

External Evaluation of the Global Evaluation Initiative

Annexes to the report, May 31, 2025



global
evaluation
initiative

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1. Terms of Reference – Evaluation of the Global Evaluation Initiative

September 6, 2024

Introduction

The Global Evaluation Initiative (GEI) is a global network of organizations and experts supporting developing country governments with strengthening monitoring, evaluation, and the use of evidence in their countries. The GEI was launched in November 2020 by the Independent Evaluation Office (IEO) of the United Nations Development Programme (UNDP) and the World Bank's Independent Evaluation Group (IEG) with the support of a number of bilateral and multilateral partners. The GEI is hosted by IEG and managed by a Global Team based in Brussels.¹

The evaluation of the GEI is initiated to assess the added value of the GEI at the global level and at the country level from implementation to date, and to provide directions for further development and strengthening of the initiative.

About the GEI

Background

In January 2020 IEO and IEG signed a Memorandum of Understanding for establishing a global partnership to support evaluation capacity development. Following a series of consultations with representatives from countries committed to strengthening their M&E systems and capacities, to understand the challenges they face, and how best to support their programs, a co-creation workshop was held in June the same year. The workshop gathered a range of donor countries and organizations to discuss concrete steps towards establishing the partnership. The aim was to increase coordination and impact of the various national and international initiatives aimed at building evaluation capacity, and to pool resources and draw on local and global expertise and knowledge to scale up these efforts. The workshop concluded with an agreement amongst the participants on key steps and actions they will be taking in collaboration with IEO and IEG and other partners towards launching the partnership.

IEO and IEG formerly launched the GEI in November 2020. The two units committed to pool resources, share knowledge and expertise, and leverage the comparative advantages of each institution for scaling up current initiatives and coordinating global efforts on building M&E systems and capacity.

Theory of Change and Theory of Action

The work of the GEI is built on a Theory of Change (ToC) and a Theory of Action (ToA)². The ToC implies that the GEI aims to contribute to better lives – through more relevant and effective policies, better supply and demand of M&E evidence, enhanced enabling environments, enhanced organizational systems and processes and enhanced individual capacities in M&E. The GEI aims to achieve this through diagnostics, TA and advisory work, training and professional development work, and knowledge generation and sharing. The ToA implies that the GEI, through partnerships and pooling of resources, will lead to economies of scale, enhanced quality, increased strategic orientation and reduced cost (efficiency).

¹ The GEI builds on the work of the IEG, IEO, DEval and others.

² See annex 2 for ToC and ToA details

Business lines

The work of the GEI, building on the ToC and ToA, is concentrated along five business lines:

Business line 1: Develop a culture of evidence-based decision making.

This business line covers the work in priority countries and the CLEAR centers.

The GEI's approach at country level is based on a model with several steps, including a diagnostic study - usually, the GEI's Monitoring and Evaluation Systems Analysis (MESA)³ or the National Evaluation Capacity Index (INCE)⁴ - and preparing and supporting the implementation of a capacity development plan or systems strengthening strategy. Nurturing partnerships – with government and in-country M&E stakeholders, development partners and other evaluation capacity development actors – is considered key. Similarly, developing, curating and sharing knowledge are fundamental to the GEI approach and are emphasized in each step.

A series of case studies of the partner countries⁵ support this approach. First of all, the lesson is that having buy-in within government from both decision-making and technical levels is a crucial step to engage multiple sectors and to push the evaluation agenda forward. Furthermore, long-term partnerships are important, progress is not always linear, consolidating a national evaluation system requires engagement and commitment of multiple actors, and alignment with other processes adds value. The case studies also show that M&E will have greater impact if aligned with the planning, budgeting and reporting cycles.

CLEAR (Centers for Learning on Evaluation and Results) comprises seven regional Centers and two affiliate Centers in Asia, America, and Africa⁶. The CLEAR centers aim at building capacity through in-country collaboration with local partners, including government agencies, academic institutions, and civil society organizations. Each center is backed by prestigious academic institutions recognized for their excellence in the evaluation field, and are coordinated through the GEI, which manages donor funding, offers strategic guidance, and promotes learning and collaboration at a global level. An evaluation of CLEAR was published in 2022.

³ The MESA is a diagnostic tool. The objective of a well-conducted MESA is to enable countries to assess the current capacity of their national M&E systems, identify gaps, and inform potential capacity-development strategies to strengthen these systems. Sound evaluative evidence is then used to achieve improved performance of government services and programs, ensure better accountability, and to have an incrementally positive impact on people's lives.

⁴ The National Evaluation Capacity Index (INCE) is a tool to carry out a collaborative diagnostic that assesses evaluation capacities and practices in the field of public policies, programs and services. INCE is supported by DEval and World Food Programme.

⁵ GEI. M&E Systems Strengthening. Case Studies. November 2022.

⁶ The CLEAR Centers are:

- CLEAR-AA: for Anglophone Africa Center is located in Johannesburg, South Africa and hosted by the University of Witwatersrand
- CLEAR-FA: for Francophone Africa Center is located in Dakar, Senegal - and hosted by the CESAG Boulevard du Général De Gaulle 3802
- CLEAR-LAB: for Lusophone Africa and Brazil Center is located in São Paulo, Brazil and hosted by the São Paulo School of Economics at Fundação Getulio Vargas (FGV EESP)
- CLEAR-LAC: Starting in 2024, the new center will be based in Santiago, Chile – hosted by the Catholic University of Chile.
- CLEAR-PCA: for Pakistan and Central Asia is located in Lahore, Pakistan – hosted by CERP.
- CLEAR-SA: for South Asia is located in New Delhi, India - hosted by the Abdul Latif Jameel Poverty Action Lab. CLEAR SA strengthens monitoring and evaluation (M&E) systems across South Asia.

Business line 2: Strengthen a cadre of evaluators, M&E specialists, and other evaluation stakeholders.

This business line includes the flagship training programs IPDET, PIFED and TAQYEEM.

IPDET (The International Program for Development Evaluation Training) is an executive training program that aims to provide decision makers, managers and practitioners with the tools that are required to commission, manage and evaluate policies, programs, and projects at the local, national, regional, and global levels as well as use those evaluations for decision-making. Since 2001, IEG has offered the annual International IPDET program, initially in partnership with Carlton University in Ottawa, Canada and since 2018 together with the Center for Continuing Education (ZUW) of the University of Bern, Switzerland and the Center for Evaluation (CEval) GmbH, Germany. More than 4,000 professionals from around the world have participated in the IPDET program. IPDET now consists of an On-Site Program (one-week Core Course, followed by one week of consolidation and specialized workshops), Online Workshops (with specialized evaluation topic), a Global Outreach Event Series (that target decision makers and practitioners in various organizations), and Community Building (to strengthen and connect the community, IPDET engages the onsite participants in specific networking activities and implements online activities). Evaluations have been carried out of IPDET in 2022 and 2023⁷. A Tracer Study (2014-2020) was done primarily to provide the IPDET management with information on the achievement of its goals, formulated in its Program Theory.

PIFED (Programme international de formation en évaluation du développement) and its Arabic equivalent TAQYEEM, are two in-depth 60-hour training run by École Nationale d'Administration Publique (ENAP) in Canada. The objective of the courses is to develop skills and knowledge in the evaluation of public interventions, such as projects, measures, programs and public policies.

Business line 3 & 4: Generating and Sharing Knowledge

These business lines include Better Evaluation, NEC and gLOCAL Evaluation Week.

BetterEvaluation is a virtual knowledge platform and global community, with a vision for a world of better evaluation, better decisions, and better results for people and the planet. BetterEvaluation began in 2009 as an interdisciplinary public good project that aimed to provide high-quality information about the full range of evaluation methodologies. The BetterEvaluation knowledge platform was launched in 2012 hosted as a research project at the Royal Melbourne Institute of Technology, Australia, working with three other founding partners: Pact, Overseas Development Institute (ODI) and Institutional Learning and Change Initiative. The project then moved to the Australia and New Zealand School of Government (ANZSOG) where it was hosted for two years before incorporating as an independent not-for-profit and charity organization in 2019.

BetterEvaluation.org has information and guidance on more than 300 methods and processes used in evaluation. Betterevaluation.org also hosts thousands of evaluation resources, detailed information on evaluation approaches and themes, blogs from evaluation experts, as well as guides and tools such as the Manager's guide to evaluation, and the GeneraTOR Terms of Reference generator.

⁷ Evaluation of the IPDET On-site program 2022 and 2023, IPDET Overall evaluation 2022 and 2023, and IPDET Tracer Study 2014-2020.

NEC (The National Evaluation Capacities) is an in-person conference held biannually, organized by UNDP-IEO in collaboration with the GEI. The conference brings together government representatives working on M&E from all over the world to facilitate South-to-South peer learning and experience exchange. It provides a platform for M&E stakeholders to build connections, share insights, and explore themes centered around principles of good governance, evidence-based decision-making, and improved performance management. The first of the seven conferences held so far was in Casablanca, Morocco, in 2009. Altogether the conferences have had more than 2000 participants. The next NEC will be held in China at the end of October 2024.

gLOCAL Evaluation Week is a knowledge-sharing event. Over the course of a week, participants from all over the world join events - in their neighborhood or across the ocean - to learn from each other on a vast number of topics and themes. Allowing participants insight into how their work fits in with regional monitoring and evaluation (M&E) ecosystems and the larger international M&E community, gLOCAL helps to inspire and energize a global movement - individuals and organizations who value the power of evidence to improve people's lives. Since 2019, the gLOCAL platform has hosted thousands of events in multiple languages across six continents.

Business line 5: GEI Governance and Program Management

Includes the active management of the grants provided to implementing partners, the management of the GEI governance bodies, fundraising activities and the establishment of new centers for the delivery of the GEI program globally.

Governance and Management

The GEI is managed by a small secretariat, hosted by IEG. The secretariat ("The Global Team") is responsible for the management of the GEI multi-donor trust fund; strategic thought leadership; oversight of implementation of country-level technical assistance, convening of global level ECD activities, partner relationship management, resource mobilization, knowledge generation, and communications. The Global Team is headquartered in Brussels, Belgium, with a satellite office at IEG in Washington, D.C.⁸

The Partnership Council (PC). As GEI's main governing body, the PC is responsible for reviewing and providing inputs to the annual work plan and indicative budget of the Trust Fund; providing strategic guidance on the program; and reviewing, periodically, key performance indicators of the program. GEI's Partnership Council consists of all donors contributing to the GEI trust fund and meets twice a year. It is co-convened and chaired by IEG and IEO.

The Implementation Committee is an annual gathering of GEI implementing partners. It provides a forum where implementation priorities, opportunities, and issues - at regional, country, and global levels - can be identified; and where collaboration opportunities and shared solutions can be agreed on.

The Advisory Board supports the Partnership Council, the Implementation Committee, and the GEI Global Team by providing guidance and advice.

Finances

⁸ IEO and DEval have seconded staff to The Global Team

From inception in October 2020 through end-June 2023, donors have contributed USD 21.78 million to the GEI, and have formally committed to a total of USD 32.36 million. (Ref. Annex 1.)

The Global Team with endorsement of the Partnership Council has allocated a total of USD 21.78 million to the implementing partners. (Ref. Annex 1.)

Purpose of the evaluation

The purpose of the evaluation is to assess the achievements of GEI, to identify likely outcomes, to get an understanding of what has worked and what has not worked related to the ToA and the ToC, and to explore the possibilities for strengthening the GEI. The evaluation will focus on the collaboration between the partners at the global level and at the country level, how GEI has addressed the fragmentation of evaluation capacity initiatives, and the added value of GEI for the implementing partners.

In preparation for the replenishment of the trust fund, the evaluation is expected to provide insights and recommendations to the Partnership Council and GEI management on how GEI can be enhanced in the next phase to achieve its objectives, including but not limited to key areas, such as the management of the program, the design of the program, the core work processes and the sustainability of the program.

The evaluation is expected to produce clearly formulated and evidence-based recommendations on how to further develop the GEI and its partnerships.

Intended audiences

The main audiences for the evaluation are the Global Team and the Partnership Council. It may also be useful for the implementing partners and for potential new partners of the GEI.

Scope

The scope of the evaluation is the work of the GEI from inception to date.

The main issues to be evaluated are:

- 1) The evolution of the GEI and the relevance of the initial ToA and ToC.
- 2) The delivery of outputs and outcomes – globally and in countries where the GEI is active, and among its target audiences (e.g. evaluators, evaluation practitioners):
- 3) The added value of GEI, including addressing fragmentation.
- 4) The governance and management of the GEI, including collaboration with and between partners
- 5) The future of the GEI.

Evaluation questions

The evaluation will answer the following questions:

1. The evolution of the GEI and the relevance of the initial ToA and ToC:
 - 1.1. In what ways, and why, has the GEI developed from initiation to date?
 - 1.2. To what extent does GEI's current approach reflect the initial ToA and ToC?
2. The delivery of outputs and outcomes – globally and in countries where the GEI is active, and among its target audiences (e.g. evaluators, evaluation practitioners):

- 2.1. How has the GEI contributed to evaluation capacity development?
- 2.2. What are the concrete achievements of the GEI (outputs, outcomes and progress towards outcomes)?
- 2.3. How has the GEI leveraged its partnership with the World Bank, UNDP, and partners at country level to achieve its intended outcomes?
3. The added value of GEI, including addressing fragmentation:
 - 3.1. What has been GEI's added value in addressing fragmentation in evaluation capacity development?
 - 3.1.1. Globally?
 - 3.1.2. In the countries where GEI is active?
4. The governance and management of the GEI:
 - 4.1. To what extent does the governance structure and associated mechanisms enable GEI to achieve its outcomes?
 - 4.2. How is the delivery model of GEI aligned with the intended outcomes?
 - 4.3. How are the different GEI initiatives and activities articulated and linked to each other?
5. The future of the GEI:
 - 5.1. How can the sustainability of GEI's results be strengthened, both at country level and globally?
 - 5.2. How can the GEI leverage its network and other stakeholders to achieve a lasting impact?

Methodology

The evaluation will employ a multi-method approach including: desk review of existing documents and reports (GEI websites, implementation data, annual reports, evaluations, etc.), interviews with key stakeholders at the global/program level (GEI global team, different types of GEI partners, organizations active in the ECD space that are not part of the GEI, etc.), interviews with stakeholders at the (selected) country level (implementing partners and governmental and non-governmental stakeholders (beneficiaries) in countries where the GEI provides support) and stakeholders outside GEI. The work may involve short visits to selected countries for interviews and in-depth desk review.

The evaluation team will independently formulate findings and conclusions based on the evidence gathered. Following this, the evaluators will facilitate a co-creation workshop with GEI management to develop practical, actionable recommendations that address areas of improvement, while maintaining the independence of the overall evaluation.

Management of the evaluation

The evaluation will be managed by the GEI Global Team. This includes quality assessment and approval of the deliverables from the evaluation team.

The reference group for the evaluation consists of Janis Grychowski, IEO UNDP, Laura Gerken, BMZ Germany and Nea-Mari Heinonen, Ministry of Foreign Affairs, Finland. The reference group will provide comments to the ToR, the selection of the evaluation team, the inception report and the draft final report.

GEI core and implementing partners will be consulted throughout the evaluation process.

Implementation of the evaluation

The evaluation will be implemented by two senior external evaluation experts supported by one external evaluation analyst. The evaluation team will be responsible for the following deliverables:

- Inception report
- Draft evaluation report
- Final evaluation report
- Dissemination workshops

Timeline and deliverables

The evaluation will take place from the beginning of September 2024 to the end of February 2025.

The schedule of deliverables will be as follows:

Mid-October 2024:	Inception report and knowledge sharing plan
Mid-January 2025:	Draft final report
End of February 2025:	Final report
March 2025:	Dissemination workshops

2. List of interviewees

List of interviewees

A. Key informants

No	Names	Functions	Organizations
Core Partners			
1.	Cristina Matela	Head of Division of the Evaluation and Audit Office	Camoos Evaluation and Audit Department, Portugal
2.	Cristina Prata	Co-operation Technique - Evaluation	
3.	Jean-Claude Pires	Director Evaluation and Learning	Agence Française de Développement, France
4.	Ninja Ritter Klejnstrup	Evaluation, Learning and Quality (LEARN)	Ministry of Foreign Affairs, Denmark
5.	Antero Klemola	Director, Development Evaluation Unit	Ministry for Foreign Affairs, Helsinki, Finland
6.	Nea-Mari Heinonen	Deputy Director, Development Evaluation Unit	
7.	Mathieu Audet	Director, Evaluation Division	Global Affairs Canada
8.	Kerry Albright	Deputy Director	UNICEF evaluation office
9.	Peter van der Knapp	Director	IOB, the Nederland
10.	Reto Thönen		Swiss Agency for Development and Cooperation (SDC)
11.	Sven Harten	Deputy director and Head of Competence Centre for Evaluation Methodology	German Institute for Development Evaluation (Deval), Germany
12.	Emil Guiller Salim Miyar		Inter-American Development Bank
Associate Partners			
13.	Inga Kaplan	Evaluation Chief	UNWomen
14.	Maya Vijayaraghavan	Principal Evaluation Specialist, Independent Evaluation Department	Asian Development Bank
15.	Sonia Sandhu	Independent Evaluation Department	
16.	Gabriela Rentera Flores	Chair	EvalYouth Global Network
17.	Ahmed Ag Aboubacrine	Director, Independent Evaluation Department (IEvD) and Head of the Internal Evaluation Division and Nor Abdi Evaluation Department	The Islamic Development Bank (IsDB)
18.	Geeta Batra	Director	Global Environment Facility (GEF)

19.	Karen Rot-Munstermann	Evaluator General	IDEV, African Development Bank (AfDB)
20.	Jayne Musumba	Head of the independent development evaluation division	
21.	Eric Damase	Senior evaluation capacity-building	
22.	Hana Abul Husn	Senior Research Officer	Active Learning Network for Accountability and Performance in humanitarian action (ALNAP)
23.	Marie Gaarder	Executive Director	3IE
24.	Anca Dumestrescu	Lead Evaluation Specialist	
25.	Asela Kalugampitiya	National Evaluation Capacity Development Specialist	UNFPA
26.	Mona Selem	Quality adviser	World Food Program
27.	Grace Igweta	Lead ECD	
28.	Guido Tomas Quiroga	Lead the national evaluation capacity workstream	
29.	Sarah Longford	Deputy Director	
30.	Alfredo Dominguez	Past-President	EvalPartners
31.	Khalil Bitar	In-coming President	
32.	Lynn Burges	Secretariat	
Implementing Partners			
33.	Louise Picard	Directrice par intérim en Relations Internationales	ENAP
34.	Elodie Roy	Conseiller aux affaires	
35.	Stefanie Krapp	Former Head of program	IPDET
36.	Estelle Raimondo	Head of Evaluation Methods at IEG, trainer	
37.	Candice Morkel	Director	CLEAR Anglophone (CEAR AA)
38.	Jason Cohen	Dean of the Wits Faculty of Commerce, Law and Management	
39.	Edoé Djimitri AGBODJAN	Coordinator	CLEAR Francophone (CLEAR FA)
40.	Alexis Kouassi	Director of Budget, Accounting and Finance	
41.	Alassane OUARTA	Research and innovation Director, Centre Africain d'Etudes Supérieures en Gestion (CESAG)	
42.	Andre Portela	Director	CLEAR Lusophone Africa and Brazil (LAB)
43.	Gustavo Nebo Garcia Lima Lycia		

44.	Ignacio Irarrázaval	Director of the UC Center for Public Policy	CLEAR Latin America and the Caribbean (LAC)
45.	Cristian Eduardo Crespo R	Executive Director	
46.	Amna Aaqil	Director	CLEAR Pakistan & Central Asia (PCA)
47.	Maroof A. Syed	President & CEO of the Centre for Economic Research in Pakistan	
48.	Megha Pradhan	Associate Director of Training at J-PAL South Asia and the Director of CLEAR South Asia	CLEAR South Asia (SA)
49.	Shobhini Mukerji	Executive Director of J-PAL South Asia	
GEI Global Team			
50.	Dugan Fraser	Program Manager	GEI coordination Unit
51.	Fabio Pittaluga	Lead, Operations and Partnerships, Partnership Council	
52.	Ketevan Nozadze	Lead, Country Technical and Advisory Support	
53.	Anahit Anna Aghumian	Lead, M&E Training and Professional Development, IPDET	
54.			
55.	Patrizia Cocca	Lead, Communications and Knowledge Management, BetterEvaluation	
56.	Douglas Matthew Glandon	Stocktaking, Evidence Review	
57.	Arjun Kaushik	Consultant, GEI&US	
World Bank			
58.	Sutayut Osornprasop	Senior Operations Officer	Africa Eastern and Southern Development Effectiveness (AFEDE)
59.	Ali Halawi	Senior Governance Officer	MENA Governance Unit
IEG/WBG			
60.	Sabine Durier	Manager, Manager	IEG Knowledge and Communications
61.	Rasmus Heltberg	Lead Evaluation Officer/Adviser	IEG Human Development and Corporate Programs
62.	Sabine Bernabe	Director General	WB
63.	Lily Chu	Director, Strategy and Operations	WB
64.	Kristin Strohecker	Program Manager, Knowledge and Communications	WB
IEO/UNDP			
65.	Isabel Mercier	Director Independent Office of Evaluation	UNDP
Others			
66.	Ian Goldman		

67.	Wolfgang Meyer		
68.	Reinhard Stockmann		
69.	Aref Ben Abdallah		

B. Focus Group Discussions

No	Group members	Functions	Organisations
1.	Steven Masvaure	Research and Learning Lead	CLEAR AA
2.	Taku Chirau	Evaluation Systems and Capacity Strengthening	
3.	Siyabonga Sibiya	Evaluation Systems and Capacity Strengthening	
4.	7 members others		
5.	6 members		CLEAR FA
6.	5 members		CLEAR LAB
7.	5 members		CLEAR LAC
8.	4 members		CLEAR PCA
9.	7 members		CLEAR SA

3. List of documents reviewed

Partnership Council Documents

- Partnership Council, Meeting agenda, 29/11/2022
- Partnership Council, Presentation 29/11/2022
- Partnership Council, Progress Report 29/11/2022
- Partnership Council, Draft Final Minutes, 3/05/2022
- Partnership Council, Meeting agenda, 11/2023
- Partnership Council, Progress Report 11/2023
- Partnership Council, Updates on country program, 11/2023
- Partnership Council, Presentation 11/2023
- Partnership Council, Presentation 05/2023
- Partnership Council, Document package, 05/2023
- Partnership Council, Progress Report 03/2024
- Partnership Council, Presentation 03/2024
- Partnership Council, Final Minutes, 03/2024

GEI conceptual Documents

- GEI Theory of Action,
- GEI Theory of Change
- GEI MESA Guidance Note, 02/2022
- GEI Guidance on Country Partnerships

GEI trust Fund documents

- GEI Concept Note, 04/11/2022

GEI thematic areas

- Concept Note ECD activity CIF, 19/09/2023
- GEI FIME Project document 2023

Reports and Communication Materials

- GEI Annual Report 2021-2022
- GEI Annual Report 2022-2023
- BetterEvaluation Pager AFREA
- GEI101 Pager AFREA

- gLOCAL Pager AFREA
- List of Website Newsletetr and blogs GEI
- M&E Systems Strengthening Case Studies, 2022
- Stories of Change (Mozambique, Colombia, IPDET, Madagascar, Solomon Island)

IPDET documents

- IPDET Evaluation reports (2020 to 2024)
- IPDET Global Outreach Strategy 2021
- IPDET Global Outreach Better policy making through evaluations report 2023
- IPDET Community Building Paper 2022
- IPDET ECB Strategy Paper

ENAP Documents

- ENAP Report Year 1 2023
- ENAP Report Year 2 2024

GEI&US documents 2024

- GEI&US database

CLEAR Documents

- Evaluation of the CLEAR program, ALEPH strategies, 31/05/2022
- GEI Progress on Country Programs and On-Demand Engagements (January –June 2024)
- List of CLEAR Government Counterparts

gLOCAL Documents

- gLOCAL data infographics

Better evaluation documents

- GEI Stats Highlights

Knowledge generation and communication

- Website data (comments, views...)
- Webinar survey feedback (5 documents)
- GEI Communication Strategy 2021-2023
- GEI Communication Strategy 2024-2025

4. IPDET survey

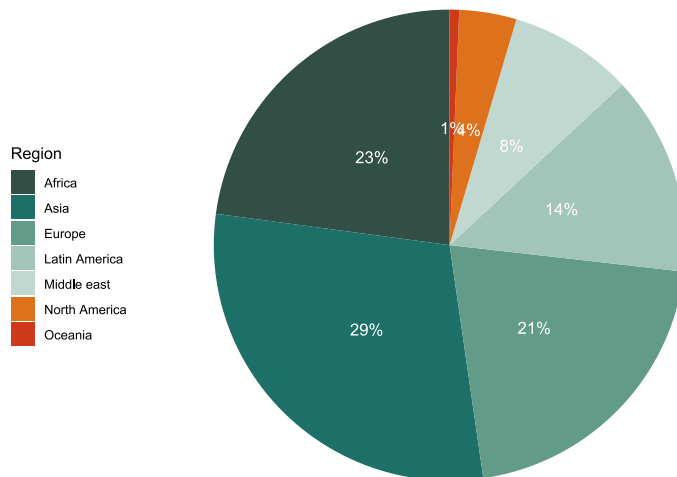
The survey was distributed to all farmer participants of the IPDET training since 2021 and open from December 10th to January 16th. Its purpose was to gather information and opinions from participants on various aspects of the training, and to better understand the impact of the training on the participants.

Thanks to the IPDET Team, the survey was sent to all former participants of the program since 2021, that is **782, unique participant**. **Sixty (60)** email addresses were no longer available and bounced back.

- 331 unique individuals opened the survey links, and 197 answered, that is a participation rate of 59.5 % (Answers/views) and response rate of 27.3% (Answers/total universe).
- From the 197 answers collected, 29 were not fully completed and were thus removed from the sample.

In the end, our sample consists of 163 individual responses (22% of the total population).

Profile of the respondents

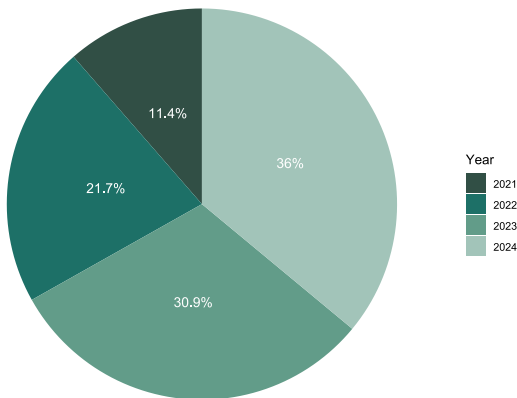


Total unique respondents: 160. Three missing answers

- The survey successfully reached a diversity of participants to the IPDET program. Respondents mostly come from Asia (28%), Africa (22%) and Europe (20%). To a less extent 13% of respondents come from Latin America and 8% from the Middle East. This distribution of respondents is relatively close to the real distribution in the population, expect a short underrepresentation of Europe (-8 percentages points) and North America

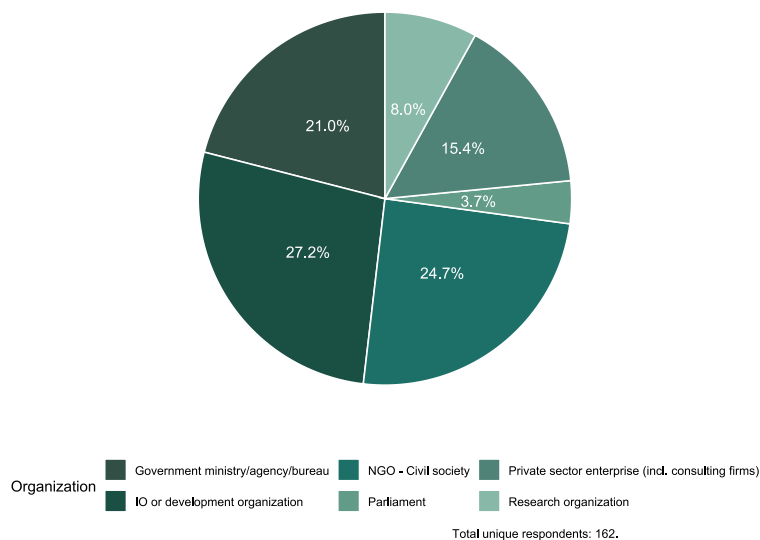
(-4 percentage points) and a sur-representation of Asia (+5 percentage points) and Latin America (+6 percentage points)⁹

- Most of respondents to our survey are female (66.7%), in line with the strong emphasis to foster female participation at IPDET
- Participants from more recent years are also more represented in our sample, as one could expect that the engagement with IPDET network is stronger following the participation and may decrease over time.



- Finally, we managed to collect answers from a large diversity of organizations. Among all the respondents, 27.2% are working in international organizations or development agency, 24.7% from NGO and other civil society organizations, and 21% are from Government organizations. The remaining quarter is divided into participants from private sector (15.4%), research organizations (8%) and parliament (3.7%).

Total unique respondents: 162. 13 respondents attended more than one year of the IPDET program.



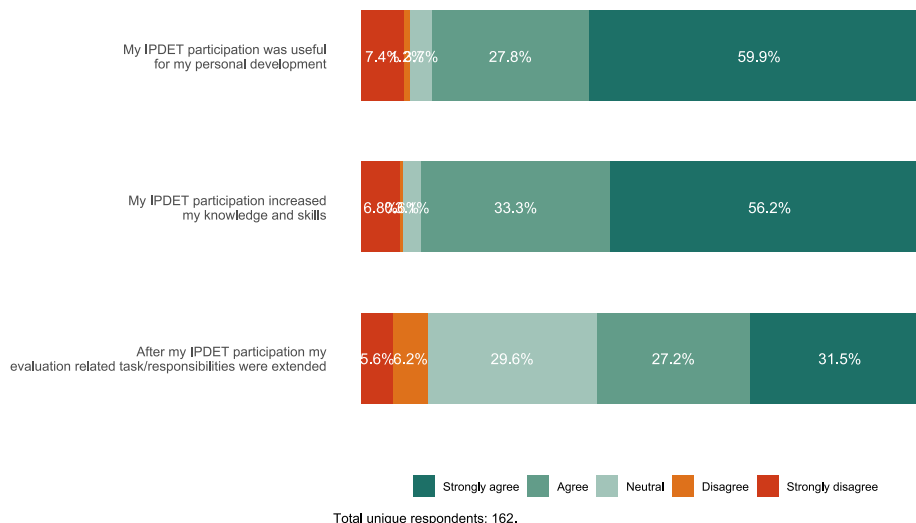
- Among the respondents, 63.2% received an IPDET scholarship and 28.2% were financed by their employer. Only 8% financed their participation by themselves.

⁹ In the IPDET Data base: 23% Africa, 24% Asia, 29% Europe, 8% Latin America, 7% Middle East, 8% North America, 1% Oceania.

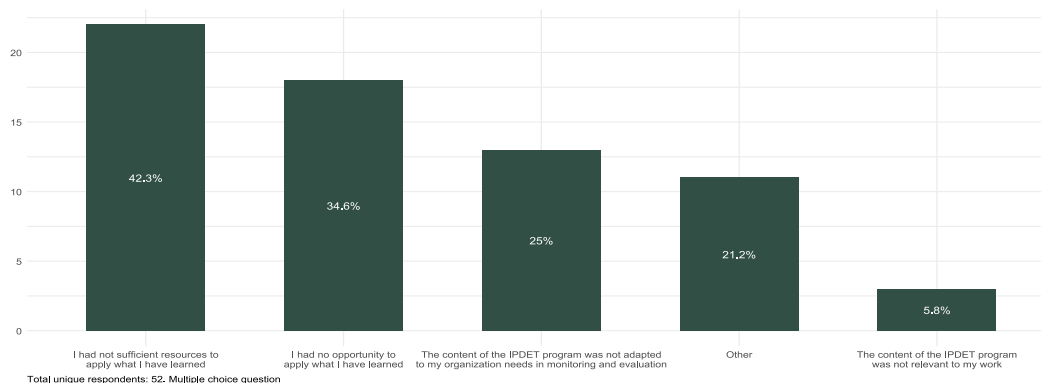
- Most of the scholarships benefit participants from African (26.4%) and Asian countries (31.8%). To a lesser extent, Latin American participants (15.5%) and European participants (13.6%) also benefit from the scholarships. This is close to the regional distribution of participants in our survey. For the one who financed the venue with their employer, it is particularly the case for participants from Europe (34%) and to a less extent Asia (21.3%).
- The travel cost to Switzerland is not covered by the scholarships. About two thirds of the participants financed the travel cost on their own (68.2%) and one third through their employer (31.8%).

Assessment of the program

- Overall, participants have a very positive assessment of the program. Most of the participants agree with the statement that their participation was useful for their personal development (87.7%) and that it increased their knowledge and skills (89.5%). Assessment is slightly less positive concerning the extension of participant evaluation related task/responsibilities after IPDET, as only 58.7% agreed it as changed. 29% are neutral and 11.8% disagree with this statement



- Most participants (67.9%) declared they have not encountered any obstacles in applying what they learned from IPDET in their activities, around a third did encounter obstacles.
- Most reported obstacles are the lack of sufficient resources (42.8%), lack of opportunities (34.6%) and that the content of the IPDET program was not adapted to the needs of M&E in their organisation (25%)



- Through open-ended questions, we also collected evidence of the type of obstacles encountered by participants

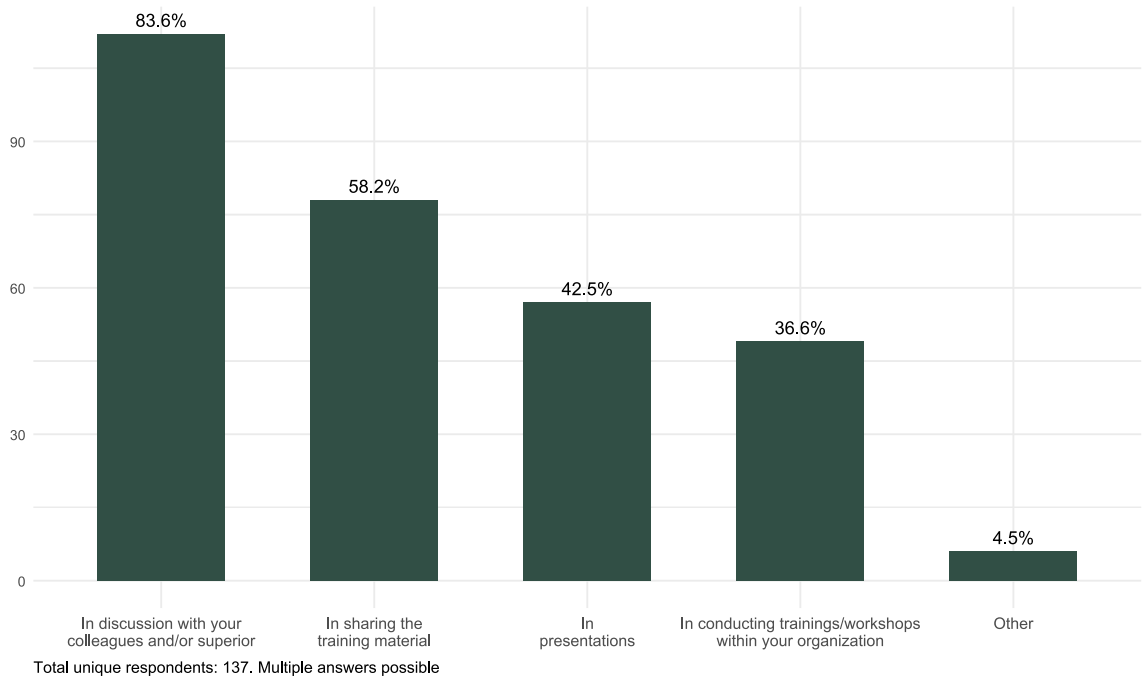
Obstacle	Reasons (nbr)	Verbatim example
Mismatch between the content of the workshop and its application in real work (individual level)	Content is too high-level (4)	<i>The topic was very scientific and difficult to use in my current work (Government agent, Switzerland)</i>
	Content is too introductory (1)	<i>Most of the core course taught are basic evaluation concepts that I am aware off, the content were not detailed enough for me to apply the concepts to my work. (IO or Development Agency, Philippines)</i>
	New approaches are too ambitious for real-work situations (8)	<i>I only had one opportunity to conduct an evaluation after the training, and it was very different in practice from the theory. (IO or Development Agency, Israel). Challenges having the time to apply the new approaches learned - gender responsive and culturally and contextually responsive evaluation - in the context of my work (ONG, South Africa)</i>
Obstacle internal to the organisation	Limited resources (4)	<i>I had limited resources for hiring staff and conducting evaluation along with lack technology for storing and retrieving data.” (ONG, Bangladesh)</i>
	New approaches do not fit organisation culture (5)	<i>In our organisation we are yet to develop the MEL mindsets. As for now, we are just starting, thus I had challenges with colleagues understanding the need for it and budget accordingly. (Government, Moldova) My organisation is slow to adapt to innovation or new ideas. (Government, South Africa)</i>

	Lack of support from the hierarchy (2)	<p>“After attending the training on Enhancing the M&E at the organisational level, I would like to improve the M&E system in my organisation but there were not so many people supporting me as I am not the decision maker in my organisation.[...]” (IO, Eastern Europe)</p>
Obstacle at the environment level	No demand for strong methods and innovative approaches in M&E Market (4)	<p>“I attended a workshop in culturally responsive evaluation. Even though is trending topic, not a single agency has asked me or let me include this in an evaluation consultancy.” (Government, Ecuador)</p> <p>“As I mostly work as an independent consultant, I am trying to include the various components of an evaluation design in my proposals, but there is little interest in such detailed evaluations amongst commissioners. Same happens when I am working with others on evaluation studies, they do not understand the importance of being strong in methods. So despite planning for a lot, not everything gets implemented. Also, i need to practice the theory a lot to use it successfully.” (Research, India)</p> <p>“The course I have done was on causal theory methods. This is still a new approach in M&E in many development organisations. The implementation of it does not only require a shift in paradigm within my own organisation but also with the donors and funder. Only 3 years after I have taken the course, we are starting to make some changes ... Funder should be a key target group- and they should be encourage to provide capacity building to their recipients of large funds.” (NGO, Global).</p> <p>“Applying innovative approaches requires agreement of commissioners, and there are still challenges to convince them. Advocacy work with commissioners regarding innovation in evaluation practices could be a useful addition to the work of the GEI.” (Private sector, Global)</p>

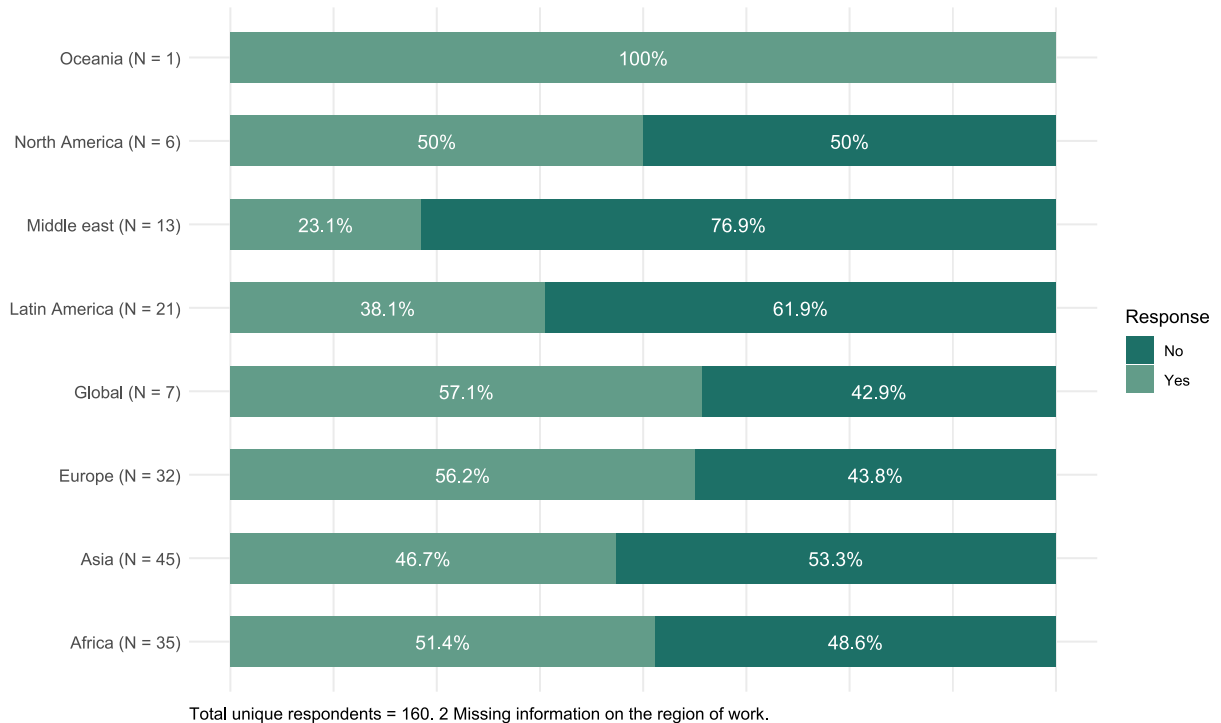
	Lack of M&E culture at the national level (2)	<p><i>“The country context, along with strong political will and commitment, plays a crucial role in conducting successful evaluations. Therefore, as a civil servant, persuading authorities to undertake evaluations can be challenging since they are often viewed synonymously with audits and are generally unwelcome. Evaluations tend to highlight failures more prominently than successes, leading agencies to avoid them to prevent potential negative repercussions.”</i> (Government; Bhutan)</p> <p><i>“The Public administration and governance in my country have not developed the whole M&E system even though regulation is still modest for it, and they further relevant stakeholders try to simulate M&E ignoring full implementation of existing laws and procedure for it...”</i> (Private sector, Balkans region)</p>
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Effects of the IPDET program

- Most of the participants shared the knowledge acquired within their organisation (89.9%) and few did not (10.1%).



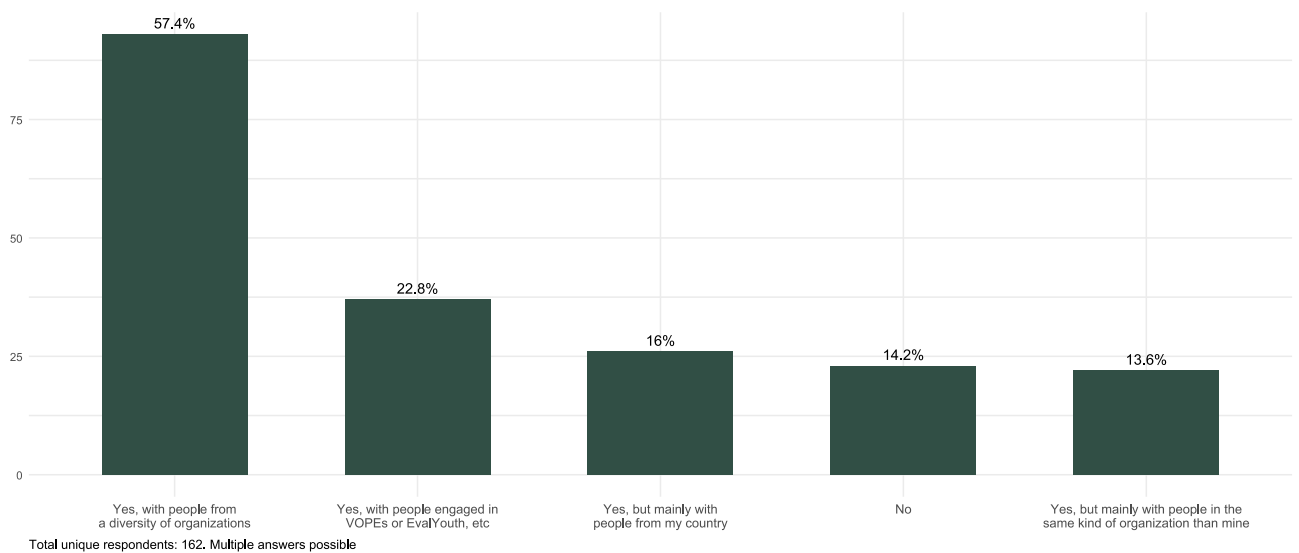
- Slightly less than half of the respondents, 46.9% participated in other monitoring and evaluation training, and 53.1% did. Yet, this varies across regions.



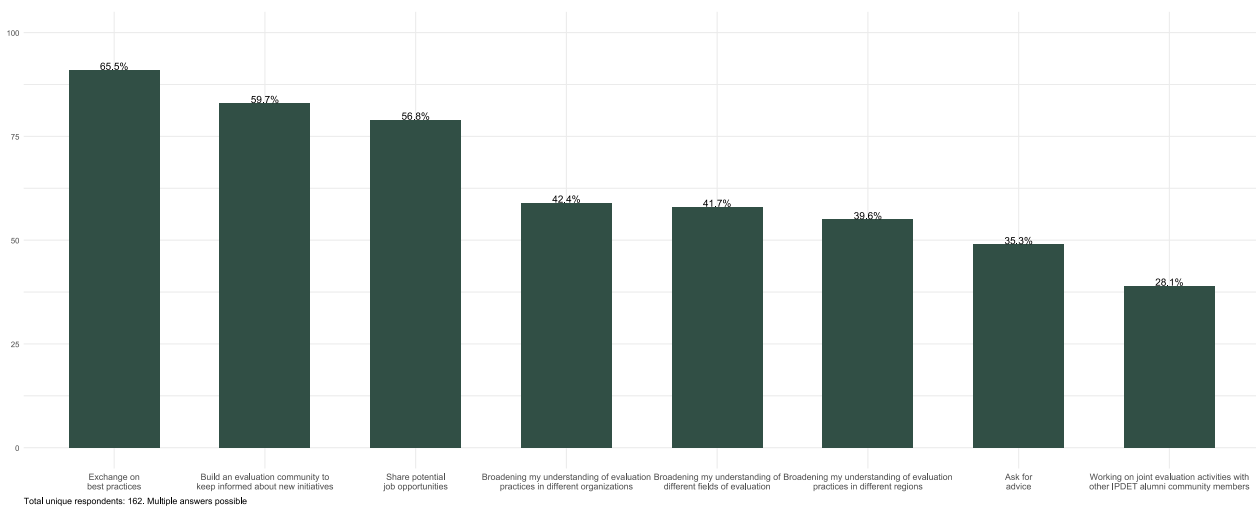
Actor-type (Nbr)	Organisation	Example program
International Organisation (12)	UNICEF, World Bank – DIME, UN Agencies, EU training, World Bank, UNSSC, CLEAR centers ILO UNDP Asian Development Bank, Green Climate Fund	“IMPrESS - Intermediate Moderated PRogramme for Evaluation Systems' Strengthening”, “World Bank Health Projects Monitoring and Evaluation Course”
Development Agency (4)	USAID, Belgium Development Cooperation	
Private company (5)	EnCompass LLC, Private consultant, MDF	Organizational capacity development by EnCompass LLC MDF MEL Training
University (13)	University of Sri Jayewardenepura Sri Lanka, University of Michigan, John Hopkins University, Radboud University, IOB University Kenya School of Governement University of Nairobi, University of Cape Town, University of Bern University Saarland, University of Antwerp	Monitoring and Evaluation for Heath Programmes offered by University of Nairobi
Para-academic (11)	CLEAR/J-PAL South Asia course, ENAP Brazilian National School of Public Administration, The Evaluator institute, ETH Nadel, Kenya Institute for Public Policy Research and Analysis	<i>I have participated in training held by CLEAR/JPAL in 2019 on managing evaluations, and did their online course. The CLEAR/IPAL organized Impact Evaluation for Social Programs training</i>
Online Seminar (10)	JPAL and EnCompass LLC	JPAL MITx courses
VOPE (11)	AEA, EvalYouth, Australian Evaluation Society, UK Evaluation Society, Swiss evaluation society	<i>Several Conferences, workshops and webinars hosted by VOPEs and EvalYouth EvalYouth Asia Winter School</i>

	Asia Pacific Evaluation Association, Canadian evaluation society	
Other (11)	Twende Mbele (1)	
	Institute of Social Studies trust (2)	Facilitating Gender transformative Evaluations (India)
	Training in-house by their organisation (8)	

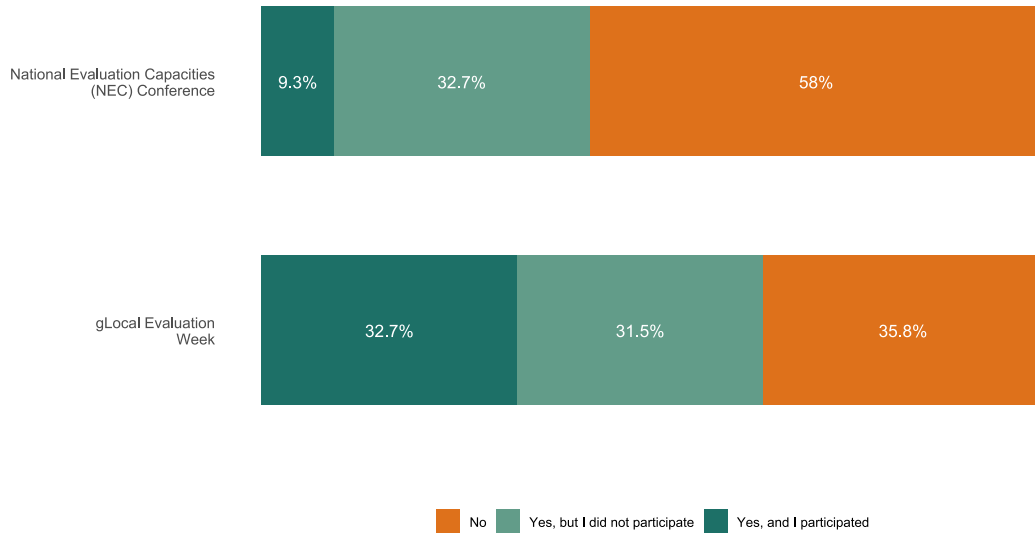
- Most respondents remained in touch with other former participants to the program, only 14.2% did not. People largely remained in touch with other participant from a diverse range of organisations (57.4%) and for 22.8% it is through VOPES.



- The main reason to stay in touch with other participants is **to exchange best practice** (65.6%), **build an evaluation community to keep informed about new initiatives** (59.7%) and **share potential job opportunities** (56.8%). Less than a third of participants reported staying in touch to conduct joint evaluations activities (28.1%).

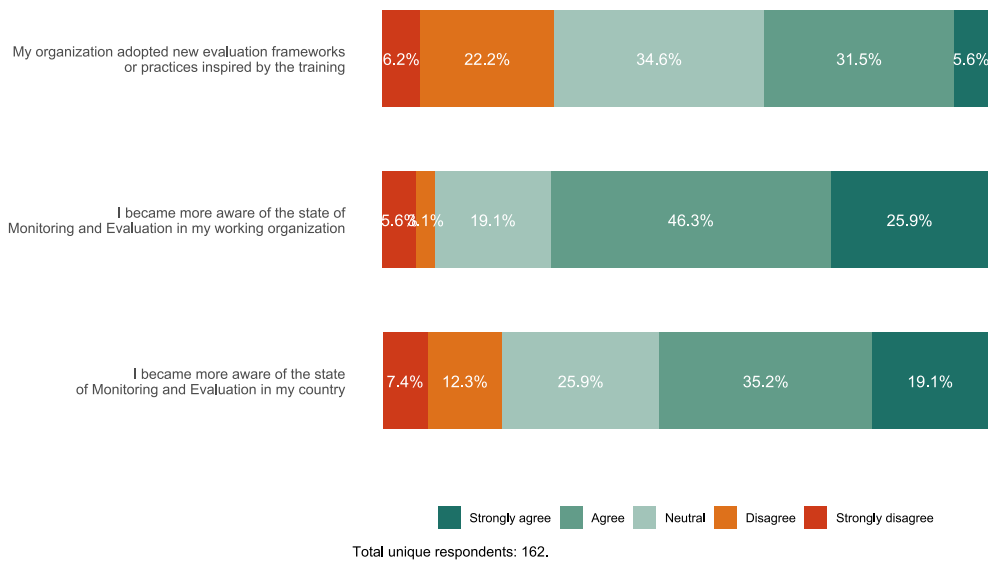


- To stay in touch with the IPDET community, respondents mostly use IPDET LinkedIn page (50.6%), the WhatsApp group (38.9%) and IPDET Newsletter (34%). To a lesser extent, they also use the Alumni Listserv (22.8%), the IPDET Homepage (15.4%), the COSMOS server (14.8%), Facebook and twitter page (8.6%)
- Most of the respondents are familiar with the gLOCAL evaluation week (31.5% yes but did not participate, 32.7% yes and participated), but it is less the case for the National Evaluation Capacities (NEC) Conference (only 9.3% participated, 32.7% knows about it).

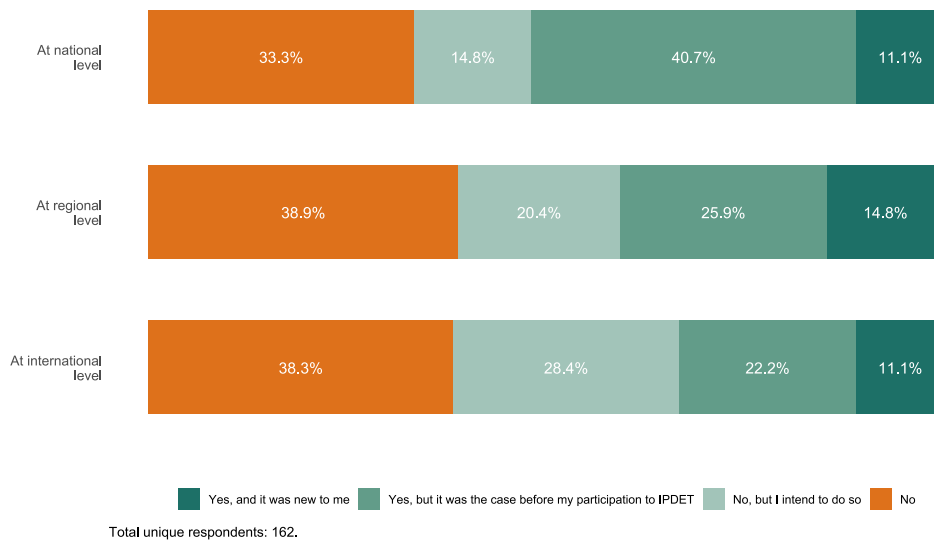


Total unique respondents: 162.

- Most of respondents are familiar with the platform BetterEvaluation (85.2%) but only 3.7% have contributed to it. Most of the respondents use it sometimes (34.6%) or regularly (27.2%)
- Participation in the IPDET program influenced participants. Most of them agreed that their participation improved their awareness of the state of M&E in their working organisations (72.2%) and in their country (54.3%). Yet only 37.1% declared that their organisation adopted new evaluation frameworks or practices inspired by the training.



- Participants also participated in regional or national evaluation communities and network after their IPDET participation. It was new only to 11.1% of the respondents at the national and international level, and to 14.8% at the regional level.



- The most cited communities and networks are:
 - **Regional VOPES** (the most cited): Asia Pacific Evaluation Association (8), African Evaluation Association (8) and European Evaluation Society (5)
 - **International networks:** International Evaluation Academy (4), **EvalYouth** (4), **IDEAS** (3), EvalPartners (2)

- **Mostly national VOPES** (Canadian Evaluation Society (3), Brazilian Monitoring and Evaluation Network (2), South African Monitoring and Evaluation Association (2), Rwanda Monitoring and Evaluation Organization (2), Swiss Evaluation Society (2), American Evaluation Society (2) etc...) 26 different VOPEs are mentioned by the participants.
- The main regional or national resource center for Evaluation Capacity Building (ECB) cited by the respondents:

11.1% answer there is none	
20.9% that they don't know	
0.5% mentioned a national governmental body	
35.8% mentioned a VOPES	Asia Pacific Evaluation Association (9), African Evaluation Association (9), European Evaluation Society (4), Swiss Evaluation Society (4)...
7.4% mentioned a Clear Center	Clear centers (6), Clear LAB (3), Clear AA (2), Clear FA (2)
7.4% mentioned an International Organisation	UNICEF, UNDEP Evaluation resource center, UNESCO, Asian Development Bank, World Bank, IEG, IOE-IMF, EvalNet (OECD), EU Commission

- Most respondents are aware of the existence of the GEI (54.3%) and 29.6% can explain its purpose and activities. Only 16% of the respondents are not familiar at all with GEI.
- Added value of the IPDET program (answers have been recorded and categories overlap)

IPDET offers networking opportunities (60)	<i>"I networked with MEL practitioners, have maintained the network and sharing lessons learnt from IPDET. I also got an opportunity socialize with different people at the IPDET"</i> <i>"Exposure and networking with evaluation communities beyond and outside of my organisation"</i>
Participants increase their knowledge on M&E and develop new skills (120)	<i>"The IPDET is a great program that provides high level knowledge and skills on evaluation practices."</i> <i>"My participation in the IPDET program provided significant added value by enhancing both my theoretical understanding and practical skills in monitoring and evaluation."</i>
Participants benefit from exposure to a diversity of approach and perspective on M&E (40)	<i>"I gained valuable new perspectives on evaluation."</i> <i>"[...]I gained valuable knowledge in evaluation methodologies and tools, enhancing my capacity to apply them effectively. Additionally, sharing experiences with peers from the private and</i>

	NGO sectors enriched my perspective on using evaluations to drive impactful change.”
IPDET offers the possibility to share participant’s experience on M&E (14)	<p>“Was able to gauge where we are in terms of evaluation competency. Was also able to share my first-hand experience in evaluation, having been involved with corporate, thematic, country sand project-level evaluations”</p> <p>“The exchange between the international participants was both fascinating and highly beneficial - everyone profited from learning from each other as an opportunity to develop "out-of-the-box" thinking and spread innovative ideas. “</p>
IPDET participate in building an international community for M&E (27)	<p>“It made me aware of the scale of International presence of the M&E function and introduced me to like-minded people. It opened my understanding of the larger community of practitioners - opening up the pathway for collaboration in future.”</p>
IPDET is beneficial for career development in the field (18)	<p>“It provided me with the needed basic training for my job, a useful network and a selfawareness and positive mindset to prosper in this field.”</p> <p>“Thanks to the connections made through IPDET, I discovered the M&E consultancy I am currently working with. It also provided me with the most formal training I have received in M&E.”</p>

- At the time of their participation in IPDET, Monitoring and evaluation was the main activity of most respondents. For 54.9% it was all their activity.



■ All my time
 ■ A large share
 ■ About half of my time
 ■ A small share
 ■ Not at all

Total unique respondents: 162.

- Most of respondents did not change job or organisation after their participation to IPDET (66.7%). 24.1% changed organisation and 9.3% changed jobs within the same organisation.
 - Yet, for 64.8% of them, the change was not related to IPDET.

- For participants who take part in IPDET lead to a change in their position, we collected their experience.
 - IPDET is a signal for expertise on M&E on job markets: *“My participation in IPDET strengthened my expertise and made my CV more attractive.” “My participation in the IPDET program significantly enhanced my skills and knowledge in Monitoring and Evaluation, which made me more competitive in the job market. The advanced methodologies and tools I gained during the program allowed me to demonstrate improved expertise, leading to new opportunities.”*
 - Networking at IPDET led to new job opportunities: *“Thanks to the connections made through IPDET, I discovered the M&E consultancy I am currently working with.”*
 - Promotion: *“Because I strengthened my knowledge skills on Monitoring and Evaluation and how it can be used to strategically improve the work of an organization. I am very sure this was one of the reasons of my promotion.”*
- The final question of the survey was an open field for respondents to share their comments and views on IPDET (N=99). This has been recoded as follows:

Take better into account the diversity of experience between participants in M&E	<i>“ It was a good refresher on evaluation for those who are already early to mid-career in evaluation. Maybe a leveled approach would work more to address needs of participants with different levels of experience. “It would be helpful for the Core Workshop to have levels. I found much of the content to be introductory”</i>
Be more region specific and contextualized	<i>“The IPDET program is an invaluable platform for professionals in Monitoring and Evaluation, offering a robust curriculum, expert-led training, and opportunities for global networking. One suggestion I have is to consider integrating more region-specific case studies and practical applications, which could help participants contextualize their learning more effectively.”</i>
Develop action on the demand side for evaluation.	<i>“IPDET is an invaluable experience for those beginning in the field of evaluation, offering a comprehensive overview of what evaluation entails. For seasoned professionals, it also proves enriching by providing additional elements not always evident in the literature. Moreover, the program facilitates the exchange of ideas with globally recognized experts. In my case, coming from Ecuador, where the demand for evaluations is generally limited, accessing opportunities in this field has been challenging. This scenario tends to favor international consultants, making it difficult for local professionals to access evaluation positions or consultancies. Given this, I believe IPDET could implement additional initiatives, such as pro bono programs involving alumni in specific projects and create spaces to share job opportunities in evaluation.”</i>
People are also attached to the international setting to foster more cultural exchange	<i>“Please please please maintain some of the IPDET structures and approaches in the upcoming years. I really want to join again but only in a more global setting, not just with other Europeans.”</i>

5. Synthesis of the literature review

Evaluation serves multiple critical functions, from informing decision-making and improving policy implementation to enhancing accountability and transparency within government institutions (Varone, Jacob, and Bundi 2023). The development and strengthening of national monitoring and evaluation (M&E) systems have emerged as critical strategies for enhancing public sector accountability, transparency, and effectiveness across the globe. These efforts began in advanced economies in the 1980s, extending to Latin America by the 1990s, and subsequently reached Africa and other regions of the Global South in the early 2000s (**Goldman et al., 2018**). This literature review aims to bridge two interrelated but often separately studied areas in evaluation research: **evaluation capacity development (ECD)** and **evaluation system**, with a specific focus on Global South countries. Although both topics have been widely discussed, literature frequently treats them as discrete fields, overlooking their possible interdependence, both theoretically and empirically

Most ECD studies focus on individual-level skills and knowledge, often neglecting the organizational and systemic factors necessary for sustainable evaluation practices. Additionally, ECD frequently assumes a deficit model in the Global South (Erasmus et al., 2020), emphasizing capacity gaps without sufficiently addressing the contextual realities and self-defined goals of these regions. Similarly, literature on evaluation system, primarily shaped by Western-centric theories, applies modernization perspectives that may not fully align with the unique challenges and priorities and epistemologies present in Global South countries (Fraser and Morkel, 2020). Both ECB and evaluation system literature have been widely discussed, they are frequently treating as discrete fields, overlooking their possible interdependencies, both theoretically and empirically. This gap raises essential questions regarding whether and how ECD functions as an initial phase of institutionalization and its role in embedding evaluation within the fabric of public sector governance.

The objective of overarching **is to examine how ECD initiatives might contribute to the institutionalization of M&E**, fostering a self-sustaining evaluation culture within government systems. This review will explore analytical framework developed in the literature to understand how capacity-building efforts align with the broader institutionalization of evaluation system. Secondly, we will present the main factors that drive or hinder these processes. Understanding this relationship is crucial for both policy and practice, as it informs strategies that can support national governments in developing robust and enduring evaluation systems capable of improving public sector decision-making, accountability, and outcomes.

1. What are Evaluation Systems and how do they relate to ECB?

The institutionalization of policy evaluation has been explored through a variety of frameworks and indicators, each highlighting different dimensions of evaluation systems. These approaches aim to capture both the structural and cultural elements of institutionalization, providing a nuanced understanding of how evaluation becomes embedded within a country's governance and social fabric. This section aims to examine the various indicators and frameworks developed in the comparative study of the institutionalization of evaluation across the globe.

This process starts with a discussion on the institutionalization of evaluation, which refers to the embedding of evaluation practices within political and administrative structures, where it becomes a standardized and “*routinized*” part of the policy cycle embedded in government decision-making framework (Varone and Jacob (2004). Finally, Stockmann et al (2020:11) defines institutionalization as the “*the process of incorporating new rules, norms and regulations into an existing institutional system for adapting it to new demands from outside, improving its effectiveness and/or efficiency by including innovations, and/or for extent its task and influence on new fields of activities*”. Foundational literature on M&E systems focuses strongly on the technical components or institutional capacity for measuring implementation. Some of the first framings of M&E systems came from results-based management approaches and focused strongly on monitoring (Kusek & Rist 2004). By the late 1990s, evaluation was emerging as a priority, but systems for evaluation were still nascent. This consideration has been the basis for the development of comparative studies to identify the effects of evaluation systems as well as the capability and willingness to use evaluation findings, especially in Global North (Furubo et al., 2002; Jacob et Varone, 2003; Jacob et al. 2015.). In short, these frameworks entail two sets of indicators, **formal evaluation institutions** (in the executive body, and independent agency, within the parliament, etc.) and **the existence of an epistemic community** through the establishment of rules, forums and practices relating to evaluation (Jacob and Varone, 2004). However, existing frameworks often fall short in addressing the unique contexts of developing countries, particularly in Africa. In this sense Dahler-Larsen and Boodhoo (2019:281) caution, these indicators should not be taken as “*universal keys to evaluation culture.*” The frameworks and measures developed in this body of literature often reflect the experiences and institutional arrangements of Western countries. There is limited consideration of the contextual factors shaping evaluation systems in developing countries.

Literature on the institutionalization of evaluation among non-western countries were scarce, and many focused on assessing the emerging evaluation systems in African countries (Abrahams 2022; Agbodjan et al. 2023; Goldman et al. 2023; Porter et Goldman 2013; Mapitsa and Khumalo 2018) particularly on front-runners of this process such as South Africa (Erasmus, Jordaan, and Stewart 2020; Goldman et al. 2019), Benin and Uganda (Goldman et al. 2018) or more recently Botswana and Zimbabwe (Makadzange 2022). In Latin America, recent work includes Gaarder and Briceño (2010) in Mexico, Colombia and Chile.

Subsequent developments have promoted a more comprehensive approach to M&E, conceptualizing **evaluation systems** as encompassing both demand-side elements—procedures and organizations—and a supply side, marked by the professionalization of evaluation (Bemelmans-Videc, 1992).

This is where literature on Evaluation capacity building (ECB) is interesting to meet. Indeed, ECB is mostly concerned with the supply-side of evaluation by delivering training and assistance to raise the practical knowledge and skills needed to conduct evaluations by individuals or

“ECB involves the design and implementation of teaching and learning strategies to help individuals, groups, and organizations, learn about what constitutes effective, useful, and professional evaluation practice. The ultimate goal of ECB is sustainable evaluation practice – where members continuously ask questions that matter, collect, analyze and interpret data, and use evaluation findings for decision-making and action. For evaluation practice to be sustained, participants must be provided with leadership support, incentives, resources, and opportunities to transfer their learning about evaluation to their everyday work. Sustainable evaluation practice also requires the development of systems, processes, policies, and plans that help embed evaluation work into the way the organization accomplishes its mission and strategic goals” (Preskill and Boy, 2008:444).

organizations lacking these capacities. A reference in the literature is the definition of ECB developed by Stockdill et al. (2002:8): “a context-dependent, intentional action system of guided processes and practices for bringing about and sustaining a state of affairs in which quality program evaluation and its appropriate uses are ordinary and ongoing practices within and/or between one or more organizations/programs/sites.”. Similarly to the literature on the institutionalization of M&E systems, the literature on ECB is largely dominated by cases from western countries, as can be assessed in the most influential literature review from the recent systematic review from Bourgeois et al. (2023), structured reviews from Labin et al., (2012) and by Norton et al., (2016) and the two narrative reviews from Preskill and Boyle (2008) and Suarez-

Balcazar and Taylor-Ritzler et al. (2014).

Existing frameworks often fall short in addressing **the unique contexts of developing countries**, particularly in Africa. For instance, Makadzange (2022) builds on Furubo et al. (2002)’s framework to assess the monitoring and evaluation system in Botswana and Zimbabwe and Gaarder and Briceño (2010) in Mexico, Columbia, Chile, South Africa and China. Moreover, this ranking’s comparability is limited due to the lack of clear definitions for evaluation and its institutionalization and the absence of theoretically derived indicators, particularly regarding training and education. Indeed, this appears an important caveat as most of the programs to support evaluation system in Global South rely on evaluation capacities training (Morkel & Ramasobama, 2017). As such, some authors have highlighted that the discourse on local African capacity in evaluation often relies on post-colonial deficit models of the Global South, neglecting ‘Made in Africa’ approaches (Goldman, Byamugisha, & Gounou et al., 2018). In this sense, Erasmus et al. (2020) argue that there is a common belief that sub-Saharan Africa lacks the human and institutional capacity for impact evaluations, as financial and evaluation support often comes from the Global North, while monitoring and evaluation frameworks remain largely Northern-driven and insufficiently adapted for local contexts (Althsuler & Staats, 2019; Goldman et al., 2018; Blaser-Mapitsa & Khumalo, 2018). Goldman et al. (2018) note the scarcity of frameworks that account for emerging trends in evaluation in African contexts. Tools and approaches frequently fail to consider how data, mechanisms, and policies align with local power dynamics and their contestation (Mapitsa & Khumalo, 2018). As such, authors have importantly

called for more measurement of the effectiveness of ECB in Global South countries (Morkel & Ramasobama, 2017).

Finally, this has led researchers to extend the agenda on institutionalization of evaluation to the rest of the globe. Stockmann, Meyer, and Szentmarjay (2022) and Stockmann, Meyer, and Zierke (2023) set out to examine the global institutionalization of evaluation through a systematic and comparative analysis of its development in Europe, Americas, Asia and Pacific and Africa¹⁰. They developed a holistic theoretical framework of evaluation institutionalization by examining institutionalization as comprised of three subsystems, the political system, the social system and the professionalization of evaluation practice (Stockmann et al., 2020). **The political system** is concerned about integration of evaluation and its use in governance mechanisms (regulations, organizations, evidence-based decision-making). Evaluation within the **social system can be seen as** tool for improving civil society activities particularly in the situation of outsourcing, fostering accountability in governance, and ensuring civil society's inclusion as a key information source in state-run evaluations. Finally, the **system of profession** is concerned with the “supply” side of evaluation: capacity building through training and academic programs, research production and dissemination, knowledge exchange and professional development through organizations such as VOPEs, etc. This last subsystem thus offers a direct connection to the process of Evaluation Capacity-building initiatives in the development of a supply of capacity to conduct evaluation.

Political system: institutional structures and processes	Social system: societal dissemination and acceptance of evaluation in civil society	System of professionalization of evaluations
<ul style="list-style-type: none"> - Evaluation regulations, laws and policy exist (national and/or sectorial) - Evaluation practice in governance: parliamentary structures, evaluations units. . . - Use of evaluation results for decision making 	<ul style="list-style-type: none"> - Institutionalized use of evaluations by civil society - Public perception and discussion of evaluation and evaluation findings - Civil societies demand evaluations 	<ul style="list-style-type: none"> - Academic study courses, further training etc. - Platforms for communication about evaluation (journals, media) - Existence of professional organizations - Compliance to professional standards and quality obligations

Figure 1 - The three sub-systems of the institutionalization of evaluation. Retrieved from Stockmann et al. (2020)

Given the complexities surrounding the institutionalization process, our discussion now turns to a closer analysis of the factors that can either bolster or impede evaluation practices, particularly within the Global South. By unpacking these elements, we seek to bridge the gap between theory and practice, offering insights that help illuminate both the opportunities and obstacles inherent in establishing robust evaluation frameworks in these regions.

¹⁰ At the time of this literature review, the book on the institutionalization of evaluation in Africa was not published yet.

2. Factors for the Development of the Evaluation System in Global South

Several factors have emerged as key drivers in the institutionalization of evaluation based on in-depth case studies. However, empirical testing of these variables remains limited, preventing a comprehensive assessment of their influence on the institutionalization process. Consequently, the discussion of enabling and hindering factors presented here is primarily exploratory and descriptive. For analytical clarity, we have grouped these factors into three categories: contextual factors, actors' motivational factors, and capacity factors.

A. Contextual factors

Evaluation systems linked to some of the more political elements of governance much more strongly than monitoring, and it brought into focus the importance of considering both context and purpose, in addition to technical capacity, when measuring M&E systems (Kusek & Rist 2004). The institutionalization of evaluation systems is shaped by various political, administrative and other contextual factors. Historical governance priorities and political regimes influence the integration of evaluation, with majoritarian systems often institutionalizing evaluation to balance centralized power, while coalition governments may struggle due to fragmented accountability (Jacob & Varone, 2004). Democratic settings create demand for transparency and accountability, as seen in Mexico, Colombia, and Chile (Gaarder & Briceño, 2010). Federalist structures, exemplified by Switzerland and Germany, foster evaluation through legal oversight and mutual learning (Jacob & Varone, 2004). Bureaucratic traditions also influence institutionalization, with Francophone Africa, Latin America, and parts of Asia embedding evaluation into legislation more commonly than Anglophone Africa (Goldman et al., 2023). On the contrary, bureaucratic challenges stem from a deeply entrenched punitive and hierarchical culture, which fosters a reluctance to adopt evaluation systems and integrate evidence into decision-making processes for learning purpose (Goldman & Pabari, 2020).

In many cases, legislative anchoring, including constitutional provisions, represents a turning point in evaluation system development, with multi-year evaluation agendas aiding prioritisation in resource-constrained environments (Jacob, 2023; Goldman et al., 2018).

Globally, donor-driven initiatives have been pivotal in advancing evaluation, linked to donor-driven demands for accountability (Mehrotra, 2012, Goldman et al., 2023), where international organizations such as the OECD's DAC and the IMF have promoted M&E systems through aid conditionality (Basheka & State, 2016; Hatton & Schroeder, 2007), which contrasts with the more internalized, systemic approaches found in western nations. The rise of Results-Based Management has reinforced this trend (Goldman & Pabari, 2020). However, donor-led evaluations often emphasize audit functions, which may limit broader evaluation system development (Fraser & Morkel, 2020). Increasingly, however, local authorities in these regions seek to utilise evaluation not merely as an external control tool but as a mechanism to strengthen their own policy-making processes (Fraser and Morkel, 2020). Understanding this shift from donor-driven oversight to empowered local governance highlights a critical dimension is critical to assessing how ECB initiatives may foster the development of a sustainable M&E framework at

the national level, through local and international initiatives. The CLEAR centers are an important illustrative example in this cases.

The literature also highlights some differences between countries depending on the level of their economic development. In low-income countries, international funding dominates evaluation demand, whereas middle-income countries, such as Mexico and South Africa, increasingly rely on domestic resources (Goldman et al., 2023; UNEG, 2022). Regional initiatives, such as the CEMAC and WAEMU public finance reforms, have further driven M&E institutionalization in Francophone Africa (Agbodjan et al., 2022; Goldman et al., 2023). Additionally, the pressure to implement Sustainable Development Goals and report performance through Voluntary National Reviews is expected to accelerate evaluation system development in the Global South (Fraser & Morkel, 2020).

B. Motivational factors

A crucial factor in the institutionalization process is the role **of knowledge brokers and policy entrepreneurs**. These actors, often reform-minded individuals, or groups, mobilize resources, promote the adoption of evaluation norms, and advocate for embedding evaluation in legislation or multi-year agendas. Their efforts are instrumental in aligning evaluation practices with governance modernization efforts, particularly in contexts where political and administrative resistance exists (Jacob, 2023). Key institutional actors, such as national M&E departments and parliamentary committees, play a critical role in integrating evaluation into governance (Makadzange, 2022). The independence of traditional audit bodies further facilitates this process (Furubo et al, 2002; Jacob et al., 2015; Stockmann et al., 2020).

As such there is a need to encourage units or departments dealing with the government to understand their roles as knowledge brokers (Goldman et al. 2021). They are essential actors to stimulate demands for evaluation, carrying out knowledge management and building capacity of policy makers. As pointed by Goldman et al (2023:333).: *“M&E staff need to be evidence entrepreneurs, seeking out strategic opportunities to use evidence effectively”* .

This strategy may require the building of coalitions of multiple champions to support evaluation systems across the government landscape, as well as using legislation to embed evaluation (Goldman & Mathe, 2014). In many case, it also implies that policy makers need to value the products of evaluation exercise (Goldman et all, 2023).

Another enabling factor is to foster the involvement of civil society and encourage their interest in evaluation. The institutionalization of evaluation in developing countries is often driven by diverse non-state policy entrepreneurs, including consultants, NGOs, international organizations, and think tanks. Agbodjan et al. (2022) highlight that the involvement of civil society in monitoring and evaluation (M&E) is a key aspect of Francophone African ecosystems, driven by VOPEs. Actors promote best practices globally, frequently through policy transfers facilitated by study tours or by adopting successful models from countries like Australia, Canada, the United States, and the United Kingdom (Phillips et al., 2014). As a result of these international influences, national actors, including parliamentarians and NGOs, have embraced evaluation practices in the hope

of becoming catalysts for change in their country. An example is **the Parliamentarians Forum for Development Evaluation (PFDE)**, established by a small group of parliamentarians to promote the adoption of National Evaluation Policies.

C. Capacity factors

The last series of factors highlighted in the literature relates to the development of **“evaluation capacity”**, yet this concept remains elusive, and it is not what it entails as different actors may have different understandings and measurement of capacities. Morkel and Ramasobama (2017:10) showed that *“capacity building is a multidimensional, dynamic and complex phenomenon, which is influenced by many elements including individuals’ existing capacity, their knowledge, behaviours and attitudes. It is also influenced by the context within which the individual or institution finds themselves.”*

The existence of a skilled evaluation workforce, supported by professional associations and training initiatives, further strengthens institutionalization by ensuring the supply of expertise and fostering the growth of epistemic communities (Baizerman et al., 2002; Jacob, 2023). The formalization of evaluation as a profession remains a key element for its progress, as an evaluation system implies the provision of supply capacity to conduct evaluation. The lack of training in evaluation is a major challenge in African countries, particularly in francophone countries (Basheka & Byamugisha, 2015). Although short programs exist, such as those developed by the CLEAR FA, the WACIE Programme, or ENAP's PIFED in several African countries (Mbeck, 2018), there is a crying need for degree courses to initiate a process of professionalizing evaluation. However, a key lesson from the literature on ECB is that training is important, but not in isolation (Morkel and Ramasobama, 2017 ; Stevenson et al. 2002). Thus, to ensure a sustainable evaluation system, there is a need to develop M&E demand and use alongside the provision of supply of evaluators. Participation in evaluations post-training helps integrate skills into routines, with educators modelling effective practices and protégés acting as evaluation champions that could diffuse ECB outcomes in the organization (Wade et Kallemeyn 2020). This effect has also been shown to be stronger in organization with no prior experience in evaluation or not limited to strategic planning (Kaye-Tzadok and Spiro, 2016). Finally, Most ECB focus on frontline staff, but there is a need on building capacity among leaders who can create organizational-level evaluation capacities (Bourgeois et al. 2023).

3. Conclusion

This literature review underscores the complex and context-dependent relationship between Evaluation Capacity Development (ECD) and the institutionalization of Monitoring and Evaluation (M&E) systems, particularly within the Global South. Despite significant advancements in both areas, their potential interconnections remain largely unexamined, impeding progress toward locally relevant and sustainable evaluation practices that move beyond deficit-based narratives and donor-driven models. Current research on ECD tends to emphasize individual-level skills and knowledge, often overlooking the organizational and systemic factors essential for long-term sustainability. Similarly, although numerous frameworks exist for assessing evaluation systems worldwide, there is a dearth of theoretical and empirical evidence on how these systems are

developed and which factors predominantly influence their evolution. While this review attempts to explore these factors, it also highlights the need for further research to fully understand the mechanisms underpinning the institutionalization process of evaluation.

Principal Lessons from the literature review

- Treating ECD and M&E system institutionalization as separate processes overlooks their mutual reinforcement—capacity building can seed institutionalization, and vice versa.
- Evaluation systems must be tailored to political, administrative, and socio-cultural contexts. Western-derived models often fall short in capturing the realities of governance in Global South settings.
- Building an evaluation system is not a linear process and may be subject to political and administration transitions.
- Shifting from donor-led to locally driven evaluation initiatives is key. Empowering national and regional actors fosters sustainability and relevance in evaluation practices. Substantive government demand is a prerequisite for a successful institutionalization
- Key role of a powerful ‘champion’ and knowledge broker to build coalitions and drive change in pioneering evaluation at the country-level.
- One-shot, short training on ECB is not sufficient to build evaluation systems. There is a need for strategically build evaluation capacities at the organizational and national level.

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6. Summary of responses to the evaluation questions

1.1 In what ways, and why, has the GEI developed from initiation to date?

Overall, GEI has made important strides in developing M&E capacity and raising awareness on evaluation. However, there are challenges related to resource allocation, coordination, and meeting the expectations of different partners. GEI has established itself as a catalyst for bridging ECD interventions and gathering key stakeholders. It has become a convincing knowledge hub on ECD issues and experiences, and in implementing M&E capacity development at regional and country levels. GEI has helped raise awareness on evaluation and the importance of strengthening M&E systems globally. GEI's efforts to coordinate national and international stakeholders and reduce fragmentation in M&E capacity development have had mixed results. While some progress has been made, there are still challenges in achieving this objective globally. Implementing partners value the broad opportunities for interaction within the GEI network. Some of the core and associate partners are uncertain about GEI's added value as they expect tangible outcomes and clear documentation of GEI's impact at the country level. Others have concerns about increased transaction costs and reduced funding for other networks like EvalPartners.

1.2 To what extent does GEI's current approach reflect the initial ToA and ToC?

GEI's ToA and ToC were perceived as very ambitious from the start. Given the available resources, there are concerns that GEI is stretched too thin in terms of the number of focus countries, issues, and expectations. This has led to a disconnect between the ambitions set out in the ToA and ToC and the practical implementation of GEI's initiatives. Moreover, both theories show direct linear process, whereas capacities building at a global and country levels is a complex nonlinear process that builds up upon a diversity of components. One of the initial goals was to coordinate national and international stakeholders and reduce fragmentation in M&E capacity development. While some progress has been made, especially at country level, this objective has been challenging to achieve globally. The initial ToA and ToC aimed to demonstrate GEI's added value in the field of ECD. However, there are different perceptions among partners regarding GEI's added value. For some partners its added value lies in the building of a global culture and community on evaluation capacities, others perceive its main contribution in bringing customized long-term support to national monitoring and evaluation systems. The focus on capabilities and building long-term partnerships at the country level is broadly supported, but there is a need to clarify the primary tasks of GEI and its approach to capacity development.

2.1 How has the GEI contributed to evaluation capacity development?

GEI has made significant contributions to ECD in several ways. GEI has been successful in gathering and sharing knowledge on ECD issues through various channels like BetterEvaluation, working papers, reports, and social media. The CLEAR centers have contributed significantly to

knowledge production through reports, articles, and academic literature. The CLEAR centers, hosted by academic or research institutions, have shown positive results in building M&E capacity. They provide a variety of products like training, diagnostics, long-term engagement, and technical assistance. Despite challenges, the CLEAR centers have made progress in developing evaluation policies and guidelines, strengthening the capacity of key drivers of M&E, and promoting the conscious use of NEC conferences. GEI has supported various training programs, such as IPDET and the Arabic adaptation of the PIFED program, TAQYEEM. These programs aim to equip professionals with the skills to develop and influence evaluation practices within their organizations and countries, enhancing governance and results-based management. The collaboration with partners like the Saudi Impact Center Alathar and the UNDP has expanded the reach of these training programs, helping to build a critical mass of experts in the field. GEI has promoted South-South learning by drawing on the experiences and knowledge of the most advanced countries in their regions and using these countries as peers for less advanced countries. This approach has been essential in building evaluation capacities in countries with weaker backgrounds for M&E strengthening.

2.2 What are the concrete achievements of the GEI (outputs, outcomes and progress towards outcomes)?

GEI has achieved several concrete outputs, outcomes, and progress towards its intended outcomes. Outputs: GEI has produced a variety of outputs, including training programs, diagnostic tools, and knowledge-sharing platforms. For example, the CLEAR centers have provided training, diagnostics, long-term engagement, and technical assistance. IPDET and TAQYEEM, have equipped professionals with skills to develop and influence evaluation practices. Outcomes: GEI has contributed to building sustainable capacities for M&E in many priority countries. This includes increased awareness of the role of M&E, stronger ownership of planning and implementation of various initiatives, and the development of evaluation policies and guidelines. The CLEAR centers have shown positive results in building M&E capacity, despite challenges related to political and governance environments. Progress Towards Outcomes: GEI has made progress in developing evaluation policies and guidelines, strengthening the capacity of key drivers of M&E, and promoting the conscious use of NEC conferences. The gathering and sharing of knowledge on ECD issues through channels like BetterEvaluation, working papers, reports, and social media have been of high quality and relevance. The gLOCAL Evaluation Week has expanded participation across 50+ countries each year, making it a truly global event for M&E knowledge sharing.

2.3 How has the GEI leveraged its partnership with the World Bank, UNDP, and partners at country level to achieve its intended outcomes?

Overall, CLEAR Centers' partnerships with UNICEF and other partners at the country level have been instrumental in achieving its intended outcomes. These partnerships have facilitated the

sharing of knowledge, resources, and expertise, contributing to the development of sustainable M&E capacities and raising awareness about the importance of evaluation. GEI's alignment with the priorities of core partners like the WBG and UNDP has been crucial in advancing the ECD agenda. This alignment has helped raise awareness about the importance of strengthening M&E systems globally and within partner organizations. GEI's credibility as a global brand has also facilitated connections to a larger network of support, experience, and knowledge. The CLEAR centers, hosted by academic or research institutions, have played a significant role in building M&E capacity at the country level. These centers provide training, diagnostics, long-term engagement, and technical assistance. The collaboration between the CLEAR centers and GEI has increased after the creation of GEI, leading to positive results in developing evaluation policies and guidelines, strengthening the capacity of key drivers of M&E, and promoting the conscious use of NEC conferences.

3.1 What has been GEI's added value in addressing fragmentation in evaluation capacity development globally and in the countries where GEI is active?

Overall, GEI has made important strides in addressing fragmentation by fostering coordination, serving as a knowledge hub, and enhancing the credibility of M&E initiatives. GEI has established itself as a convincing knowledge hub on ECD issues and experiences. It has become a central repository for knowledge on strengthening M&E systems in the South and building evaluation capacities. This role has helped reduce fragmentation by providing a centralized source of information and best practices. GEI is recognized as a brand at the global level and brings credibility to the initiatives within the network. For implementing partners, GEI offers connections to a global network they can access for support, experience, and knowledge, much larger than they had before GEI was established. This global recognition has helped unify efforts and reduce duplication of initiatives. GEI has made efforts to coordinate national and international stakeholders to reduce fragmentation in M&E capacity development. While this objective has been challenging to achieve globally, some progress has been made at the country level. The collaboration between GEI and its partners has led to increased interaction and knowledge exchange within the GEI network. Yet, many partners stressed the lack of coordination at the country and regional level with representatives of WBG and UNDP. WB country offices have often little knowledge of GEI at a global level and of the work conducted by CLEAR centers.

4.1 To what extent does the governance structure and associated mechanisms enable GEI to achieve its outcomes?

The governance structure and associated mechanisms of GEI have both strengths and weaknesses in enabling GEI to achieve its outcomes. While the governance structure and associated mechanisms of GEI have enabled some progress towards achieving its outcomes, there are significant areas for improvement. Enhancing transparency, inclusiveness, and flexibility in decision-making processes, as well as better communication with all partners, could

strengthen GEI's ability to achieve its intended outcomes. On the positive side, GEI benefits from the professionalism of WBG in managing trust funds. This ensures a high level of accountability and efficiency in fund management. The Global Team, which is perceived to be of high quality, has played a crucial role in supporting implementing partners and managing relationships. The combination of expertise within the Global Team, including account management, communication, and relationship-building, has been valued by many in the phase GEI has been in. However, there are several challenges and areas for improvement. The governance structure is perceived as too top-down, with decision-making processes being seen as lacking transparency and involving limited input from partners. Some partners feel patronized by IEG and express a desire for a more bottom-up process. Additionally, there are concerns about the limited involvement and transparency in strategy processes and decision-making, with some partners feeling left out of the partnership. The partnership council, described as the highest-level governance forum, has faced criticism for its lack of inclusivity and transparency. Some partners suggest creating a global board or advisory body that includes country-level participants from the South to improve governance. Furthermore, the bureaucracy of the WBG is seen as a disadvantage, creating lengthy processes and restrictions that are not always suitable for the relatively small grants managed by GEI.

4.2 How is the delivery model of GEI aligned with the intended outcomes?

Overall, GEI's delivery model is designed to align with its intended outcomes by focusing on a system approach at the country level, using comprehensive diagnostic tools, managing knowledge effectively, and fostering coordination and collaboration among stakeholders. However, there are still challenges and areas for improvement to fully realize this alignment. GEI's approach at the country level is broadly supported and is seen as the best way to address capacity development. This approach is in line with best practices described in the literature on evaluation capacity building and institutionalization of evaluation. It involves focusing on capabilities and building long-term partnerships based on shared diagnostics and ownership by country officials. This alignment with best practices helps ensure that GEI's delivery model is effective in achieving its intended outcomes. The use of tools like the MESA and INCE for country diagnostics is supported by all stakeholders. These tools help understand country contexts and tailor the capacity development efforts accordingly. This tailored approach ensures that the delivery model is aligned with the specific needs and contexts of the countries where GEI operates. GEI's efforts in gathering and sharing knowledge on ECD issues. This knowledge management component is crucial for achieving GEI's intended outcomes, as it helps disseminate best practices and lessons learned across the network. GEI's efforts to coordinate national and international stakeholders and reduce fragmentation in M&E capacity development have had mixed results. While some progress has been made, there are still challenges in achieving this objective globally. However, the collaboration between GEI and its partners has led to increased interaction and knowledge

exchange within the GEI network. This coordination and collaboration are essential for aligning the delivery model with the intended outcomes.

4.3 How are the different GEI initiatives and activities articulated and linked to each other?

Overall, while there are positive aspects of interaction and collaboration within the GEI network, there is room for improvement in ensuring that all initiatives and activities are well-articulated and linked to each other to maximize their impact. The articulation and linkage of the different initiatives and activities vary significantly among the implementing partners. Some partners have a good overview of the different initiatives and have experience interacting across them, while others have limited knowledge of what others are doing. For instance, the gLOCAL Evaluation Week is widely known and appreciated, but other initiatives like NEC, and BetterEvaluation are less known by some partners. This indicates a need for better communication and coordination to ensure that all partners are aware of and can benefit from the various initiatives within the GEI network. The collaboration between the CLEAR centers and other implementing partners has increased after the creation of GEI, leading to positive results in developing evaluation policies and guidelines, strengthening the capacity of key drivers of M&E, and promoting the conscious use of NEC conferences and other elements within the GEI network. However, there are still challenges in achieving coherence and interaction between the different business lines. Yet, all CLEAR centers have a comprehensive understanding of the different business lines and mobilize them with complementarity in order to increase their outcomes at country level.

5.1 How can the sustainability of GEI's results be strengthened, both at country level and globally?

Strengthening the sustainability of GEI's results, both at the country level and globally, involves several key strategies. By focusing on these strategies, GEI can strengthen the sustainability of its results, both at the country level and globally, ensuring lasting impacts on evaluation capacity development. GEI should refine its approach to concentrate on understanding and serving regional and country contexts. This involves supporting work at the country level and systemizing and disseminating knowledge and experiences. By focusing on its comparative niche, GEI can better leverage its strengths and resources to achieve sustainable results. Developing high-quality training modules and resources for the CLEAR centers to use in their regional and country-specific training can enhance sustainability. IPDET should be changed into a center of excellence for adult training in M&E. This approach ensures that training is tailored to local contexts and needs, increasing its relevance and effectiveness. Clearly defining the target groups for GEI's initiatives can help ensure that efforts are focused on the most relevant stakeholders. This includes considering whether initiatives like IPDET, NEC, and BetterEvaluation should target specific groups of individuals from institutions the CLEAR centers are working with. Better Communication with All Partners: Improving interaction and communication with all GEI partners is crucial for sustainability. Ensuring that all partners feel included and informed can help build stronger relationships and increase support for GEI's initiatives.

5.2 How can GEI leverage its network and other stakeholders to achieve a lasting impact?

GEI can leverage its network with other stakeholders to achieve a lasting impact by following the strategies described under 5.1. By focusing on these strategies and the elements described below, GEI can leverage its network with other stakeholders to achieve a lasting impact, ensuring that its efforts in evaluation capacity development are sustainable and effective. Establishing stronger collaborations with a broader set of partners at country and regional level, can enhance sustainability. Building co-creative relationships can help align efforts and resources towards common goals, reducing duplication and increasing impact. Regularly publishing regional outlook reports/comparative reports on the status of M&E capacity can help disseminate insights, knowledge, and experiences from the CLEAR centers. These reports can serve as valuable resources for stakeholders interested in M&E initiatives, enhancing the visibility and impact of GEI's work.

7. Financial data

The 2020 Trust Fund proposal estimated an indicative budget of US\$ 21,2MN for executing the program. This amount was divided into two parts. It is expected that 67 percent of the overall funds will go towards grants as recipient executed (RETF), with 33 percent left as bank executed (BETF) for the PMAT to administer. In line with the administrative agreement, WBG charges a 5% administrative fee.

The intention for the recipient executed part was to allocate 7,5MN to Business line 1, 4.5MN to business line 2, 0.75MN to business line 3 and 1.4 MN to business line 4.

For Bank-executed activities, the Trust Fund funds the intention was to use the funds for a. contractual services; b. media, workshops, conferences and meetings; c. travel expenses; f. short-term consultants and temporary workers, and g. staff costs (excluding short term consultants and temporary workers).

At the outset an estimate was made of expected contributions from potential donors. The basis for this estimate is not clear, as some of the donors didn't make any formal commitment at this time.

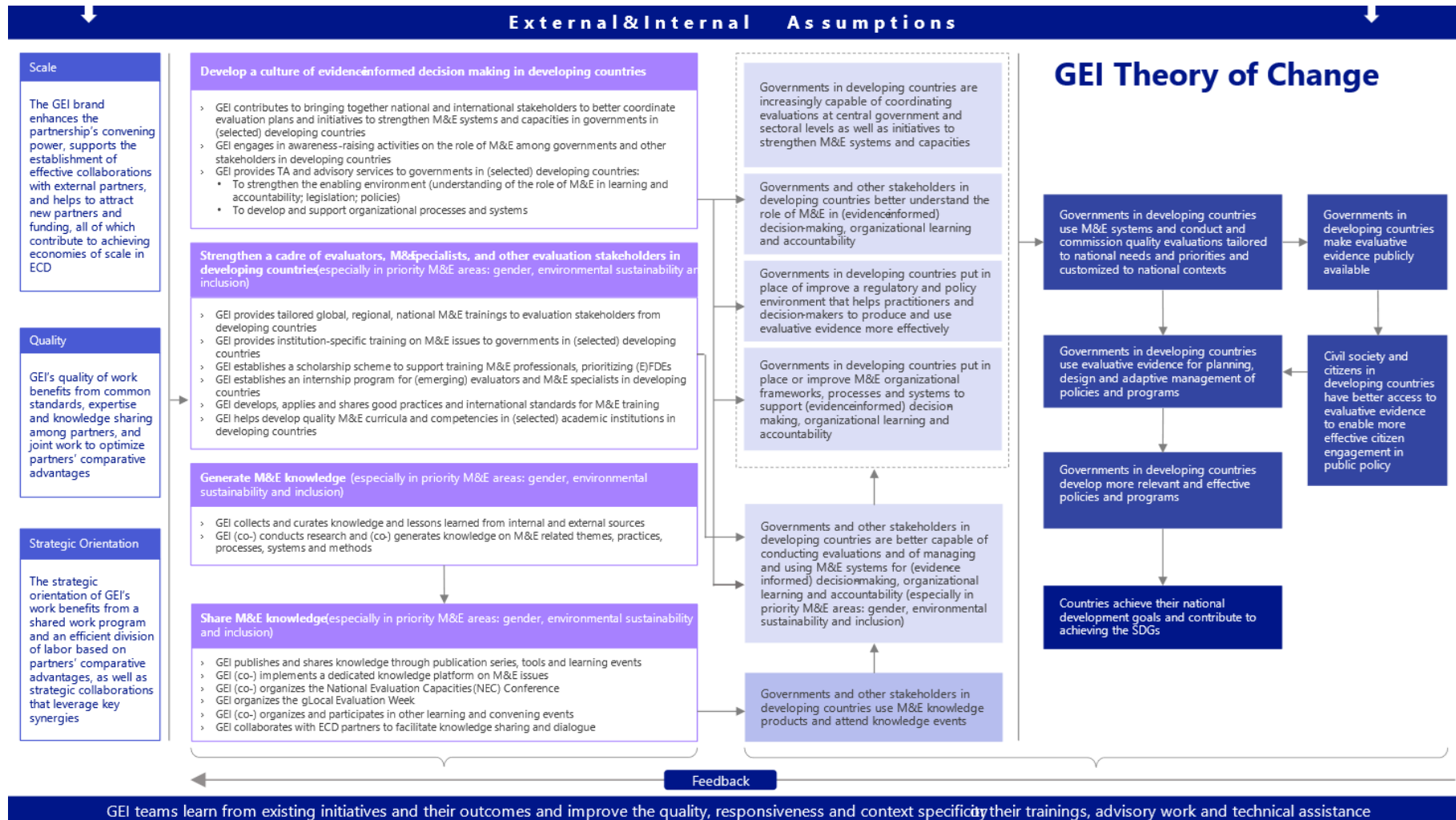
The Trust Fund financial report as of 31 January 2025 shows that US\$ 18,9MN has been paid in from donors. BMZ/Germany contributed US\$ 5.5MN as the largest bilateral contributor.

US\$ 13,2MN has been disbursed. The largest grants have been disbursed to CLEAR LAB (US\$ 2,79 MN), IPDET (US\$ 2,76MN) and CLEAR AA (US\$ 2,43MN).

GEI Secretariat costs to the GEI TF (staff time, organization of Partnership Council meetings and Implementation partner meetings, global projects, such as BetterEvaluation, and GEI's MIS system) comprise only 26.8% of all the GEI disbursements from the Trust Fund. The remaining 73.2% was allocated to finance country work programs.

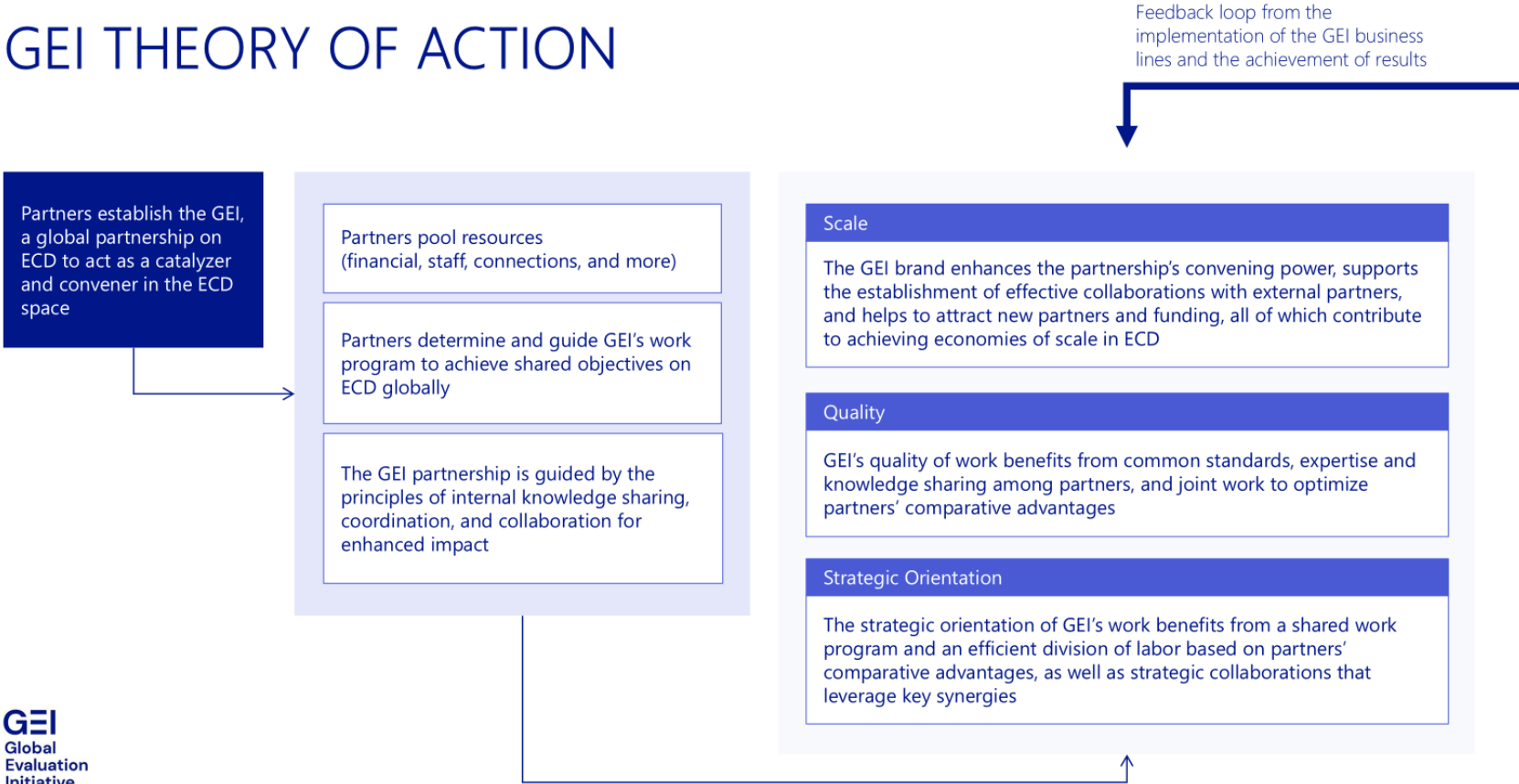
The share of the trust fund covering program management (global team) and global work is in line with the 25-30% for a global partnership program of GEI's size (medium to small). The Global Team consider the share of program management costs to be reduced moving forward because the World Bank/IEG will cover most of the Global Team's staff time.

8. GEI Theory of Change



9. GEI Theory of Action

■ GEI THEORY OF ACTION



10. Organization of the evaluation

The external evaluation team has consisted of Per Øyvind Bastøe (Team Leader), Agathe Devaux-Spatarakis, Serge Eric Yakeu and Matthieu Sarnin.

The evaluation has been managed by Douglas Mathew Glandon, Global Team/IEG.

The reference group for the evaluation has consisted of Janis Grychowski, IEO UNDP, Laura Gerken, BMZ Germany and Nea-Mari Heinonen, Ministry of Foreign Affairs, Finland.