementation and Review: Adding value through Evaluation

Attention is being given to the monitoring of the SDGs through a series of goals, targets and indicators. These will help countries develop implementation strategies and allocate resources towards achieving the goals. However the focus of the SDGs process is on review and reporting as a report card approach. Evaluation has the capacity to step beyond compliance into engagement in performance assessment, learning, strengthening of accountability mechanisms, as well as feeding into policy and decision-making processes. Strengthening of global and national evaluation capacity will add substantial value to the SDGs implementation process and assist in achieving long term outcomes.

In response to the need to improve effective monitoring and evaluation of the SDGs in a way that maximizes participation and influence on

The Global Evaluation Agenda 2016-2020

The EVALSDGs initiative is aligned with the Global Evaluation Agenda 2016-2020. This aims to strengthen capacities to evaluate progress towards national development goals as well as the SDGs. The Agenda provides a vision for evaluation and focuses on:

1. Strengthening the enabling environment for evaluation
2. Strengthening institutional capacities of Voluntary Organizations for Professional Evaluation (VOPEs) and Civil Society
3. Strengthening individual capacity for evaluation
4. Inter-linkages between enabling environment, institutional and individual capacities

¹⁶ See www.ioce.net

¹⁷ See <http://www.mymande.org/evalpartners>

national systems as well as realizing the potential of evaluation to strongly contribute to the global agenda of the SDGs, EvalPartners, with UNEG and other partners has established EVALSDGs.

EVALSDGs is a network of interested and skilled policy makers, institutions and practitioners who advocate for the evaluability of the performance indicators of the new SDGs, support processes to integrate evaluation processes into national and global review systems and who will work to support the evaluation community to be prepared for evaluating the initiatives towards better outcomes for the SDGs. In this way, EVALSDGs can add value to both the evaluation sector and to the SDGs implementation and review processes.

Why now?

Adoption of the SDGs

The post-2015 development agenda and the SDGs were adopted at a United Nations (UN) Summit in New York from 25th-27th September 2015. Work is currently being undertaken on developing the performance indicators that will apply to each of the 17 agreed global goals.¹⁸ So it is timely to consider how progress towards the SDGs will be evaluated. EVALSDGs can provide a platform for advocacy for inclusion of evaluation in consideration of the SDGs review mechanisms.

The time to learn the lessons from the MDGs starts now....

The UN Evaluation Group (UNEG) has recently published a report on the importance of evaluation to the effective and efficient achievement of

SDGs.¹⁹ The report highlights the contribution of evaluations to accountability, transparency, and evidence-based decision making. It also emphasized the importance of ownership of initiatives by stakeholders that can be generated by evaluations, and especially by making the results of evaluations easily available to stakeholders.²⁰ When thinking about the role of evaluation in the achievement of the SDGs, it is important to consider lessons learned from the experience of implementing the preceding MDGs.

Defining the indicators

The SDG indicators have been the subject of much debate. The indicators associated with MDGs have been criticized for being insufficient to track the progress of the goals and - given the focus on national averages - for masking local disparities in accomplishment.²¹ There has been increasing acknowledgement of the importance of clearly defined targets for good monitoring.²² Evaluation brings a blend of disciplines that can assist in assessing complex processes and situations.

Increasing stakeholder engagement

Stakeholders need to be more engaged in monitoring and evaluation. Good evaluation practice and effective, broad-based stakeholder engagement is needed to assist in providing a useful framework and practices for governments and international agencies to engage stakeholders in generating valid quantitative and qualitative data as evidence for performance monitoring and learning.

¹⁸ Leadership Council of the Sustainable Development Solutions Network, 2014. 'Indicators and a monitoring framework for Sustainable Development Goals: Launching a data revolution for the SDGs (Working Draft)'.

¹⁹ United Nations Evaluation Group (UNEG), 2015. Evidence Changes Lives Realizing Evaluation's Potential to Inform the Global Sustainable Development Goals.

²⁰ UNEG, 2015.

²¹ Sharma, Y. 2014. 'The best way to track the SDGs'. <http://www.scidev.net/global/mdgs/feature/track-sdgs-data-development-goals.html>

²² e.g. Hazelton, A. 2015. 'UN warned of pitfalls of vague SDG targets'. <<http://www.scidev.net/global/mdgs/news/un-pitfalls-vague-sdg-targets.html>>; Piotorski, 2014. 'Scientists 'need to step up' to development goal talks.' <<http://www.scidev.net/global/mdgs/news/scientists-need-to-step-up-to-development-goal-talks.html>>

New opportunities for evidence gathering

The lack of good data is challenging.²³ There are new opportunities arising due to technological advances for new sources of data that could facilitate tracking of the SDG indicators.²⁴ Some examples are remote sensing and satellite data.²⁵ Another opportunity is to make use of private-sector firms' data.²⁶ EVALSDGs can capitalize on such opportunities to encourage the evaluation community to be prepared to integrate new methodologies, practices and sources of data into evaluations relating to the SDGs.

What we want to achieve

EVALSDGs will seek to promote evaluation activities around the SDGs and to orient and support the evaluation community to work on the SDGs agenda in the following ways:

1. Engage with the enabling environment for evaluation relevant to the SDGs
2. Provide a platform for dialogue, advocacy and knowledge generation in relation to evaluation and the SDGs
3. Assist in strengthening the institutional capacities of VOPEs and evaluators to conduct evaluations in support of national SDGs implementation and review processes
4. Foster inter-linkages and interaction between initiatives to strengthen evaluation and implement and review the SDGs

How we will achieve it

The proposed actions of the EVALSDGs initiatives in line with the above strategies and as a contribution to the emerging Global Evaluation Agenda are as follows:

1. Promote evaluation in relation to the SDGs

Proposed actions:

- Work with partners as the development of the SDGs proceeds to assist in promoting effective evaluation practices as an important way to improve evidence-based and participatory processes to achieve the SDGs
- Participate in the enabling environment for the SDGs, particularly in relation to potential review processes for the SDGs
- Encourage National Government involvement in the development of national evaluation systems and policies in support of SDG implementation and review

2. Act as a platform for dialogue on the role and practice of evaluation and the SDGs

Proposed actions:

- Provide a forum for discussion on evaluation practice in relation to the SDGs
- Advocate for a focus on evaluability of indicators, and feasibility of monitoring and data collection and other evaluation practices to enhance the SDGs design-implementation-review cycle
- Work with partners on data generation and evaluation methods relevant to the SDGs
- Strengthen the knowledge base on what works and assist in disseminating good practices and lessons from evaluations
- Prepare advocacy materials on evaluation and craft advocacy statements to be used in public fora, the media, etc. relating to the SDGs

²³ Sustainable Development Solutions Network (SDSN), 2014. 'Indicators and a monitoring framework for Sustainable Development Goals Launching a data revolution for the SDGs'

²⁴ The United Nations Secretary-General's Independent Expert Advisory Group on a Data Revolution for Sustainable Development (IEAG), 2014. 'A World That Counts: Mobilizing the data revolution for sustainable development'.

²⁵ Zomer, A. & Hsu, A. 2015. 'Four hurdles to getting data and science into the SDGs: Rigorous integration will ensure the goals inspire rather than deter commitment, say Angel Hsu and Alisa Zomer.'
<<http://www.scidev.net/global/data/opinion/four-hurdles-data-science-sdgs.html>>

²⁶ Sharma, Y. 2014

3. Assist in strengthening of VOPEs and evaluator capacities to evaluate SDGs

EVALSDGs will consider and support initiatives to strengthen the capacity of members of the evaluation sector, policy makers, government officials, evaluators, civil society representatives and advocates, and other interested actors. It will promote efforts to embed good evaluation practice in the review of SDGs.

Proposed actions:

- Identify opportunities to strengthen the capacity of the evaluation sector to evaluate SDGs through training, mentoring and support to VOPEs and civil society organisations
 - Advocate for VOPEs to work with National Governments to consider evaluations of progress in relation to the SDGs in their national evaluation agendas
 - Include evaluation and evaluability of the SDGs in discussions at key events addressing the 2030 Agenda for Sustainable Development and the Global Evaluation Agenda 2016-2020
 - Encourage innovation by supporting the evaluation sector to embrace new techniques and sources of data to evaluate progress against the SDGs
 - Document and share information on good practices relating to the evaluation of SDGs across the VOPE networks and through professional development opportunities
- Support increased coordination between stakeholders by providing networking opportunities e.g. online forums, events related to evaluation and the SDGs, information and data management portals
 - Identify, disseminate and communicate good practices and lessons learned on how to evaluate SDGs and the results of systematic reviews of relevant evaluations
 - Enhance linkages with other evaluation networks, particularly EvalYouth, EvalIndigenous, EvalGender+ and the Global Forum for Parliamentarians in Evaluation

Next steps

The shaping and launch of EVALSDGs will be participatory in nature, and will leverage existing processes by taking advantage of the existing networks and events organized by different stakeholders globally and at regional and national levels.

It will connect with other networks, organizations and individuals that are interested in contributing to the process. EVALSDGs will be managed through a core group of institutions, led jointly by EvalPartners and the UN Evaluation Group. A wider reference group will be open to all interested organizations and individuals who align with the purpose of EVALSDGs and wish to be engaged with the process.

EVALSDGs was formally launched at the 2015 Global Evaluation Week in Kathmandu, Nepal, in November 2015.

An open discussion forum has been established on www.ioce.net/forum; a twitter account @evalsdgs and a LinkedIn group EVALSDGs. We would welcome your feedback on the Concept Paper and a signal of willingness to engage in the EVALSDGs activities.²⁷

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4. Foster inter-linkages related to the evaluation sector and the SDGs process

EVALSDGs will contribute to coordination and integration between relevant stakeholders around the evaluation of the SDGs.

Proposed actions:

- Identify and map stakeholders interested in SDGs and their evaluation

²⁷ EvalSDGs thanks Community Systems Foundation (CSF) and 'Data For All' for development of the EvalSDGs logo.

Chapter C.2: EVALYOUTH



A global network to promote engagement, innovation, and exchange among young and emerging evaluators, youth stakeholders, and key actors. Launched by EvalPartners, which is led by IOCE and UNEG.

Why EvalYouth?

The achievement of EvalPartners' long-term goals rests heavily upon the decisions taken during the International Year of Evaluation. Evaluation's most vital long-term goal is to contribute to sustainable and equitable development. This goal depends on the production of high-quality evaluations that meet standards for quality dimensions such as utility, feasibility and accuracy. However, an ongoing issue faces the global evaluation community: the pool of skilled evaluators is shallow, and demand far exceeds supply. It is anticipated that adoption of the Sustainable Development Goals (SDGs) could exacerbate this problem by drawing significant attention to evaluation. The challenge facing the global evaluation community and actors whose long-term goals rely upon high-quality evidence is:

How can we increase national, regional, and international capacity to produce high-quality evaluations of sustainable development initiatives?

In addition to the technical expertise of professional evaluators, the quality of evaluations depends on appropriate representation and participation from stakeholders. However, youth are historically and frequently absent from evaluations of policies and programs that impact them. If SDGs are to be fully realized, it is essential to prioritize the inclusion of young people in evaluation processes. The need to include youth in evaluation raises a secondary challenge for worldwide evaluators and those who commission and use evaluations:

How can we advocate for and include the voices of young people in the evaluation process?

To address both challenges, EvalPartners has launched a global network to promote engagement, innovation, and exchange among young and emerging evaluators, youth stakeholders, and key actors.

Why EvalYouth cannot wait

In response to the designation of 2015 as the International Year of Evaluation, and the adoption of the SDGs by the UN General Assembly in September, 2015, the timing is ripe for launching this coordinated effort. But we must act now, and act fast, to capitalize on these synergies.

More specifically, the SDGs, which have replaced the Millennium Development Goals (MDGs), will include calls for high-quality evaluations, with particular focus on relevance and other utility criteria. The development of evaluation capacity at multiple levels (regional, national, and international) is therefore essential. Further, the UN General Assembly Declaration A/RES/69/237 on evaluation²⁸ reiterates the importance of meeting the demand for high quality evaluations, recognized the designation of 2015 as the International Year of Evaluation, and calls for a more coordinated effort to strengthen evaluation capacity. That this declaration was co-sponsored by 48 countries is indicative of global commitment to these ideas.

²⁸ See UN Declaration at <http://www.unevaluation.org/mediacenter/newscenter/newsdetail/105>.

EvalPartners launched EvalYouth to coordinate a global network in support of young and emerging evaluators, in order to ensure that capacity development efforts are aligned with, and responsive to, the challenges faced by newcomers to the evaluation community.

In addition to increasing the demand for evaluation, the SDGs are expected to strategically target equity, which includes promotion and advocacy for the interests of youth. EvalYouth will coordinate global engagement, innovation, and exchange on Youth-Inclusive Evaluation, as a step toward the realization of equity.

This nexus of ideas, coupled with global support, made 2015 the momentous year to launch EvalYouth.

What does EvalYouth want to achieve?

EvalYouth wants to support Young and Emerging Evaluators (YEE), particularly young women, to become technically sound, experienced and

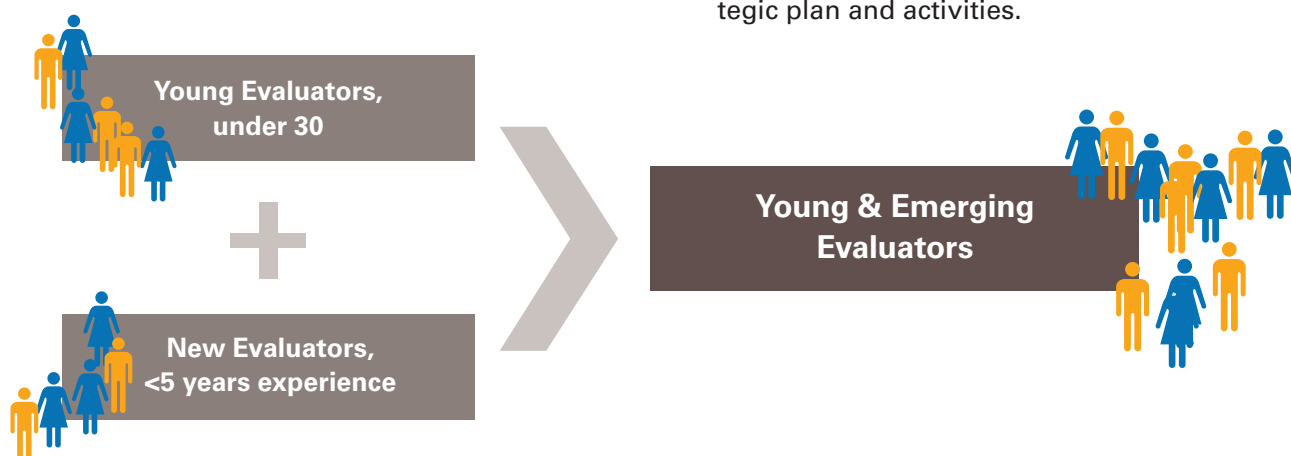
well-networked professionals who contribute to evaluation capacity at national, regional and international levels.

Who are young and emerging evaluators?

- Evaluators under age of 30 years OR
- Novice evaluators who have less than 5 years of professional experience OR
- Recent university graduates who are interested and willing to join the evaluation profession OR
- Development professionals who have technical knowledge on evaluation and willing to become professional evaluators.

EvalYouth objectives for include:

1. Encourage education, relevant courses, learning and training activities for young and emerging evaluators;
2. Encourage the networking and mentoring between young and emerging evaluators with experienced evaluation professionals;
3. Encourage experience sharing and networking among young and emerging evaluators within the international evaluation community;
4. Organize activities that address the specific challenges met at the early stages of a career in evaluation;
5. Encourage VOPEs to integrate the issue of young and emerging evaluators in their strategic plan and activities.



How EvalYouth will achieve it

EvalYouth is a global network that will coordinate activities involving: young and emerging evaluators, youth stakeholders, and key actors. EvalYouth aims to thereby increase the contribution of YEE and youth to equitable and sustainable social development. EvalYouth will cultivate evaluation capacity at national, regional and international levels: a) social mobilization of key actors to **engage** YEE and youth stakeholders, b) promotion of **innovation** in practice, and c) **exchange** of learning and knowledge.

To set the conditions for sustainable progress, EvalYouth is based on 4 principles:

- Inclusiveness and equity
- Building on existing achievements
- Partnership
- Innovation

See EvalYouth Annex 1 for a logic model of EvalYouth, Annex 2 for an overview of EvalYouth outcomes and outputs, and Annex 3 for the budget needed for the implementation of activities.



ENGAGE Impact through social mobilization

Through social mobilization, EvalYouth will enable VOPEs, governments, policy makers, civil society representatives and advocates, international development agencies, academic institutions and other interested actors to coordinate efforts to **better engage young and emerging evaluators in the evaluation field and young people in the evaluation process.**

Outcomes

1. Young and emerging evaluators are better engaged in the evaluation field.
2. Young people are better engaged in the evaluation process.

Proposed strategies for the coming 3 years

- Especially during 2015, the International Year of Evaluation, EvalYouth encouraged young and emerging evaluators (YEE) to get involved in leadership roles. This included enabling many YEEs to participate in the Global Evaluation Forum in Kathmandu, Nepal;
- As part of the 2016-2020 Global Evaluation Agenda, by advocating priorities for YEE;
- Encouraging Voluntary Organizations for Professional Evaluation (VOPEs) to bolster inclusion of YEEs in their governance bodies and in capacity-building programs;
- Encouraging governments and development partners to proactively promote the participation of young people in evaluation of programs and policies that concern them;
- Encouraging governments and development partners to proactively promote the participation of YEE in evaluation;
- Advocate that academic/training institutions develop relevant training courses in evaluation methodologies and approaches that target YEE and Youth-Inclusive Evaluation methodologies;
- Enhance linkages with other evaluation networks and taskforces led by EvalPartners.

Outputs

1. Youth dimension of Global Evaluation Agenda based on inputs of YEE and young people who have been involved in an evaluation process, supported by partners and ready to be implemented beyond 2015;
2. Increased participation of YEE to the 2015 Global Evaluation Forum;
3. Increased contribution of YEE and young people who have been involved in an evaluation process to initiatives and follow up events related to the Global Evaluation Agenda;

4. Recommendations for YEE participation in national evaluation capacities identified and shared with stakeholders;
5. Increased involvement of YEE in VOPE governance, committees and activities;
6. Promotion of networks of YEE within countries, regions and internationally;
7. Recognition Awards for VOPEs and development partners for innovative initiatives engaging YEE or young people in the evaluation process;
8. YEE represented in each Networks and Taskforce led by EvalPartners.



INNOVATE **Impact through** **innovation in practice**

EvalYouth will facilitate innovation in engaging young and emerging evaluators in evaluation and young people in the evaluation process by engaging the community of policy makers and evaluators to **use of new approaches, strategies and methodologies that can attract and take advantage of the ideas and energies of young people.**

Outcomes

1. Young and emerging evaluators benefit from innovative ways to develop their expertise.
2. Young people will benefit from innovative methods used to include them in the evaluation process.

Proposed strategies for the coming 3 years

- Promote and continue developing e-learning courses using public platforms such as EvalPartners and upcoming UNEG e-learning;
- Promote mentoring and internship programmes;
- Document and disseminate good practices, including those related to Youth-Inclusion Evaluation;

- Support capacity for YEE to publish papers scientific journals;
- Encourage projects led by YEE focused on their expertise on information technology and communication.

Outputs

1. Development of a YEE mentoring program;
2. Development of a YEE internship program;
3. Special edition/thematic sections of Evaluation Journals dedicated to YEE and Youth-Inclusive Evaluation practice;
4. Innovation Challenge Program for evaluation projects mobilizing YEE expertise on information technology and communication;
5. Publishing two “Blue Books” (<http://www.mymande.org/selected-books>): one on good practices and experiences engaging YEE, and the other on good Youth-Inclusive Evaluation practices.



EXCHANGE **Impact through learning and** **knowledge sharing**

EvalYouth will serve as a platform to **share knowledge, learning and experiences** on the best ways to strengthen the engagement of young and emerging evaluators in the evaluation field and strengthen the inclusion of young people in the evaluation process.

Outcomes

1. Young and emerging evaluators are connected and contribute to the global evaluation community.
2. Young people are purposefully and meaningfully included in the evaluation process.

Proposed strategies for the coming 3 years

- Organize webinars to share knowledge on the engagement of YEE or inclusion of young people in the evaluation process;

- Develop a webpage, including a crowd-sourced interactive map of EvalYouth-aligned activities;
- Initiate a EvalYouth Blog;
- Promote EvalYouth activities through social media (Twitter, LinkedIn, Facebook, etc.);
- Learn from initiatives conducted around the world engaging YEE and young people in evaluation.

Outputs

1. Sponsor a series of webinars targeting the needs of YEE and Youth-Inclusive Evaluation practice offered in different languages;
2. “EvalYouth strand” included in conference programs of South based regional conferences (AfrEA, CoE-SA, EvalMENA, EvalEurasia, ReLAC, RFE);
3. Organization of two “EvalYouth conferences”: one virtual in 2016, one face-to-face in 2017;
4. Increased participation by YEE from Official Development Assistance (ODA) countries in major evaluation conferences through a scholarship program;
5. Optimization of the EvalYouth Forum and other communication channels with the global community;
6. Implementation of an awards program (e.g., innovative contribution to the field of evaluation, best evaluation report, best paper accepted in a peer-review journal, best thematic paper by an university student, innovative contribution to Youth-Inclusive Evaluation).

What’s Next?

The shaping and launch of EvalYouth will be participatory in nature, and will leverage existing processes within and following the International Year of Evaluation, by taking advantage of the existing events organized by many stakeholders within the framework of the Year of Evaluation and subsequent events during 2016-2020.

It will connect with other networks, organizations and individuals that are interested in contributing to the process. EvalYouth will be managed through a core group of institutions, led by EvalPartners. A wider reference group will be open to all interested organizations and individuals who align with the purpose of EvalYouth and wish to be engaged with the process.

EvalYouth was formally launched at the 2015 Global Evaluation Week held at the Parliament of Nepal in Kathmandu on 25 November. There will be monthly updates from the EvalYouth co-chairs thereafter.

How You Can Help

Feedback

An open discussion forum has been established on www.ioce.net/forum. The EvalYouth Co-chairs would welcome your feedback on the Concept Paper.

Volunteer

Consider volunteering to help with an EvalYouth-sponsored initiative or volunteering to organize an EvalYouth-aligned event.

Partnership

Feedback and donation of time are necessary, but insufficient to build and sustain momentum for EvalYouth activities. Financial donations are also needed to ensure the inclusion of important voices, to foster innovation, and establish partnerships across the globe.

For more information

For additional information on EvalYouth, please contact:

Marie Gervais

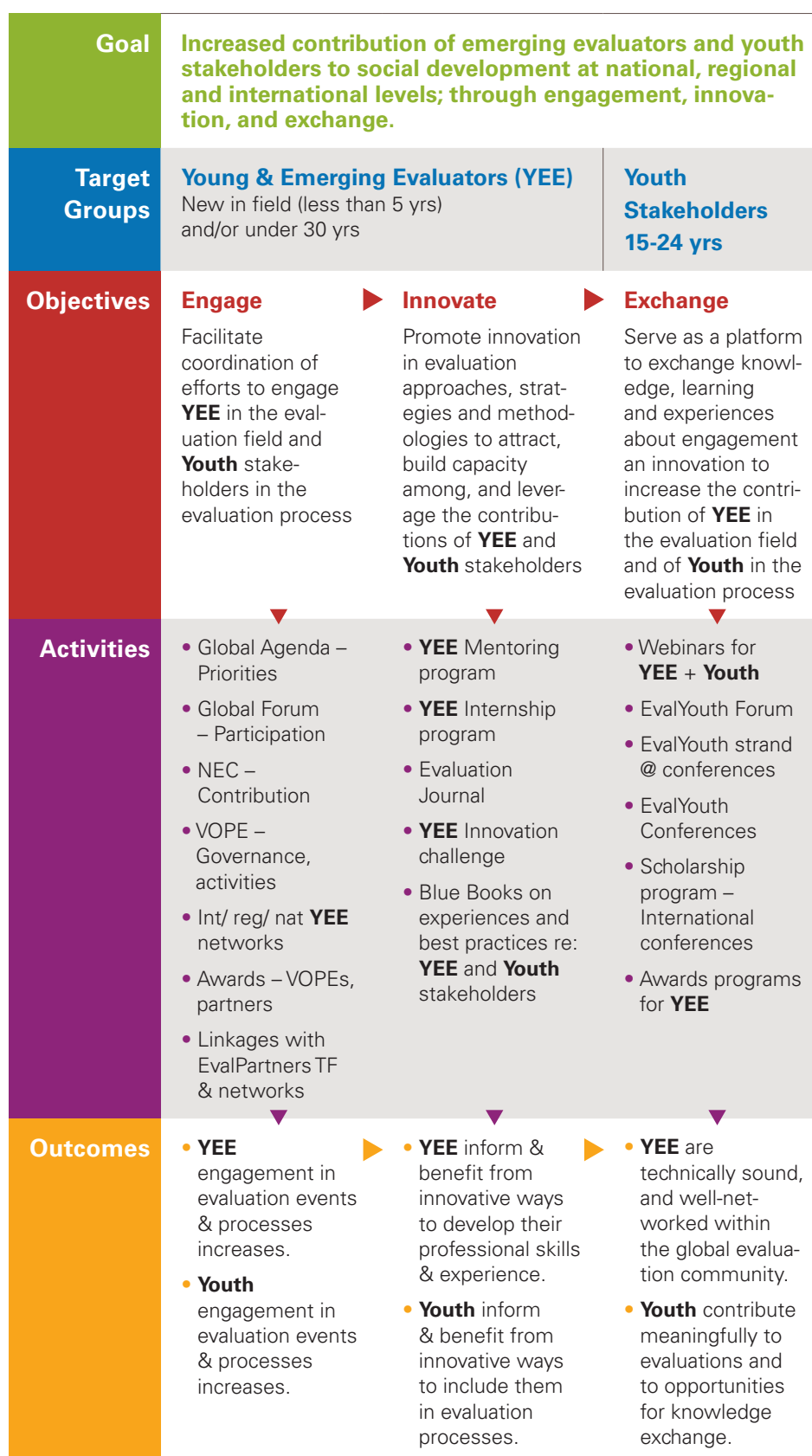
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EVALYOUTH ANNEX 1: EvalYouth Logic Model

PRINCIPLES:
Inclusiveness and equity, building on existing achievements, empowerment of actors, partnership



KEY ACTORS:
VOPEs, governments, policy makers, civil society representatives and advocates, international development agencies, academic institutions, and other partners

EVALYOUTH ANNEX 2: Overview of EvalYouth Aims and Outputs

Project aim	Outputs
 ENGAGE: Impact through social mobilization	
Outcome 1 1.1 Young and emerging evaluators are better engaged in the evaluation field 1.2 Young people are better engaged in the evaluation process	Output 1.1 Youth dimension of Global Evaluation Agenda based on inputs of YEE and young people who have been involved in an evaluation process, supported by partners and ready to be implemented beyond 2015 Output 1.2 Strong participation of YEE in the 2015 Global Forum Output 1.3 Increased contribution of YEE and young people who have been involved in an evaluation process to initiatives and follow up events arising from the Global Evaluation Agenda Output 1.4 Recommendations for YEE participation in national evaluation capacities identified and shared with stakeholders Output 1.5 Increased involvement of YEE in VOPE governance, committees and activities Output 1.6 Promotion of networks of YEE within countries, regions and internationally Output 1.7 Recognition Awards for VOPEs and development partners for innovative initiatives engaging YEE or young people in the evaluation process Output 1.8 YEE represented in each networks and taskforces led by EvalPartners
 INNOVATE: Impact through innovation in practice	
Outcome 2 2.1 Young and emerging evaluators benefit from innovative ways to develop their expertise 2.2 Young people will benefit from innovative methods used to include them in the evaluation process	Output 2.1 Development of a YEE mentoring program Output 2.2 Development of a YEE internship program Output 2.3 Special edition/thematic sections of Evaluation Journals dedicated to YEE and Youth-Inclusive Evaluation practice Output 2.4 Innovation Challenge Program for evaluation projects mobilizing YEE expertise on information technology and communication Output 2.5 Publishing two "Blue Books" (http://www.mymande.org/select-ed-books): one on good practices and experiences engaging YEE, and the other on good Youth-Inclusive Evaluation practices
 EXCHANGE: Impact through learning and knowledge sharing	
Outcome 3 3.1 Young and emerging evaluators are connected and contribute to the global community evaluation 3.2 Young people are purposefully and meaningfully included in the evaluation process	Output 3.1 Sponsor a series a webinars targeting the needs of YEE and Youth-Inclusive Evaluation practice offered in different languages Output 3.2 "EvalYouth strand" included in conference programs of South based regional conferences (AfrEA, CoE-SA, EvalMENA, EvalEurasia, ReLAC, RFE) Output 3.3 Organization of two "EvalYouth conferences": one virtual (2016), one face-to-face (2017) Output 3.4 Increased participation by YEE from ODA countries in major evaluation conferences through a scholarship program Output 3.5 Optimization of the EvalYouth Forum and other communication channels with the global community; Output 3.6 Implementation of an awards program (innovative contribution to the evaluation field, best evaluation report, best paper accepted in a peer-review journal, best thematic paper by an university student, innovative contribution to Youth-Inclusive Evaluation)

Chapter C.3: EVALGENDER+



The global partnership to promote the demand, supply and use of Equity Focused and Gender Responsive Evaluations

Why EvalGender+

Gender equality and social equity are central to ensure the realization of sustainable and equitable development, including in emergency and humanitarian contexts. The persistence of social inequity and significant gender inequalities in the world, including in low, middle and high income countries, presents a major barrier to development, negating fundamental human rights and the expansion of human freedoms. The Sustainable Development Goals (SDGs) include gender-equality and reducing inequalities as two stand-alone goals (SDG 5 and SDG 10). These are also mainstreamed within all goals. Given that the SDGs will be “localized” in national development goals and strategies, gender equality and social equity are expected to be among the key strategies and outcomes mainstreamed in global and national development strategies.

In addition, the recent UN General Assembly resolution on national evaluation capacity development, co-sponsored by 48 countries, reiterates the importance of strengthening national capacity for evaluation, recognizes the designation of 2015 as the International Year of Evaluation, and invites for a more coordinated support in strengthening national capacity for the evaluation of national development policies and programmes.

In this context, the global evaluation community is facing an overall challenge:

How the global evaluation community can strengthen national evaluation systems, with the aim of contributing to the achievement of global and localized SDGs, by providing relevant and good-quality equity focused and gender-responsive evidence?

In line with the UN Resolution, and to address the challenge above, a global multi-stakeholder partnership to leverage existing initiatives to strengthen the demand, supply and use of equity focused and gender responsive evaluations is paramount. Stronger coordination and networking among governments, Civil Society Organizations (CSOs), including Voluntary Organizations of Professional Evaluators (VOPEs), UN agencies, international organizations, academia, think tanks and private foundations could maximize existing experiences by creating effective synergies among these stakeholders and ultimately bigger impact.

Why now

As the world transitions into the post-2015 sustainable development agenda with a new set of SDGs, with an increased emphasis on gender equality and reducing inequalities, and the General Assembly adopts a new resolution reaffirming the importance of strengthening national evaluation capacity recognizing 2015 as the International Year of Evaluation, there is an unprecedented opportunity to better inform the SDGs at the global, regional and national level with credible equity focused and gender responsive evaluative evidence. Channeling this evidence into the post-2015 agenda will be achieved through mainstreaming social equity and gender responsiveness into the evaluability of the SDGs and engendering evaluation systems and policies, requiring the full coordinated participation of all interested stakeholders.

What do we want to achieve

EvalGender+ wants to contribute to achieving social equity and gender equality by

1. Enhance the implementation of social equity and gender responsive strategies within SDGs and local national development plans by providing a framework to evaluate the SDGs with equity focused and gender responsive lens, and enhance related national evaluation capacities. A roadmap is provided in the EvalGender+ Annex.
2. Engendering development policies through equity focused and gender responsive evaluation.

How we will achieve it

EvalGender+ intends to coordinate and maximize efforts in strengthening equity focused and gender responsive evaluation, through a) social mobilization of key actors; b) promotion of practical innovation; and c) facilitation of learning and sharing of experiences.



MOBILIZE AND ADVOCATE

Impact through social mobilization

Through social mobilization, EvalGender + will enable policy makers, members of parliaments, government official, evaluators, civil society representatives and advocates, and other interested actors to coordinate efforts to better engender national evaluation systems and policies.

Proposed actions

Engender:

- 2015 International Year of Evaluation, by advocating equity-focused and gender responsive evaluation will be one of the four main themes to be discussed at the international events that will host the “evaluation torch”

- The 2016-2020 Global Evaluation Agenda, by advocating equity-focused and gender-responsive evaluation will be included
- Global SDGs and national development strategies, by advocating they will be evaluated with an equity focused and gender responsive approach
- Parliamentary Forums for evaluations, by advocating equity focused and gender responsive evaluation are included in their mission and workplans
- National Evaluation Systems, by supporting the institutionalization of equity focused and gender responsive evaluation at the national level
- Voluntary Organizations of Professional Evaluators, by encouraging inclusion of equity focused and gender responsive evaluation principles in their mission, standards and activities
- Evaluation functions or policies of UN agencies, by encouraging they comply with the UNEG guidance on integrating human rights and gender equality in evaluation



INNOVATE

Impact through innovation in practice

EvalGender+ will facilitate innovation in equity focused and gender responsive evaluation by engaging the community of policy makers and evaluators to advance and promote the demand, supply and use of new approaches, strategies and methodologies that can respond to achieving gender equality and social equity.

Proposed actions

- Promote and continue developing equity focused and gender equality e-learning courses using public platforms such as EvalPartners and upcoming UNEG e-learning

- Publish papers on equity focused and gender equality evaluation in scientific journals
- Nurture a global repository of gender-responsive evaluations and evaluation of gender equality initiatives, expanding the existing Gender Equality Evaluation Portal
- Promote the development and use of systemic reviews on gender issues through joint initiatives such as the on-going UN Women/UNEG/EvalPartners one
- Document Good Practices, including through the systematization of the Evaluation Performance Indicator of the UN System Wide Action Plan on Gender Equality
- Expand the Gender and Evaluation Community of Practice/Blog Gender and Evaluation
- Promote equity focused and gender equality evaluation thought social media (twitter; LinkedIn; YouTube)
- Organize a consultation in February 2016 among EvalGender+ stakeholders and networks on lessons and experiences with the integration of equity focused and gender responsive approached into national evaluation policies and systems. The results of the e-consultation will be systematized and feed into a High level and a Technical Meetings* on national, regional and global capabilities to evaluate social equity and gender equality within SDGs, including SDG5 and SDG 10.



SHARE

Impact through learning and knowledge sharing

EvalGender+ will serve as a platform to share knowledge, learning and experiences on the best ways to strengthen the demand, supply and use of equity focused and gender responsive evaluations.

Proposed actions

- Organize webinars and short (15') virtual coffee-breaks to share knowledge on equity focused and gender responsive evaluation
- Develop a 2.0 webpage, including crowdsourced interactive map for initiatives relevant to equity focused and gender-responsive evaluations

What's next

The shaping and launch of EvalGender+ will be participatory in nature, and will leverage existing processes within the International Year of Evaluation, by taking advantage of the existing events organized by several stakeholders within the framework of the year of evaluation.

EvalGender+ was formally launched at the 2015 Global Evaluation Week held at the Parliament of Nepal in Kathmandu on 24 November, 2015.

For additional information on EvalGender+, please contact:

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* UNEG, EvalGender+ and the UN Women Independent Evaluation Office are planning two seminars to enhance the evaluability of the SDGs: a technical workshop on the evaluability of social equity and gender dimensions in the SDGs including SDG 5 and SDG10, and a High Level event on enhancing the enabling environment for the evaluability of social equity and gender mainstreaming within the SDGs.

EVALGENDER+ ANNEX: Towards an equity-focused and gender-responsive evaluation framework for the Sustainable Development Goals

Background

The Rio+20 Conference - the Future We Want - generated new momentum for achieving sustainable development. Member States agreed to start developing the new Sustainable Development Goals (SDGs) building on the millennium Development Goals (MDGs) and converging with the post-2015 Development Agenda. The SDGs will be adopted during the high-level plenary meeting of the United Nations General Assembly in September 2015.

In his report “A life of dignity for all” (A/68/202), the UN Secretary General highlighted the crucial importance of developing a comprehensive monitoring framework and robust accountability mechanisms for monitoring the post-2015 Development agenda. The report emphasizes the urgent need to further improve data collection, dissemination and analysis as well as improving baseline data and statistics. Furthermore, the new post-2015 agenda will need to measure a broad range of indicators that require disaggregated data to capture gaps within and between population groups.

A Follow-up and Review Mechanism will accompany the SDGs to ensure that evidence informs SDG implementation. The framework will be country-led, inclusive and participatory. Evaluation will play a crucial role to support effective and efficient SDG implementation. Evaluation will offer evidence-based learning on how policies and programmes delivered results and what needs to be done differently.

Rationale

As 2015 is the confluence of the International Year of Evaluation and the year in which the SDGs will be adopted, it is important for the

global evaluation community to facilitate the development of a framework to evaluate progress towards the achievement of the SDGs. Different UN agencies are starting to think on how to enhance the evaluability of the SDGs, and in particular those that pertain to their areas of work**.

Progress on social equity and gender equality is fundamental for realizing human rights for all, creating and sustaining peaceful societies, and building socially inclusive and sustainable development trajectories where the benefits of development are equitably shared. The on-going intergovernmental discussions on Sustainable Development Goals (SDGs) provide an important opportunity to build on the lessons learnt from the Millennium Development Goals (MDGs) in order to tackle social inequity and gender inequality in all its dimensions, promote the social, economic and political inclusion of all, and realize the full spectrum of human rights as set out in international human rights norms and global agreements. The global evaluation community has an important role to play in supporting evaluation of progress towards achieving social equity and gender equality within all SDGs and in SDG 5 and 10 in particular.

A multi-stakeholder movement to facilitate evaluation of social equity and gender equality within SDGs, including SDG5 and SDG 10

For the above-mentioned reasons, UNEG, EvalGender+ and the UN Women Independent Evaluation Office are starting a multi-stakeholder movement to enhance national, regional and global capabilities to evaluate social equity and gender equality within SDGs, including SDG5 and SDG 10, as well as related national and regional development goals. ►

** Evaluation offices of the Rome-based agencies are organizing a technical seminar on enhancing the evaluability of SDG 2 – How to evaluate progress towards SDG 2 – end hunger, achieve food security and improved nutrition and promote sustainable agriculture? To take place in Rome on 17-18 November 2015.

- ◀ In order to attain the overall outcome of enhancing capacity to evaluate social equity and gender equality within the SDGs including SDG 5 and SDG 10, an equity-focused and gender-responsive framework to evaluate the SDGs will be developed.

The process to develop it will be a participatory one in which several stakeholders will be engaged. In addition to a global on-line consultation, UNEG, EvalGender+ and the UN Women Independent Evaluation Office are planning two seminars to enhance the evaluability of the SDGs: a technical workshop on the evaluability of social equity and gender dimensions in the SDGs including SDG 5 and SDG10, and a High Level event on enhancing the enabling environment for the evaluability of social equity and gender mainstreaming within the SDGs. The Technical Workshop is proposed to take place in April 2016 in Geneva. The High Level event is proposed to take place at the 2016 Annual Meeting of the Commission on the Status of Women in March in New York. The outcomes of these two seminars will identify issues affecting the evaluability of mainstreaming social equity and gender equality in the SDGs and of SDG 5 and SDG 10 at global, regional and country levels and a set of broad actions for civil society and governments to take into consideration to enhance the enabling environment to evaluate progress towards social equity and gender equality in the SDGs.

Technical workshop, Geneva, 25-29 April 2016 (TBC): *Evaluability of social equity and gender dimensions in the SDGs: How can we evaluate progress towards the results of mainstreaming social equity and gender equality in the SDGs?*

This technical workshop will provide an opportunity to reflect and discuss on the lessons learned from previous attempts to evaluate progress of the MDGs. It will identify the factors to take into consideration to effectively evaluate the progress towards mainstreaming social equity and gender equality in the SDGs,

including the sound monitoring of the SDGs. The workshop will also focus on the conditions that will make progress of SDG 5 and SDG 10 evaluable. The workshop will contribute to a shared understanding of how social equity and gender equality could be evaluated within the SDGs, and how to evaluate progress of SDG 5 and SDG 10 in particular.

Stakeholders: Technical staff from Evaluation Offices from UN agencies, multilateral and bilateral development agencies, academic institutions, including specialized research centers and think tanks, private foundations, private sector, voluntary organizations of professional evaluators (VOPES).

High Level event, New York, March 2016, during CSW 60 (TBC): *Enhancing the enabling environment for the evaluability of social equity and gender mainstreaming within the SDGs.*

The High Level event will focus on the role of evaluation in the post-2015 agenda, and how to enhance the enabling environment to better position United Nations system, international organizations and countries themselves to evaluate progress towards social equity and gender equality. The objective of the High Level event is to engage delegates from member countries, representatives from women's organizations and private foundations as well as UN agencies in a global discussion to identify concrete action points for building an enabling environment to evaluate the SDGs with equity-focused and gender-responsive lens. The focus will be in all SDGs but primarily in SDG 5 and SDG 10 which looks at social equity and gender equality.

Stakeholders: Delegates from Member States at the UN in NY, Representatives from Women's Organizations, Private Foundations, UN Agencies, multilateral and bilateral development agencies, academic institutions, including specialized research centers and think tanks, private sector, voluntary organizations of professional evaluators (VOPES).

Chapter C.4: GLOBAL PARLIAMENTARIANS FORUM FOR EVALUATION



Concept Note to Strengthen Engaging Parliamentarians in Evaluation in the context of Sustainable Development Goals and in line with Global Evaluation Agenda 2016-2020

Background:

The parliamentarians' movement for evaluation has rapidly grown in past few years. Particularly during 2014-2015, regional parliamentarians' fora were created in Africa, East Asia, (www.pfeea.org), Latin America (<https://foropelac.wordpress.com/>) and MENA regions. The first ever parliamentarians forum; The Parliamentarians Forum for Development Evaluation (PFDE) was established in South Asia in early 2013 (www.pfde.net). This was a historical milestone as the first time in the history parliamentarians raised their voices to advocate for national evaluation policies and to commit to put evaluation at the core of the agenda at the country level. Thereafter parliamentarians were featured in many international evaluation events for promoting national evaluation capacities. In this vein, one of the key milestones is the study on "Mapping Status of National Evaluation Policies" which was conducted by PFDE with support from EvalPartners. Also PFDE conducted a regional consultation in South Asia on national evaluation policies where all eight countries in the region prepared action plans.

African Parliamentarians Network on Development Evaluation (APNODE) was initiated at the AfrEA conference held in Yaounde, Cameroon in March 2014, a year after the initiation of PFDE. APNODE is hosted and supported by the African Development Bank and it is the most formal group among all the parliamentarians' forums currently active.

More importantly, the first ever **national** parliamentarians' forum for evaluation was initiated in Nepal by a group of parliamentarians.

In this context, EvalPartners together with other stakeholders, organized a one-day meeting entitled "Towards a Global Parliamentarians Forum for Evaluation" which was held in Dublin, Ireland on 2nd October 2014 at the EES conference. The meeting was attended by parliamentarians from different regions, regional VOPE leaders and representatives of international organizations. Ms. Caroline Heider, Senior Vice President of the World Bank, made the keynote speech highlighting the importance of parliamentarians engaging in evaluation. As agreed in the meeting it was decided to launch the Global Parliamentarians Forum for Evaluation during Global Evaluation Week in Nov 2015. It was launched on 25th Nov by Hon. Kabir Hashim, Leader of the Forum at the Parliament of Nepal.

Why it is important for parliamentarians to promote use of evaluation

Developing and strengthening evaluation policies in countries is important for good governance and effective development. The adoption of the Sustainable Development Goals (SDGs) in September 2015 and their focus on country-led evaluation in line with identified priorities for SDG targets that are most relevant to the national and local context have also emphasized the need for countries to strengthen their data collection, analysis and review processes. One of the key principles of SDGs, "No one left behind," points

to the importance of achieving equity focused and sustainable development. It is a challenge in many countries that disadvantaged communities sometimes do not get benefits of development. That is why equitable development needs to be emphasized with equity focused and gender responsive evaluation.

More over EvalPartners in collaboration with other stakeholders developed and launched the Global Evaluation Agenda 2016-2020 at the Parliament of Nepal according to which national evaluation policies and systems play and important role at country level. According to the study on “Mapping status of national evaluation policies”, only 20 countries have established national evaluation policies. It shows how far the journey ahead is and where we stand now. The Global Parliamentarians Forum is planning to further advance the important work on NEP and systems and proposes the following strategy.

Goal:

The goal of the Global Parliamentarians Forum is to advance the enabling environment for nationally owned, transparent, systematic and standard evaluation processes in line with the principles of “No one left behind” and National Evaluation Policies with equity-focused and gender responsive lens at the country level that are aimed at contributing to good governance and sustainable development.

Objectives:

1. To enhance evaluation technical capacity of parliamentarians and national parliaments to promote evaluation culture.
2. To advocate more parliamentarians and national parliaments to create enabling environments for evaluation.

3. To promote the evaluation function for Sustainable Development Goals in the framework of “No one left behind”.
4. To mobilize and advocate for the international community, including United Nations, to strengthen evaluation capacity of national parliaments.

Proposed activities:

1. Governance and establishment of the Secretariat

The Interim Steering Committee was established in the first face-to-face meeting held at the Parliament of Nepal. The Interim Steering Committee will:

- Finalize the governance structure and confirm the Steering Committee
- Establish Secretariat of the Global Parliamentarians Forum
- Engage necessary stakeholders
- Prepare and finalize the strategic plan
- Work on fund raising for next 2-3 years period

The current Interim Steering Committee will comprise of following members:

- i. Hon. Kabir Hashim, Sri Lanka (Leader)
- ii. Hon. Ananda Pokharel, Nepal
- iii. Hon. (Dr) Susan Musyoka, Kenya
- iv. Hon. Natalia Nikitenko, Kyrgyzstan
- v. Hon. Samuel Hoyos, Colombia
- vi. Hon. Olfa Soukri Cherif, Tunisia
- vii. Hon. Pol Ham, Cambodia
- viii. Asela Kalugampitiya, (Secretariat)
- ix. Ada Ocampo, (Secretariat)

Parliamentarian representatives from Europe, Australia, North America, East Asia and Francophone countries will be invited to be added to the Steering Committee, since there are no representatives from those regions at

the moment and will be filled gradually. The Parliament of Sri Lanka has agreed to host the secretariat for the Global Parliamentarians Forum, and UNICEF has agreed to support the secretariat. In 2016 the Interim Steering Committee will meet at least every three months to ensure establishment of the Global Parliamentarians Forum. UN Women Independent Evaluation Office, UNICEF Evaluation Office, Government of Finland and some other international partners will also be invited to be observers of Steering Committee meetings.

The Global Parliamentarians Forum will also be supported by an International Stakeholders Advisory Committee. This will comprise of representatives from (one each up to a total of 10 members): Inter-Parliamentarians Union (IPU), Common Wealth Parliamentary Association (CPA), UN Women Evaluation Office, UNICEF Evaluation Office, United Nations Evaluation Group (UNEG), EvalPartners, IOCE, CLEAR Initiative, African Development Bank and one other decided by the Steering Committee.

A group of volunteers from Latin America is developing a website for the Global Parliamentarians Forum which will be launched in January 2016.

2. Knowledge Generation on National Evaluation Policies and Systems

The Mapping Report published by the South Asian Parliamentarians Forum in December 2013 and updated in 2015, raised important issues concerning National Evaluation Policies (NEP). Based on the mapping report there are 20 countries which have established NEP and systems. Selected examples of 10 countries have been documented under the Innovation Challenge Initiative supported by EvalPartners. They are available online in the “Publications” sections of the <http://www.pfde.net/>. EvalPartners also published “National Evaluation Policies for Equitable and Sustainable Development – How

to Integrate Gender Equality and Social Equity in National Evaluation Policies and Systems” [http://www.mymande.org/sites/default/files/files/NationalEvaluationPolicies_web-single-color\(1\).pdf](http://www.mymande.org/sites/default/files/files/NationalEvaluationPolicies_web-single-color(1).pdf) which includes concrete examples from countries. The following knowledge products will be developed during the next two years.

- 2.1** Develop and publish a handbook on National Evaluation Policies which includes currently established NEPs and constitutional provisions. (This will be a short, easy to read version based on EvalPartners NEP handbook).
- 2.2** Develop and publish a brief hand book on “Importance of engaging parliamentarians in evaluation” which will be translated in to French, Spanish, Russian and Arabic.
- 2.3** Develop simple (and easy to read) technical materials on equity-focused and gender responsive evaluation.
- 2.4** Facilitate webinars on NEPs, SDGs and country actions.
- 2.5** Create and facilitate a social media campaign.
- 2.6** Develop a brochure on the Forum in English, French, Spanish, Russian and Arabic.

3. Strengthening Regional Forums and Consultations on NEPs

- 3.1** Regional parliamentarians forums will be strengthened.
- 3.2** Parliamentarians will be encouraged to establish national parliamentarians forums.
- 3.3** Support regional forums to conduct “regional consultations on NEP” in selected regions.

Consultations in Asia-Pacific, Africa, MENA, Latin America and CIS regions can be conducted in coming years.

4. Joint Implementation and Collaboration with EvalGender+ and EVALSDGs

EvalGender+ which is a new network launched by EvalPartners received funding from the Government of Switzerland. It has certain components to implement for parliamentarians in collaboration with the Global Parliamentarians Forum. It is also needed for the Forum to work closely with the EVALSDGs Network.

4.1 Participation of 5 parliamentarians at the High Level Event on Enhancing the enabling environment for the evaluation of SDGs with a social equity and gender responsive lens to be held in March 2016.

4.2 Technical assistance to six countries by conducting workshops. The countries will be selected using criteria where there is strong parliamentarians group, strong government support for evaluation, strong VOPE and interest for evaluation culture in the country.

4.3 Support to Parliamentarians Forum including travel for 15 MPs.

5. Major Events, Evaluation Conferences and International fora

5.1 All major evaluation conference organizers will be requested to include parliamentarians' session facilitated by parliamentarians.

5.2 All member parliamentarians will be encouraged to make presentations at evaluation conferences.

5.3 Jointly organize the 2017 Evaluation Week in a national parliament (referring to fund availability under 4.3).

6. Coordination and Follow up Support to Country Partners in NEPs

A Coordinator will provide coordination support to the Global Parliamentarians Forum and Regional Parliamentarians Forums. The Coordinator will also provide follow up support to country partners particularly for the country work plans developed in regional consultations. When and where necessary, the Coordinator will conduct missions to countries to provide further support.

7. Global Advocacy

7.1 Build strategic partnership with IPU and CPA.

7.2 Lobbying importance of national evaluation capacity building at the UN General Assembly.

The more detailed strategic plan will be developed in Steering Committee meetings.

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Website:

<https://globalparliamentarianforum.wordpress.com/>

Facebook:

<https://web.facebook.com/Global-Parlamentarians-Forum-for-Evaluation-148732411576569/timeline/>

Twitter:

https://twitter.com/@eval_gpf/

Youtube:

<https://www.youtube.com/channel/UCMtZutuzjmQe5twb7pBckHA>

Chapter C.5: EVALINDIGENOUS

Draft Concept Paper and Action Plan



EvalIndigenous is a multi-stakeholder partnership which, through the recognition of the different world views and valuing the strengths of Indigenous evaluation practices will advance the self-determination of Indigenous peoples to lead and contribute to global evaluation practice and endeavors.

EvalIndigenous will facilitate spaces to ensure Indigenous peoples self-determine their evaluation agenda, and cultivate and promote the understanding and use of different evaluation approaches and methods to ensure evaluators and evaluations are culturally responsive and inclusive. Ultimately we will hear, feel and see the improvement of community well-being including the physical, mental, economic, emotional and spiritual development of individuals, families and communities, through our evaluative practice and endeavors.

EvalIndigenous will attempt to inform individuals engaged in evaluation with Indigenous communities through a) documenting the evaluation and research protocols developed by Indigenous communities and organizations; b) facilitating learning and sharing of experiences c) promoting innovation in approaches and methods used in Indigenous evaluation and, d) disseminating information regarding 'lessons learned'.

Why EvalIndigenous?

The importance of evaluation use in program improvement and policy development cannot be understated. Neither can the differences between an Indigenous evaluation paradigm and the dominant evaluation paradigm. For too long governments and funders have evaluated programs implemented in Indigenous communities using transient evaluators, who are unfamiliar with the cultural realities, protocols and community contexts.

According to the UN, the most fruitful approach is to identify, rather than define indigenous peoples. This is based on the fundamental criterion of self-identification as underlined in a number of human rights documents.

The term "indigenous" has prevailed as a generic term for many years. In some countries, there may be preference for other terms including tribes, first peoples/nations, aboriginals, ethnic groups, adivasi, janajati, etc.

Occupational and geographical terms like hunter-gatherers, nomads, peasants, hill people, etc., also exist and for all practical purposes can be used interchangeably with "indigenous peoples".

In many cases, the notion of being termed "indigenous" has negative connotations and some people may choose not to reveal or define their origin. Others must respect such choices, while at the same time working against the discrimination of indigenous peoples.

Understanding the term “indigenous” seeks for us to consider the diversity of indigenous peoples, with the UN having developed a modern understanding of this term based on the following:

- Self- identification as indigenous peoples at the individual level and accepted by the community as their member
- Historical continuity with pre-colonial and/or pre-settler societies
- Strong link to territories and surrounding natural resources
- Distinct social, economic or political systems
- Distinct language, culture and beliefs
- Form non-dominant groups of society
- Resolve to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities

In order to strengthen and make evaluation more authentic in both Indigenous and non-Indigenous communities, it is time for Indigenous peoples to reclaim their evaluative frameworks and processes, as well as recognise what has been done to bring both worldviews together, to provide an authentic approach to cultural responsiveness. As noted by Battiste, it is a coming together of Indigenous and western sciences or as Hatcher, Bartlett, Marshall and Marshall

state it is ‘Two-Eyed Seeing’ “that is, to see from one eye with the strengths of Indigenous ways of knowing, and from the other eye with the strengths of the western ways of knowing, and to use both of these eyes together.” Using this lens will help to ensure that the equity focused and gender responsive approach of EvalPartners is truly equitable.

The development of partnerships, capacity and resources with and for Indigenous peoples, alongside the purposeful development of an evaluation profession which operates responsibly in order to strengthen national capacity for evaluation, is critical. The UN General Assembly resolution on national evaluation capacity development supports the importance of strengthening national capacity for evaluation. It is essential that strengthening national evaluation capacity includes valuing the contributions of Indigenous world views and practices as well as recognizing the sovereignty of Indigenous nations.

Furthermore, UN Article 18 regarding the Rights of Indigenous peoples states that “Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own Indigenous decision-making institutions.” Therefore, there is also a need that strengthened

The Global Evaluation Agenda 2016-2020

EvalIndigenous is aligned with the emerging **Global Evaluation Agenda 2016-2020** which is as follows:

1. Strengthen the enabling environment for evaluation
2. Strengthen institutional capacities of Voluntary Organizations for Professional Evaluation (VOPEs) and Civil Society
3. Strengthen individual evaluation capacity development
4. Inter-linkages between enabling environment, institutional and individual capacities

national evaluation capacity recognizes the differing cultural and contextual realities within Indigenous communities and among Indigenous peoples.

EVALINDIGENOUS as conceptualized will include communicating and networking with Voluntary Organizations for Professional Evaluation (VOPEs), Indigenous peoples, groups and governments, UN agencies, other international organizations, academia, think tanks and private foundations.

What does EvalIndigenous want to achieve

EvalIndigenous acknowledges the development of this network as a fluid and organic process, which will adapt and change to reflect the needs of indigenous peoples, communities

and groups, and those who seek to enhance their cultural responsiveness. With this in mind, two high level domains were developed at the Global Evaluation Forum²⁹ to help guide strategic activities over the next four years.

- Facilitate spaces for Indigenous peoples to self-determine their evaluation agenda.
- Cultivate the recognition and understanding of indigenous evaluative knowledge and methods by the global evaluation community – from practitioners to commissioners of evaluation.

How does EvalIndigenous want to achieve it

Across the two high level domains, four key action areas have been developed to focus activities for at least the first 2 years (see table below).

High level domains	Facilitate spaces for Indigenous peoples to self-determine their evaluation agenda	Cultivate the recognition and understanding of indigenous evaluative knowledge and methods by the global evaluation community – from practitioners to commissioners of evaluation
Networks	Establish a broad base network to facilitate conversations with indigenous peoples and communities	Establish a broad base network to facilitate conversations with the global evaluation community to advocate and enhance culturally responsive practice
Value Experience and Knowledge	Highlight the experiences and knowledge (documented and undocumented) of indigenous peoples to gather and support the emergence of new indigenous evaluative knowledge	Safely share the experiences and learnings of indigenous peoples to develop an authentic understanding and appreciation to reflect the realities of indigenous communities through evaluative practices (VOPEs, Institutions, Individuals and EvalPartner Networks)
Share Experience and Knowledge	Safely share the experiences and knowledge (documented and undocumented) of indigenous peoples to support indigenous self-determination in evaluation	
Leadership	Identify, cultivate and sustain leadership within indigenous peoples and communities	Identify, cultivate and advocate within the global evaluation community to enhance evaluative practice and toolkit.

²⁹ Kathmandu, Nepal (23-25 November 2015)

The first year will see us strengthen the EvalIndigenous network by reaching out to all VOPEs and the Indigenous peoples, communities and groups they support and represent globally, and then transition in Year Two to engage more deeply in country-led initiatives, including establishing relationships with donors and funders.

Who are partners with EvalIndigenous?

EvalIndigenous have identified key partners to progress the key domains of achievement. They span our global evaluation community and other EvalPartners Networks.

Global Evaluation Community	EvalPartner Networks
Indigenous peoples, communities and groups	EvalYouth
VOPEs	EvalGender+
Commissioners of Evaluation	EvalSDGs
Donors / Funders	Parliamentarians Forum
Academia	
Parliamentarians	

How will EvalIndigenous know it has achieved it?

EvalIndigenous by 2020 will be able to show it has made progress against its two high level domains through the presence of the key success indicators identified below:

Facilitate spaces for Indigenous peoples to self-determine their evaluation agenda	Cultivate the recognition and understanding of indigenous evaluative knowledge and methods by the global evaluation community – from practitioners to commissioners of evaluation
Increased capacity, recognition and leadership of indigenous evaluators in evaluation	
Indigenous peoples and communities will benefit from evaluation	
Distinctive indigenous evaluative knowledge is gathered to benefit indigenous communities	
Enhancement of non-indigenous evaluators to authentically understand and appreciate the realities of indigenous communities through evaluative practices	
Facilitate the sharing of indigenous learnings to develop evaluative practice through multiple mediums (e.g. network meetings or forums, conference presentations, writing retreats, publications)	

FOR MORE INFORMATION

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Chapter C.6: PROFESSIONALIZATION OF EVALUATION³⁰

IOCE and Evaluation Professionalization

? WHAT are IOCE's strategic priorities?

- Continue as global evaluation leader
- Develop and strengthen Voluntary Organizations for Professional Evaluation (VOPEs)
- Advocate and advance the power of evaluation in partnership with other actors

? WHY should IOCE be involved in professionalization?

- The internationalization of evaluation means that many evaluators practice across national borders
- VOPEs need support for professionalization initiatives currently underway or planned
- In line with its mandate it is incumbent on IOCE, the only partnership of all evaluation associations worldwide, to assist VOPEs in pursuit of evaluation professionalization

? WHAT is this about?

Professionalization is a gradual, long term, context dependent process with many facets: (i) improved access to quality education and training; (ii) dissemination of evaluation knowledge and good practices; (iii) harmonization of ethical guidelines and guiding principles for evaluators; (iv) agreed evaluator capabilities or competencies frameworks; and (v) legitimate ways of recognizing the fundamental knowledge, skills and dispositions needed to carry out work to an adequate standard of quality.

? WHAT is to be done?

In the follow-up of EvalYear 2015 and as part of the implementation of the Global Evaluation Agenda 2016-2020, based on VOPEs' aspirations, the IOCE will:

1. Improve efficient and equitable access to information on evaluation professionalization

- Take stock of existing and planned professionalization initiatives (including lessons learned), responsibility EES (Riitta Oksanen, Ian Davies) & CES (Larry Bremner), starting 2015
- Collect and provide easy access to documents, materials on professionalization using the IOCE ownCloud-service, responsibility IOCE staff, starting 2015

2. Provide a platform for an inclusive discussion on professionalization

- Continue discussion on the IOCE Forum on Professionalization (<http://forum.ioce.net/forum/open-forums/professionalisation-aa>), ongoing
- Use evaluation events and conferences to promote discussions on professionalization (NEC/IDEAS Thailand 2015, Global Forum Nepal 2015, EES Netherlands 2016, other?)
- Agree on general guiding principles for professionalization in the context of the Global Evaluation Agenda 2016-2020 as a basis for further work

3. Facilitate cooperation among VOPEs for fund raising, mutual support, technical cooperation and evaluation of professionalization initiatives

- Cooperation with EvalPartners
- Support in evaluating professionalization initiatives

³⁰ Submitted by Riitta Oksanen on behalf of IOCE.

? **WHAT CHANGE would be achieved?**

Through enhanced professionalization initiatives and partnerships among VOPEs, including those in the global North and the global South, accelerated promotion of evaluation excellence through professionalization.

? **WHAT is this NOT about?**

- IOCE golden standard on professionalization
- IOCE managing credentialing or certification processes
- IOCE taking ownership from national and regional VOPEs

Professionalization Initiatives

Proposed Guiding Principles for VOPEs³¹

Background

For over two decades evaluation associations and networks have been exploring ways to promote evaluation excellence through improved access to quality education and training, dissemination of good practices, adoption of ethical guidelines and delineation of the capabilities required for evaluation. However, history confirms that another critical component of professionalization is the existence of legitimate collective processes that recognize the knowledge, practice skills and dispositions needed to carry out work to an adequate standard of quality.

Evaluation activities have grown rapidly since the advent of the evaluation discipline in the 1950's. Evaluations are now carried out all over the world in highly diverse cultures and legitimizing contexts. While no single professional recognition system can be expected to fit all countries and regions, the internationalization of evaluation means that many evaluators practice across national borders. As with other professions the credibility of the evaluation profession on a global scale begins with the adoption of

generally agreed principles that capture shared values and aspirations wherever evaluation is practiced in the public interest.

In light of the above considerations these guidelines are for use by Voluntary Organizations for Professional Evaluation (VOPEs) when implementing voluntary designation, credentialing and peer review systems for members who wish to enhance their professional capability and/or to attain formal recognition that they have acquired the capabilities expected of a competent evaluator.

Origin

The concept of a Charter of Principles was proposed during a panel held at the 11th European Evaluation Society Biennial Conference in Dublin October, 2014. This was following up a workshop funded by EvalPartners in London in April 2014 which outlined a VEPR scheme and proposed pilots by UKES and EES. This proposed Charter of Principles takes the initiative a step further in terms of encouraging other evaluation societies to adopt processes adapted to their context and based on the set of principles noted below.

Participants at the Dublin conference concluded that rather than aiming at standardization, such a Charter would allow adaptation of professionalization systems to diverse contexts while facilitating cooperation and ensuring coherence of peer-review standards across borders. The International Development Evaluation Association (IDEAS) has endorsed the concept and this version of the draft guiding principles incorporates IDEAS' comments.

Principles

VOPEs' professionalization initiatives do not seek to displace evaluator qualification or certification schemes set up by other organizations or associations. They are grounded in the concept of self-directed learning and provide an additional stamp of competence. This is combined with

³¹ These principles have been validated by EES, UKES and IDEAS. Shared by Robert Picciotto.

guidance focused on individual improvement. These proposed Guiding Principles are: (i) voluntariness; (ii) autonomy; (iii) legitimacy; (iv) pluralism; (v) transparency; (vi) equity; and (vii) quality assurance. These are consistent with good evaluation practices, guidelines and frameworks.

Voluntariness

Any paid up member of a participating VOPE is eligible to apply. The process should be voluntary. Neither applicants nor reviewers should feel under any obligation to engage in the process, though they can be encouraged. It should not be conceived as a professional imperative or a prerequisite to practice. Instead the review should promote willing participation and emphasize advice and encouragement on evaluation practice rather than simply testing of knowledge. The overall process should be designed to stimulate individual accountability and learning as well as provide applicants with tailor made advice focused on capability building.

Autonomy

A hallmark of professionalism is collective self-management. The overall approach and the detailed review specifications of the initiative should promote accountability to the profession itself and, through it, to the public at large. Of course, consultation with commissioners and other stakeholders is desirable initially and periodically. Independence from external influence does not imply insularity but the autonomy principle means that only experienced and reputable evaluation professionals can vouch for the quality of work done by other evaluation professionals.

In particular, it is not appropriate for any public or private body to interfere in processes or decisions. Equally, public or private funding for design or implementation should not be accepted if it comes with conditions that undermine the integrity or autonomy of the process. Professionalization initiatives are complementary to evaluator qualification or certification schemes set up by other organizations or associations. They provide additional confirmation of

evaluator capabilities combined with guidance for self-improvement.

Legitimacy

The review process should be guided by an explicit competencies or capabilities framework informed by good practice and developed following due process and extensive consultations with the membership of the sponsoring evaluation association or society (VOPE). No peer review process should be launched without such a framework. This implies a deliberate focus on personalised professional development and periodic recalibration of merit criteria and review processes.

Lodging the responsibility of the process within evaluation societies and associations (VOPEs) provides a robust assurance that the process has been valid and fair. It has the advantage of helping to identify capability gaps and needs across the profession at large. Conversely, experience with the process may help refine the capabilities framework adopted by the evaluation society. In particular VOPEs may decide on different levels of qualification as an integral part of their review criteria.

Pluralism

Evaluators stem from many professional fields, disciplines and cultures, conduct evaluation in private, public and third sectors, and are commissioned by government and non-government agencies alike. They have also been variously trained in and have put in practice different methodologies and models. Further, they may operate at different levels of experience when they apply.

While the process ascertains that an applicant has displayed a core set of knowledge, skills and attitudes necessary for quality evaluation across contexts and sectors, it recognizes and takes into account differences in experience and methodological perspectives. Reviewers should be selected respecting gender balance and an appropriate mix of theoretical and practical qualifications in order to provide the applicant with a fair and fulsome opportunity to

demonstrate evaluation capability. Periodic rotation of reviewers would seek to minimize the risk of elitism affecting the process.

Transparency

The credibility of the review process also hinges on public access to adequate information about the financial aspects of the scheme, the governance structure as well as the detailed guidelines that will guide the review process. Applicant confidentiality should be carefully protected but full information disclosure should be practiced regarding the criteria and standards for review, the oversight mechanism, the roles and responsibilities of review board members, the functions allocated to administrators, the process of receiving and handling applications, the protocols that govern decision making and reporting on results, and the provisions made for appeals. A register of successful applicants should also be made public.

Equity

The principle of equity is fundamental. Each VOPE should be alert to the risk of creating an elite based on unequal access to education and training opportunities. In such cases, criteria could weigh experience more heavily. Equity is also an issue in terms of ability to pay. Provisions should be established for those with limited ability to pay, such as a sliding payment scale and/or appropriate mechanisms to pay. VOPEs should also consider equity in relation to reviewers and quality assurance providers. An equitable balance among reviewers and quality assurance providers would ensure a balance along dimensions such as gender, academic background, experience, ethnicities, and the like. Terms of rotation of reviewers and quality assurance providers should be specified.

Quality Assurance

Oversight arrangements should be put in place by each sponsoring VOPE to ensure that these guiding principles are observed. Impartiality and relevance in the selection and application of merit criteria should be guaranteed by senior evaluators of impeccable credentials validated

by the VOPE who would take responsibility for overseeing the quality assurance arrangements, the rigour and fairness of reviewer selection, the impartiality of reviews, the application of ethical processes, and the adequacy of safeguards regarding protection from vested interests. They would also ensure that no conflict of interest impairs the decision making process. An independent appeals process should further ensure that the review is fair.

Each VOPE should ensure that the criteria and the processes they use remain relevant to the needs and aspirations of individual members, e.g. by allowing members to update their VEPR interests periodically in addition to renewing their status at a statutory interval set by the VOPE, e.g. every three years. Continuous learning and updating is consistent with commitment to a strong community of practice.

Piloting of the approach is recommended prior to full scale implementation to ensure equity and impartiality, as well as responsiveness of the review structure and process to the unique requirements of the national or regional context and the distinctive capacities of individual evaluation societies. Specific terms of reference would guide the work of review board members and administrators.

Ideally the process should be independently evaluated on a regular basis, e.g. every five years. VOPEs should aim to collaborate on developing evaluation guidelines in this regard. Indeed evaluation should become part of the peer review system and be refined as the system gets implemented, including as appropriate a comparative approach regarding the lessons drawn and good practices regarding the ways in which the guiding principles are applied and should be revised. In due course an assessment of the costs and benefits of the scheme should also be commissioned.

November 6, 2015

Chapter C.7: STATE OF EVALUATION

State of Evaluation Concept Note

(Extracted from Version 2.0 of August 24, 2015 by
Jennifer Bisgard, Jim Rugh, Matt Galen)

Description:

The goal of the State of Evaluation will be to summarise significant elements of evaluation policies, systems and environments – primarily on a country-by-country basis, although it should be able to be amalgamated into regional or world views.

Indicators would be designed around key categories, such as:

- Government: Structures, systems, evaluation use
- Enabling Environment: policies, evaluator freedom, etc.
- Civil Society: VOPE characteristics/maturation
- Capacity Development: University and short course programs; career path opportunities for evaluators
- The status of professional recognition of evaluators and evaluation systems
- Advocacy: indicators emerging from the EvalPartners Advocacy Toolkit
- EvalGender+
- EvalYouth
- EVALSDGs

- EvalIndigenous
- EvalClimate Change

These categories could be extended and added to.

After many discussions, the State of Evaluation is emerging as a **Wiki** concept. The idea is that we harness multiple efforts where multiple sources should be quoted as evidence for ranking. This would mean that we could especially use a multitude of volunteers/sources for data, some of it automatic.

Annex 1 lists some potential indicators. Each of the EvalPartners Networks or task teams should consider indicators. For example, what is an indicator of effective usage of the advocacy tool kit? What outcomes are we expecting? It would be good if each category had an official sponsor.³²

For example, the indicator “use of the VOPE Toolkit” could automatically be populated from the analytics we are receiving via that website (e.g. 7 people logged in from Kenya since launch in 2014). In other cases, the data is one-off (such as sponsoring the UN General Resolution or lighting the evaluation torch). Indicators can go up and down – e.g. the Evaluator freedom indicator may be compromised by a regime change, new constitution or coup, where evaluators no longer have freedom. The principle will be that there has to be a reliable source.

Overall, we want the indicators to drive behaviour, and we would be surprised if any country came out with the highest score in all the indicators.

³² Note: Each of the Networks described in Section C of this Global Evaluation Agenda identify their own proposed indicators of intended outcomes and impacts.

Ideally one could look at results displayed in various ways. For example, the following indicator under Government could be displayed graphically, listed or as an infographic.

Supreme Audit (Inspector General, Auditor General, etc.)	No evaluation mandate; Some evaluation mandate; Extensive evaluation mandate; Commissioner; both extensive and commissions meta-evaluation
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Activities to create State of Evaluation

1. Build and host the Wiki server.
2. Identify sponsors for evaluation categories.

3. Widely circulate indicators for comments/ inputs.
4. Consider creation of an annual PDF Report on the State of Evaluation which could be downloaded from the IOCE and other sponsor organisations' websites.
5. Watch for ways to have the categories in the State of Evaluation compatible with the SDGs and with the content of the Global Evaluation Agenda 2016-2020.
6. Aim to have the State of Evaluation system ready for launching at the Global Evaluation Forum, simultaneously with the finalization of the Global Evaluation Agenda.

PROPOSED STATE OF EVALUATION INDICATORS VERSION 1.1

Indicator Type	Indicator Title	3 or 4 point scale:	Potential Sources of Data/Notes
Government	Parliament/ Legislature	No Parliamentary access to evaluation; some access to evaluation; parliament actively seeks, requests and uses evaluation.	
	Parliament/ Legislature	Parliamentary involvement in parliamentary evaluation forums; none, emergent, active	Link to the Parliamentarian Forum
	Supreme Audit (Inspector General, Auditor General, etc.)	No evaluation mandate, Some evaluation mandate, Extensive evaluation mandate/commissioner, both extensive and commissions meta-evaluation	
	Bureaucracy	No evaluation system; some elements of official evaluation system; official legislated/mandated evaluation system; clear set up of repository and improvement plans	Link to UNDP National Evaluation Capacity (NEC) process
	Utilization	No evidence of government utilization of evaluation; some minimal evidence; publically available improvement plans based on evaluation that are taken seriously by government bureaucracy and politicians	
	Evaluation System	If some or official system above, then 1) no budget line item; 2) budget item but perceived as inadequate 3) clear budgets allowing proper evaluations to take place	Note: reporting requirement in UN Declaration
	Evaluation Access	No government funded evaluations; government funds evaluations, but does not disseminate them; Only some government evaluations are publically available; government maintains a full repository or repositories of all evaluations open to all (unless there is a security risk)	
	Data Access	No open data access; some commitment to open data, but only some government adherence to open data; all data is open and easily accessed	

◀ Proposed State of Evaluation Indicators Version 1.1 (cont'd)

Indicator Type	Indicator Title	3 or 4 point scale:	Potential Sources of Data/Notes
Enabling Environment	Evaluator freedom	Evaluators in danger, very risky to conduct evaluations; some fear of danger if evaluator is critical of government; evaluators have no fear when conducting evaluations	
	View of local capacity	Vast majority of evaluation requests for proposals specify international team requirements; RFPs require a combination of local and international evaluators; international evaluators would be considered odd, of course all evaluations are conducted by citizens	
	View of local capacity in vulnerable or marginalised population subgroups	Vast majority of evaluation requests for proposals leave out requirement of evaluators from vulnerable or marginalised population subgroups; RFPs require a combination of evaluators and evaluators from vulnerable or marginalised population subgroups; Evaluators entirely from evaluators from vulnerable or marginalised population subgroups	
	Evaluation Requirements	Evaluation is typically not thought about when developing a public or privately funded program; rarely included; often included; always a mandatory part of the design process	
	Evaluation Planning	No official evaluation planning/evaluations are ad hoc; government requires evaluation planning but few departments/agencies/entities provide plans; most departments/agencies/entities provide plans; all departments/agencies/entities provide plans	
	SDGs reporting		
	UN resolution 2014	Non-sponsoring country; Sponsoring country	Note: once off reporting
Civil Society	VOPEs	No country specific VOPE; VOPE exists but very inactive; VOPE exists and very active with at least one public event in previous 24 months	Question 15 on IOCE questionnaire; Indicator IV on Evaluation Atlas
	VOPE development state (from self-assessment of VOPE Toolkit)	1. Emergent; 2. Exist but inactive; 3. Maturing; 4. Mature	Question 16 IOCE questionnaire and Link to VOPE toolkit
	VOPE membership	Potential membership includes: academics, government officials, consultants, emergent evaluators 1) only 1 group belongs; 2) 2 groups belong; 3) 3 groups belong; 4) all groups belong	
	VOPE young and emergent evaluators (YEE)	VOPE makes no effort to help develop and promote emergent evaluators; VOPE makes some effort to develop and promote emergent evaluators; VOPE has extensive program to promote and support emergent evaluators (bursaries, internships, support for attending conferences) etc.	
	Code of conduct/ Ethics	No specific country level Evaluator code of conduct; there is a code of conduct but rarely referred to; code of conduct is clear and often referenced; VOPE has an appeal process if client feels code of conduct has been violated	

◀ Proposed State of Evaluation Indicators Version 1.1 (cont'd)

Indicator Type	Indicator Title	3 or 4 point scale:	Potential Sources of Data/Notes
Civil Society (cont'd)	Standards	No specific country level Evaluator Standards; there are Standards but rarely referred to; Standards are clear and often referenced; Standards are always included in public discussions, terms of reference, and other relevant documents.	
	Events	No VOPE sponsored public events; at least 1 VOPE sponsored event in last 24 months; more than 1 VOPE sponsored event in last 24 months	
	EvalYear (2015)	No launch of EvalYear; EvalYear launched at country level by VOPE only; EvalYear launched by VOPE and Government; EvalYear launched by VOPE, Government and Tertiary Education Sector	Note: once off reporting by end of 2015; link to IOCE EvalYear Crowdfmap
	VOPE Governance	VOPE is run by volunteers with minimal turnover; VOPE is run by elected officials, but elections rarely held; VOPE is run by elected individuals with clear term limits and regular elections	
	Toolkit usage?		Automated link to VOPE toolkit analytics?
Capacity Development	Tertiary Education entry level accreditation	No diploma or degree program on M&E; a few accredited undergraduate M&E programs; M&E programs widely available at entry level	Link to University programmes – map could show location of the programs
	Masters/PhD	No evaluation Masters or PhD programs; at least 1 Master's program; both masters and PhD programs available (specify number of institutions)	Link to University programmes – map could show location of the programs
	Short courses	None locally available; a few; many, extensive	Link to University programmes – map could show location of the programs
	Short course accreditation	No short course certificates; certificates based on attendance; certificates are based on assessed skills, knowledge or ability gained; certificates are accredited and can be used towards tertiary credits or continuous professional development points	VOPE related
	Continuous professional development (CDP)	No system for CPD; immature system (where there is provision for CPD but no implementation), growing system with some implementation; full adherence	VOPE related
	CDP requires ethics competencies	No ethics requirements in the CPD system; 1-10 % of CPD points related to ethics; 11 to 20% of CPD points related to ethics; 20% and above of CPD points related to ethics	VOPE related
	Emergent evaluators	No apparent career path; murky career path with few opportunities; clear career path	
	Recognition	Evaluation not recognised as a profession; some evidence it is recognised; there is clear country level recognition of evaluation as a profession	Linked to professionalization

◀ Proposed State of Evaluation Indicators Version 1.1 (cont'd)

Indicator Type	Indicator Title	3 or 4 point scale:	Potential Sources of Data/Notes
Capacity Development (cont'd)	Credentialing	No system for credentialing; a minimally used credentialing system; a credentialing system with extensive buy-in by evaluators; a credentialing system that is both extensive buy-in by evaluators but also utilised by clients (such as RFPs requiring credentialed evaluators)	Linked to professionalization
	Evaluator Competencies	VOPEs moving towards or having competency	
	Evaluator Certification		
	Journal	No local evaluation journal; representative participating in regional journals; local evaluation journal; highly successful local evaluation journal recognised internationally	
	Access to Evaluations	No evaluations publically available, a few available, some available, norm is to always make evaluations public	
Advocacy			Link to Advocacy toolkit
EvalGender			Link to EvalGender+
EvalClimate Change			Link to https://www.climate-eval.org/
EVALSDGs			Link to EVALSDGs
EvalYouth			Link to EvalYouth
EvalIndigenous			Link to EvalIndigenous

Chapter C.8:

KNOWLEDGE MANAGEMENT AND COMMUNICATION

KM&C Taskforce Co-Chairs:

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In sum, the KM and Communication TF aims to facilitate the exchange of information and experiences.

What is Knowledge Management (KM)?

Knowledge management is until now a concept that this frequently misunderstood. Many people still associate KM with technological platforms; organizing documents into repositories, etc.

Several international organizations define knowledge management as “creation, organization, sharing and use of knowledge for development results” (UNDP). Knowledge management is increasingly seen as signaling the development of a more organic and holistic way of understanding and exploiting the role of knowledge in the processes of managing and doing work, and an authentic guide for individuals and organizations in coping with the increasingly complex and shifting environment of the modern economy. Knowledge management entails communication. However communication and knowledge management strategies are different albeit complementary.

The Knowledge Management and Evaluation task force is committed to:

- Contribute to get the right information to the right people at the right time;
- Contribute to enhance the organization, integration, sharing, dissemination, use and reuse of knowledge;
- Connect people to access relevant information; and to share knowledge and expertise

KM and Communication in EvalPartners

EvalPartners is about to turn 4 years old. Numerous activities and results have been done and achieved so far. However, most of the experience and knowledge gained remains undocumented or shared. Strong communication is done mainly to announce activities but rarely to share lessons or good practices as these are rarely documented. More has to be done in this front

EvalPartners as a global partnership can do more in terms of promoting knowledge generation and sharing throughout the world. EvalPartners’ own focus is strongly rooted in the role that Civil Society -- and particularly the Voluntary Organizations for Professional Evaluation (VOPEs) -- can play in advancing a culture of evaluation everywhere.

Some of our achievements so far:

1. Broad dissemination of EvalYear information including, Declaration of EvalYear by countries, VOPEs, governments, etc., events to celebrate EvalYear throughout the world, etc. This has been done through several social media, email and web channels. As a result EvalYear and EvalPartners are increasingly known.
2. Dissemination of several EvalPartners activities and products through social media, email and web-based platforms: events, toolkits, publications, etc.

3. Documentation of some P2P experiences, for instance the Certification Programme for Thai Evaluators; the P2P CES and Thailand Evaluation Network; the National capacity development in Cambodia – P2P CAMES and Malaysian Evaluation Network, etc.

The work on social media (Facebook, Twitter, LinkedIn, Google Plus) has been an ongoing activity of this task force since May 2013. Social Media has been the main channel to disseminate EvalPartners' activities, events and Newsletter. Social media has also contributed to connect EvalPartners with the wider evaluation and VOPEs global community.

Activities to be carried on during and after EvalYear 2015

a) Contribute to the production of a Public Relations intro package with potential partners

b) Document good practices of VOPEs and share them online /widely

c) Document lessons learned and good practices from P2P

d) Circulate thematic evaluation resources through the EP newsletter and social media. The evaluation resources have been already compiled and organized by themes.

e) Contribute to the customization of a social media strategy based on South Africa strategy.

f) Production of about two videos to document the EvalPartners Global Evaluation Forum (already arranged with Esteban Tapella, member of this task force)

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