

M&E Systems Strengthening Case Studies



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Introduction

Dear Implementation Committee participants,

We are very excited to welcome you to our second GEI Implementation Committee meeting to take place in Milan on 31 October and 1 November 2022. The meeting will be the first time many of us will meet in person. We are very excited to connect with people we have been interacting with online and to strengthen our relationships as we build the GEI network!

This package of case studies was prepared by members of the GEI network and describes some of their ongoing work to strengthen Monitoring and Evaluation systems. This sample of M&E system strengthening work provides insights into what kinds of processes are being implemented, what challenges are being encountered and what we are learning. The cases studies are intended to support discussions at the Implementation Committee and to make our discussions lively and inspiring.

We hope that you enjoy reading the cases, that you get some new ideas and that you will be empowered for our discussions in Milan.

We will see you soon!

Dugan Fraser

GEI Program Manager

Executive Summary

Over the past two years, the Global Evaluation Initiative (GEI) has created a truly unique global network of partners. This compendium of case studies illustrates how GEI partners are working in different ways to strengthen national M&E systems.

Some of the case studies provide snapshots of how GEI partners have successfully engaged at the national level, some of the key results that have been achieved, and the lessons learnt. Examples include the World Food Programme (WFP)'s work with India in supporting the development and implementation of their national evaluation strategy and policy; UNICEF's assistance in the implementation of a national evaluation policy in Côte d'Ivoire; DEval's partnership with the Ministry of National Planning and Political Economy in Costa Rica; CLEAR Anglophone Africa's strengthening of the national evaluation systems in Uganda and the Kingdom of Lesotho through preliminary Monitoring and Evaluation Situational Analyses (MESA) and Capacity Development Strategies; CLEAR Francophone Africa's capacity building exercises in Gabon and Madagascar to develop their national evaluation systems; and CLEAR Lusophone Africa and Brazil's substantive technical assistance to Mozambique in the development of their M&E agenda.

GEI partners also work at the sub-national level, especially in larger countries. For example, CLEAR LAB's long-term partnership in Minas Gerais (Brazil) has helped generate a robust M&E System at the State level. In India, CLEAR SA has assisted the State of Tamil Nadu to institutionalize evidence use in decision making.

Regional networks and structures have proven to be a critical force in changing the culture of evaluation. The African Parliamentarians' Network on Development Evaluation (APNODE), supported by the African Development Bank's IDEV, was the first parliamentary network in Africa dedicated specifically to the promotion and use of evaluation. The Caribbean Community (CARICOM) is leading a regional initiative to strengthen M&E systems of the CARICOM itself, Member States and regional institutions.

Training remains an important prerequisite to develop M&E systems and institutionalize them. The *École nationale d'administration publique* (ENAP) in Quebec has trained close to 2000 people through its executive evaluation training program, the *Programme International de Formation en Évaluation du Développement* (PIFED). ENAP has also developed 'TAQYEEM', the first ever comprehensive evaluation capacity development training program in Arabic and trained within its first year of existence 6 cohorts of Arabic-speaking professionals from MENA countries. CLEAR South Asia has partnered with India's premier civil service training academy. The International Program for Development Evaluation Training (IPDET) a well-known global M&E executive training program, strengthens evaluation capacities and explores innovative evaluation methodologies, with trainees using their knowledge to help strengthen their countries' M&E systems.

Key Lessons

Government ownership is key. The case studies illustrate the importance of having buy-in within government from both decision-making and technical levels as a crucial step to engage multiple sectors and to push the evaluation agenda forward.

Start with a MESA or another capacity assessment. Conducting a MESA is important to establish a common understanding of the gaps and opportunities in an M&E system, followed by a strategy or plan to design results-oriented capacity development activities.

Long-term Partnerships are important. Establishing longer term partnerships contributes to depth of engagement and achievement of results. Given the high turn-over of government personnel, there is a continued demand for evaluation training and technical assistance at the national and sub-national levels.

Progress is not always linear. Many challenges arise when working with governments to strengthen systems, including political rivalries, high turnover, insufficient budget allocations, and weak integration and lack of coordination of M&E across sectors. Leveraging multiple stakeholders and partners helps address these challenges.

Mobilize multiple actors. Consolidating a national evaluation system requires engagement and commitment of multiple actors. For example, national evaluation associations can play a critical role in promoting institutionalization of public policy evaluation, but government engagement is central. At the same time, engaging actors from both inside and outside the government helps strengthen the validity of processes. Connecting the executive and parliament may be a challenge, but ultimately a strength in an evaluation system.

Alignment with other processes adds value. M&E will have greater impact if aligned with the planning, budgeting and reporting cycles.

Some gains will only be visible in the long term. Assisting the conduct of a MESA or the implementation of a National Evaluation Policy, and/or training an entry level civil servant may have impacts that accrue five to ten years later.

Looking Ahead

- Expanding and deepening the work illustrated in these case studies requires additional financing.
- Given the scope and the scale of the task, strengthening national evaluation systems can only be done through partnerships, which highlights the value of the GEI network
- While systems change is a long-term undertaking, identifying and communicating our impact in the shorter term is essential to mobilize resources

India: Supporting Systems Strengthening

Grace K. Igweta, Senior Evaluation Officer, World Food Programme [Using written inputs from Abhay Kumar, WFP India Country office]

SEP 2022

Counterpart/s

Who was your "client"/ counterpart?

The Development Monitoring and Evaluation Office (DMEO)

How did the relationship to strengthen the system begin?

In 2019, DMEO reached out to several organizations, including WFP, seeking technical partnerships to leverage expertise in strengthening the larger M&E ecosystem, with a focus on building technical capacities and undertaking joint evaluations. WFP had reached out to DMEO to undertake a one-off training on evaluation management based on WFP Evaluation Quality Assurance System (EQAS). However, DMEO expressed its interest in forging a medium to long-term partnership in strengthening national M&E capacities with a focus on food security and nutrition.

Was the relationship formalized and if so, how? Who are the parties to the agreement?

In February 2020, a Statement of Interest (SoI) was signed between WFP India Country Office and DMEO, articulating the key objectives and activities of this collaboration

Systems situation overview (before intervention)

Describe the system as it was when you started working on it: What does the system monitor and evaluate?

India implements 3 large food-based safety net programmes, reaching a billion people. They provide subsidized food grains (rice, wheat), cooked meals and nutritious take-home-rations to targeted beneficiaries in a life-cycle approach. Mandated under the National Food Security Act 2013 (NFSA), implementation of the food safety nets requires huge public expenditure, amounted to USD ~29 billion in 2020-21. National monitoring and evaluation systems remain supply focussed and internal, relying on less frequent national surveys to understand the status of food security and nutrition (FSN) in the country. The country did not have a national evaluation policy.

Who does the work?

States, operating in the federal setup, bear the dual responsibility of last-mile service delivery for central initiatives as well as their own food security programmes. But most states lack capacities to monitor the FSN sector, and to undertake evaluations that generate critical evidence on FSN. The Development Monitoring and Evaluation Office (DMEO) under the National Institution for Transforming India (NITI Aayog), is the apex government organization tasked with monitoring and evaluating public programmes and policies. DMEO plays a critical role in improving public service delivery by undertaking evaluations for priority sectors and recommending course-corrections.

Who uses the information it generates and what do they do with it?

National and state governments, to make decisions related to the implementation of FSN interventions.

Is there a clear policy and operational framework for the system?

YES, part if the partnership was to support development of the policy and framework

Is there a coordinating entity and where is it located.

Yes, DMEO

How strong is the coordinating agency?

Strong and with mandate

Intervention description

What are the main activities you undertook or are undertaking to strengthen the system?

1. Supporting development and implementation of a national evaluation strategy and policy.
2. Assessing the M&E capacity of states and union territories in the areas related to SDG 2 and building evaluation capacities of government officers at DMEO, central ministries and departments, and state governments.
 - Evaluation workshop in undertaken for all government staff in Rajasthan state evaluation office
 - Support in revamping of the Odisha state evaluation office. Feedback and learnings shared with key stakeholders in the state. Consultations held to discuss the next set of capacity building initiatives
 - Training initiatives were implemented by WFP evaluation experts for DMEO officials (4 capacity building sessions in 2020–2022), in addition to webinars, conferences, panel discussions and brown bag sessions on M&E topics.
3. Customizing WFP evaluation guidance to meet India's M&E needs.
4. Providing technical advice to Country-Led evaluations and conducting joint National Food Security Act (NFSA) evaluations and assessments, including a nationally representative primary sample survey
5. Organizing and participating in knowledge dissemination– WFP and DMEO co-authored three articles on the role and use of M&E for evidence-based decision-making;¹ and participated in conferences, webinars and workshops to introduce and discuss findings and learnings from food security and nutrition evaluations

When did the activities start and how far along are they?

In 2019 and activities are ongoing as part of implementation of the 2020–2023 partnership between WFP and the Government.

How many of each activity have you undertaken?

All planned activities are either completed or ongoing within the partnership framework

¹ Namely: [Evaluate schemes for better outcomes](#) (Indian Development Review, December 2020); [How can governments benefit from visual thinking in evaluation? Takeaways from India](#) (EvalPartners, June 2021); and [A framework for optimizing government monitoring and evaluation systems during crises](#) (NITI Aayog & DMEO, March 2022).

Results achieved

What have your efforts to strengthen the M&E system achieved? Provide a high-level overview.

- National M&E strategy paper articulating the national vision for evaluation
- Panel on FSN with government and WFP officials as part national monitoring and evaluation conference
- Joint evaluation of the flagship inter-ministerial NFSA, to generate critical FSN evidence for learning and accountability
- Evaluation curriculum and competency framework for national and state governments
- Capacity assessment of the state evaluation office undertaken at two levels—individual and organization. Strategic recommendations for strengthening evaluation capacities shared with key stakeholders
- Knowledge exchange between key stakeholders in the government of Rajasthan, DMEO, and the government of Karnataka on systemic approaches for strengthening state evaluation capacities. Challenges, mitigation measures, and good practices for evaluations discussed.

Follow up steps

What follow-up steps are planned?

Ongoing support to country-led evaluations

When will they be undertaken?

WFP continues to support as part of implementation of its Country Strategic Plan in India

Are financial resources available for these steps?

Resource mobilisation is an ongoing process

Lessons learned

What specific lessons have you learned from this experience?

- Deliberate approach to establishing longer term partnership instead of one-off project space has contributed to depth of engagement and achievement of results
- NECD strategic initiatives (e.g., supporting development of evaluation policies) need to be aligned with policy and budgeting cycles to ensure its adoption.
- Secondment of experts works where it complements/reinforces existing national capacities without substituting for resources to be mobilized nationally

What went well?

Coordinated action, enabled by an expert seconded to DMEO

What are you most proud of?

The leadership and support by the senior management of WFP India Country office and DMEO; Ownership of the processes and products from the interventions by DMEO. We do not have to worry about hand over issues that concern partners when activities are carried out by external experts.

What was not a success?

- Raising more resources to implement additional activities to respond to demand from other states
- we could have invested more in liaising with others working on NECD in India. There are opportunities to better synergize and leverage each other's investments
- Sustaining interest and use of toolkits created and other standardization initiatives has been a challenge due government staff rotation. To address this, WFP and DMEO are exploring ways to provide digitized self-learning toolkits and self-paced content which can be accessed anywhere on-the-go.

What would you do differently if you were to begin again?

- Would include a clear resource mobilisation strategy in the partnership document, leveraging other partners as well as national resources [exploring linkages with the Ministry of finance and development partners]

Côte d'Ivoire: Institutionalization of evaluation

Soukeynatou Fall, Chief Planning, Monitoring & Evaluation, UNICEF Côte d'Ivoire

SEP 2022

Counterpart/s

Who was your "client"/ counterpart?

- Ministry of Planning
- National Professional Evaluation Association
- General State Inspectorate
- Parliamentary Committee on Development Evaluation (member of the African Parliamentarians Network on Development Evaluation –APNODE)

How did the relationship to strengthen the system begin?

1. UNICEF first provided technical and financial support to the national professional evaluation associations operating in the country so as to promote further and strengthen the evaluation culture at national level. This initial strategy translated into the following:
 - a. **The launch of a high-level dialogue on the institutionalization of evaluation among a variety of partners, including** collaboration with the Government, parliamentarians, civil society organizations, UN agencies, development partners (AFDB, EU) and others. The "evaluation matinée" (matinale de l'évaluation) and the "evaluation lab" are illustrative of that.
 - b. **The participation of Ivoirian delegations in regional evaluation fora** (the African Evaluation Association, the Francophone Evaluation Summit, the APNODE Annual General Meeting, the Addis Ababa Forum...)
3. The **Government of Côte d'Ivoire's sponsoring of the 9th AFREA conference** in close collaboration with the Ivoirian Network of Monitoring and Evaluation (RISE) in Abidjan, and with the support of UNICEF Headquarters, the Regional Office for West and Central Africa (WCARO) and the Country Office (CO).
4. The strengthening of the Ivorian Government's commitment and leadership in advancing the evaluation agenda. The Government, for instance, mobilized several actors to develop an Evaluation Policy, thanks also to the financial support of the African Development Bank (AFDB). The process that led to the formulation of the Policy was highly participatory and the UNICEF CO provided exhaustive documentation on "evaluation institutionalization" of good practices and lessons learned (most of these lessons were those identified by other countries involved in the Twende Mbele initiative).
5. With the technical and financial support of the Cote d'Ivoire Country Office, the elaboration of the National Development Plan (PND, 2021-2025) provided a unique opportunity to strengthen the National Monitoring and Evaluation System, especially in the following areas:
 - a. **The planning process as reflected by:** (i) stronger evidence-informed strategic analyses, building upon the findings of recent surveys, studies and evaluations to identify and address main challenges; (ii) the formulation of a comprehensive theory of change for the PND; and (iii) a timely assessment of the strengths and weaknesses of the monitoring and evaluation system of both the PND and the related sectoral plans and programmes.

- b. The positioning of the monitoring and evaluation function in the PND (2021–2025) as attested by:** (i) the integration of a budgeted M&E plan, integrated into the priority actions matrix (ii) the substantial increase of resources allocated to the M&E system of the PND and the sectoral programmes and to evidence generation altogether (iii) the planning of an evaluability assessment of the PND; and the consultative validation of the monitoring and evaluation plan, thanks also to the Country Office’s technical and financial support.
6. Through the CO’s technical and financial support, the **orientation of capacity-building activities has significantly changed** in that they started focusing more not only on sustainability but also on the targeting of those actors more prominently involved in the management of the public policy evaluation function, namely the Planning Ministry and the General State Inspectorate (as opposed to the previous awareness raising programs aimed at civil society organizations).
 7. Overall, the Country Office built on the UNICEF **Rights and Results–Based Management Training modules** to facilitate a training of trainers’ workshop of the Planning Office staff. As a result of this activity, the Planning Office, in collaboration with the Country Office, was able to co-facilitate a training workshop aimed at the General State Inspectorate and focused on how to conduct Strategic Planning that is not only sensitive to the SDGs but also aligned with the National Development Plan in collaboration with the Country Office. These training workshops included modules on evaluation and knowledge sharing about good practices and lessons learned on managing evaluation and the institutionalization of evaluation of public policies in different countries in sub-Saharan countries.
 8. The COVID pandemic was an opportunity for the Country Office to reorientate its partnership with the National Professional Evaluation Association by moving away from support to evaluation awareness- raising activities and focusing instead on the **provision of technical expertise** for the conduct of a piece of operational research (action research) that helped highlight the main challenges faced by vulnerable families and children in the context of COVID–19. This eventually contributed to the production of 4 policy briefs to document the key achievements and lessons learned by the CO response to COVID–19. The National Evaluation Association members’ technical expertise was also capitalized upon to conduct a real-time evaluation of the country office response to the COVID–19 pandemic with the joint technical and financial support of the Regional Office (WCARO) and the Country Office.
 9. The Country Office also provided technical and financial support to the **strengthening of the National Statistical System** through conducting the Demographic Health Survey (DHS) in 2021, analysis of child poverty, community-based diagnosis and other research and studies whose findings were used to assess progress and challenges toward achieving the SDGs and national priorities. The CO also supported the **production of a statistical yearbook** in Education, Health and Child Protection systems to strengthen monitoring and evaluation system in child-related sectors.
 10. The CO also provided financial and technical support to the **Voluntary National Review of the SDGs** conducted in 2020 and 2022 under the progressive leadership of the Government. The leadership of the Government (Planning Office) in coordinating the different steps of the 2022 VNR process is concrete proof of the strengthening of the National Monitoring and Evaluation System.

Was the relationship formalized and if so, how? Who are the parties to the agreement?

- The relationship was formalized through the signing of annual workplans by the Planning Ministry and the Country Office PM&E section, in accordance with the strategic orientation of the CPD programme effectiveness programme component, which aims to contribute to the “promotion of the institutionalization of Results–Based Management and evaluation of public policies and the culture of social accountability, particularly in sectors that are partners in the realization of children’s rights.”
- Programme cooperation agreements were also established with the national association of evaluation to conduct operational research on the consequences of the COVID–19 pandemic on vulnerable families and children.

Systems situation overview (before intervention)

Describe the system as it was when you started working on it: What does the system monitor and evaluate?

At first, the system was characterized by the ordinary weaknesses generally ascribed to the monitoring and evaluation system. For instance, most of the sectoral annual reviews were not conducted and monitoring data was not available (neither survey data nor statistical yearbook). Evaluations were scarce and mostly focused on project and programmes managed by development partners in child-related domains. Technical capacities in the evaluation domain were also very weak.

Who does the work?

Health and education were the only sectors that have an existing monitoring system with the publication of a statistical yearbook and conduct of periodic reviews. These activities were supported by development partners within the Sector Wide Approaches implemented in these sectors. These sectors have dedicated services in charge of Planning and Monitoring and benefited from technical and financial support provided by development partners. The planning, statistics and monitoring services only exist in some sectors such as education and health.

Who uses the information it generates and what do they do with it?

- The statistical yearbook and survey results (Demographic and Health Surveys and Living Conditions Surveys) were made available but with significant delays. That, along with weaknesses in the quality, prevented an optimal use of data to strengthen planning, monitoring and evaluation.
- Data generated was used by the ministries concerned for planning and monitoring purposes, mainly at central level. The use of this information for monitoring and evaluation purposes was mostly ensured by the development partners.

Is there a clear policy and operational framework for the system?

At the beginning there was no clear policy nor operational framework for monitoring and evaluation. The overall dynamic depended on the capacity of the sectors concerned to mobilize support of development partners and the importance of the sector indicators in budget support.

Is there a coordinating entity and where is it located. How strong is the coordinating agency?

The Planning Ministry is the coordinating body, despite the lack of a formalized framework at the beginning.

Are there any other features of the system important to note?

A new law was passed that defines the role of different stakeholders, particularly, the Ministry of Planning and the General State Inspectorate in both managing and conducting evaluation of public policies in collaboration with the parliament.

Intervention description

What are the main activities you undertook or are undertaking to strengthen the system?

As described in section 4, the CO implemented the following activities : (i) sustainable capacity-building of the main stakeholders involved in the implementation of the National Evaluation Policy in commissioning, managing and conducting evaluations of public policies (ii) support to knowledge sharing and capitalization upon lessons learned by other countries and advocacy to advance the agenda for the institutionalization of the evaluation of public policies (iii) technical and financial support to the national evaluation association to strengthen the evaluation culture

and promote effective dissemination and use of evaluation results (iv) technical and financial support towards the strengthening of the statistical system to ensure systematic generation of strong evidence through surveys and routine information management systems (v) support to the strengthening of monitoring system of national policies and programmes (vi) strengthening of the SDG voluntary national review along with the strengthening of evaluative activities (vii) support to the evaluability assessment and the conduct of evaluation of public policies, notably the National Development Plan (PND 2021–2025), which serves as the reference framework for economic and social policies in Côte d'Ivoire.

When did the activities start and how far along are they?

The activities described started in 2012 after the security crisis and was accelerated in 2019 thanks to the organization of the AFREA conference held in Abidjan and the launch of the 2021–2025 country programme.

How many of each activity have you undertaken?

Most of the activities listed above have begun, except the support to the conduct of public policy evaluation which has not yet started at national level. It is important to mention that these activities need to be further enhanced to ensure sustainable strengthening of the evaluation function and its professionalization and to foster the demand, the supply and effective use of the results of evaluation of public policies.

Strategic integration

How does the work you are doing ensure that the system addresses gender and inclusion, climate change, youth participation and fragility?

- The SWAP is used as a tool to ensure the mainstreaming of gender in all public evaluations;
- Gender is mainstreamed in training and advocacy activities implemented by the National Evaluation Association activities;
- SDGs are also integrated in training and advocacy activities resulting in the integration of youth gender, climate change and resilience.
- The Country Office has supported the capacity building of young and emerging evaluators and ensured their participation in reference groups for evaluations conducted by the Country Office

Results achieved

What have your efforts to strengthen the M&E system achieved?

Provide a high level overview.

The County Office efforts achieved the following:

- Enhanced the mainstreaming of evaluative thinking into the planning process of public policies, particularly the National Development Plan which is the reference document for social and economic policies.
- Diffusion of this good practice in other sectors through the systematic use of evidence, the elaboration of a theory of change and a results framework and, lastly, the establishment of an institutional framework for monitoring and evaluation
- Elaboration of an Evaluation Policy to guide the institutionalization of evaluation of public policies in Côte d'Ivoire.
- Enhanced leadership of the Planning Ministry in ensuring the coordination of the statistical system and the monitoring and evaluation system with the National Development Plan as the entry point.

- Enhanced commitment and leadership (Planning Ministry and General State Inspectorate) of the Government in building its evaluative capacities and managing the evaluation function in close collaboration with parliament which is accountable for evaluation practices.
- Generation of data to guide planning, monitoring and evaluation of public policies– the MICS survey conducted in 2016 was one of the major sources of information used to guide the formulation of public policies in different sectors (the PND 2016–2020, the health policy, the national social protection strategy...)

Follow up steps

What follow-up steps are planned?

- Technical and financial support to dialogue with the main stakeholders of the evaluation law to guide the elaboration of a national roadmap for the institutionalization of the evaluation of public policies.
- Capacity-building of parliamentarians in commissioning and ensuring effective use of evaluation.
- Capacity building of the Planning Ministry in conducting internal evaluations of public policies and managing evaluations of public policies. These capacity building activities aim to contribute to the professionalization of evaluations of public policies.
- Capacity-building of the National Evaluation Association in disseminating evaluation findings and facilitation dialogue on evaluation findings and their programmatic implications.
- Mobilization of technical expertise and financial resources to support the conduct of evaluation of public policies for learning purposes first and to support enhanced efficiency of public policies and reforms.
- Realization of SDGs evaluation in 2023 to feed into the next VNR process planned in 2024.
- Organization of the Ivorian Evaluation Days to support capacity-building activities, dialogue on the evaluation of public policies and the elaboration of the national roadmap for the institutionalization of evaluation of public policies.

When will they be undertaken?

2022–2023–2024–2025

Are financial resources available for these steps? Who provided them?

After the important support over the last few years, financial resources are no longer available at this stage. UNICEF will invest its regular resources and has started mobilizing resources among the Global Fund that was used to support the realization of the Demographic and Health Survey and the in-depth analysis of DHS data. However, the resources mobilized through the programme regular resources are insufficient to cover the activities that need to be conducted to make the services in charge of managing the evaluation of public policies autonomous in the management of their responsibilities and to create an enabling environment for effective evaluation of public policies.

Lessons learned

What specific lessons have you learned from this experience?

- Although National Evaluation Associations play a key role in promoting the institutionalization of evaluation of public policies, the Government's active engagement in the process (including through the organization of regional events, such as the African Evaluation Association Conference – AfrEA– or the International Francophone Evaluation Forum –FIFE) is critical
- The establishment of partnerships with the financial institutions and donors involved in national budget support are essential to consolidate progress towards the strengthening the evaluation agenda

What went well?

- The partnership with the Ministry of Planning was beneficial on three fronts: 1) it allowed promoting the evaluation agenda at the country level; 2) it contributed to improving the coordination activities funded under the Country Programme Document (CPD); and 3) it helped strengthen the national statistical system as well as the VNR process, which ultimately translated into a more conducive enabling environment for advancing the different pillars of the national M&E system.
- The fruitful partnership established among the Parliament, the Ministry of Planning, the Civil Society, the Universities and UNICEF for promoting the culture and practices of evaluation

What are you most proud of?

- The collaborative platform (among the Planning Ministry, the national evaluation associations, the General State Inspectorate, and the parliament) set up with the support of the Cote d'Ivoire Country Office helped strengthen their respective engagement as well capitalized their synergies and complementarities. That ended up advancing the evaluation agenda and consolidating the National Monitoring and Evaluation System.
- Successful evaluations commissioned by the Country Office and conducted by the national expertise were rated "exceptional" and "highly satisfactory" by GEROs (UNICEF's Global Evaluation Reports Oversight System). Such evaluations managed by the Country Office with the support of the Regional Office confirmed the existence of valuable national evaluation expertise that could support the strengthening of the National Monitoring and Evaluation System.

What was not a success?

- Interagency collaboration exists among UNICEF and other UN Agencies to support the Volunteer National Review of the SDGs and the conduct of the Demographic Health Survey. However, the strategic partnership between UNICEF and other development partners involved in the support to the national evaluation agenda such as the African Development Bank is yet to be developed. It needs to be strengthened to rationalize and ensure coherence of interventions that aim to support the strengthening of the National Monitoring and Evaluation System.
- The national evaluation associations are still fragmented (RISE, 2IEVAL, Evalwomen, RIFEVAL) despite efforts made by the Country Office.

What would you do differently if you were to begin again?

We would partner with other development partners and the UN agencies to undertake a national evaluation capacities assessment in order to guide and streamline the process of institutionalization of evaluation of public policies.

Africa: The African Parliamentarians' Network on Development Evaluation

Kobena T. Hanson, Principal ECD Officer
and Karen Rot-Munstermann, Evaluator General
IDEV | AfDB, Abidjan, Cote d'Ivoire

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Counterpart/s

- The African Parliamentarians' Network on Development Evaluation (APNODE) was launched in March 2014 on the margins of the biennial AfrEA conference, and formalized in 2015 at the Network's first Annual General Meeting (AGM). The Network has adopted a Constitution, a membership policy and various operational policies.
- APNODE is a network of African Members of Parliament (MPs), National Parliaments, and partners promoting the use of evaluation in national decision making. It started out as 25 individual MPs from 7 countries.
- IDEV is a partner of APNODE and hosts APNODE's Secretariat at the AfDB headquarters in Cote d'Ivoire.

Systems situation overview (before intervention)

- Before APNODE's establishment, there was no parliamentary network in Africa dedicated specifically to the promotion and use of evaluation, although there were parliamentary networks in the areas of good governance and fighting corruption, such as APNAC. African MPs were not well-informed about evaluation and how it could be useful to them in their parliamentary roles and duties.
- The APNODE system seeks to support development effectiveness and inclusive growth in Africa, while encouraging and monitoring how MPs demand and utilize evaluation evidence in their roles of oversight, legislation, budgeting and representation. Most of the work is done by Network members (in some countries organized into a National Chapter), in collaboration with the APNODE Executive Committee and the Secretariat.
- Information/knowledge generated by APNODE is disseminated to and utilized by APNODE members, partners, and VOPEs across Africa and beyond – to nurture a cadre of informed policy and development practitioners.

Intervention description

- Key activities undertaken to establish and strengthen the Network include sensitization, promotion, trainings (virtual and in-person), the organization of the AGM, participating in dialogue forums both regionally and globally, and engagements and collaborations with various evaluation entities.
- Multi-pronged activities by the Network commenced in 2015. Since then, each year, APNODE undertakes a number of trainings, sensitization and learning events, mainly aimed at existing and potential new members, holds an AGM, and participates in dialogue forums. In recent years, it has added systematic dissemination of

useful resources and knowledge on upcoming events.

- Collaboration with partners has been key for the Network. Partners have included the AfDB, AfrEA, CLEAR-AA, CLEAR-FA, EvalPartners, the Global Parliamentarians Forum on Evaluation, RFE, Twende Mbele, UNDP, UNICEF, UN-Women, and USAID.

Strategic integration

- Among the objectives for APNODE listed in its Constitution is the commitment to support parliaments in ensuring that evaluations at country level are responsive to concerns of gender equality, vulnerable groups, and equitable development results.
- The issues of climate change and fragility are not explicitly mentioned, but given that APNODE's main objective is to advance development effectiveness and inclusive growth on the continent, the challenges faced by capacity-poor nations are important to APNODE.

Results achieved

Below are some results achieved in APNODE's efforts to strengthen the M&E system:

- Enhanced visibility & footprint – Network has grown from 25 members from 7 countries in 2014, to 80+ current and former members from 32 countries across Africa;
- Country ownership & buy-in leading to creation of APNODE National Chapters. Currently, 3 active Chapters in Cameroon, Cote d'Ivoire and Zimbabwe;
- A trained cadre of 600+ MPs in evaluation & evidence-use;
- Championed the importance of evaluation at national level, resulting in 4 national evaluation policies and evaluation being explicitly embedded in 2 Constitutions;
- Trusted broker & ECD partner of choice for MPs in Africa.

Follow up steps

APNODE intends to strengthen its collaboration with the UNICEF West & Central Africa Regional Office, with the aim to sensitize MPs and parliaments across West & Central Africa on the value proposition of APNODE, to win over more members, as part of UNICEF's wider support to APNODE. APNODE-UNICEF collaboration will commence in 2023 as follows:

- Give APNODE members access to UNICEF database of completed evaluations in Africa, for an estimated total of 70 evaluations per year. These practical cases will serve as lessons and guides for the future work of APNODE members;
- Invite APNODE member MPs to participate in evaluation training sessions organized by UNICEF;
- Avail the results of surveys conducted by UNICEF on the relevance of development programs to the cause of children to parliaments, who will be able to draw on this data to contribute effectively to development policies that protect children and young;
- Organize conferences and webinars on assessment for a diverse audience who are not necessarily assessment professionals. The typology of APNODE members offers such an opportunity and UNICEF will collaborate with the Network to equip the un-initiated with evaluation techniques;
- UNICEF West & Central Africa Regional Office will advocate closely with governments and Parliaments for evaluation and encourage Parliaments to join APNODE as institutional members.

Lessons learned

Once MPs understand the value of evaluation in exercising their roles and duties, they quickly become enthusiastic and want to learn more.

- At the same time, their interest only lasts as long as their time in office – once they leave Parliament, they disengage from the network.
- Political will and leadership are critical – having these ingredients (e.g., the buy-in of the Speaker of Parliament), gets you invaluable mileage and traction.
- At APNODE's inception, long discussions were held on whether it should be a network of parliaments or of parliamentarians. Finally, the latter was chosen, with individual membership akin to that of an association. However, the associated funding model, based on membership fees, has been challenging to implement. In hindsight, it might have been better to replace the individual membership fee with Parliaments, as institutional members, paying a subscription for a certain number of MPs and parliamentary staffers each year.

Asia and the Pacific: Evaluation Capacity Development

Sonia Chand Sandhu, Evaluation capacity development (ECD) team, Principal Evaluation Specialist, Independent Evaluation Department (IED), Asian Development Bank (ADB)

SEP 2022

Applicable to all ADB member countries and ADB staff across operations departments covering 5 regions – Central and West Asia, East Asia, South Asia, Southeast Asia and the Pacific.

Counterpart/s

Clients: ADB management, ADB staff and government officers of ADB assisted projects.

Relationship and Mandate. The ADB evaluation policy¹ (2008) and the Operations Manual for Independent Evaluation² support ECD in DMCs as a key function of IED. As a step towards facilitating successful implementation of ADB projects, the then Operations Evaluation Department (OED) launched a study in 2007 on the factors responsible for success or failure of projects based on a review of project completion reports (PCRs).³ The study recognized the role of self-evaluation by operations and identified project completion reports (PCRs) as an important instrument for describing ADB's performance

The analysis underscored the need for enhanced understanding on the part of operations departments about IED's evaluation guidelines and the overall objective, and specific modalities, of their work. As a result, ADB's human resources division and OED started undertaking evaluation capacity building activities in 2009.

Systems situation overview (before intervention)

Evaluation capacity development (ECD) in IED is to strengthen accountability in ADB's operations by improving project performance, and enhancing development effectiveness, both within ADB through improvements in the self-evaluation process, and its partner executing and implementing agencies. There is a clear policy and operational framework to institutionalize the ECD system (mentioned above in No. 4). This is complimented by IED's validation process by which self-evaluated project and technical assistance (TA) completion reports are validated for an overall assessment of project performance and accountability within ADB's operations.

In this regard, IED established the ADB Evaluation Academy brand in 2018 which guides and manages IED's capacity development, learning and knowledge sharing initiatives, to ensure "the right knowledge for the right audience at the right time". This helps deepen and strengthen evaluation culture and its practice across professionals in the Asia-Pacific region and beyond through tailored approaches.⁴

¹ ADB. 2008. Review of the Independence and Effectiveness of the Operations Evaluation Department. Manila.

² ADB. 2013. Operations Manual: Section K1. Manila.

³ Serrat, O. (2008). Learning lessons with knowledge audits [Electronic version]. Paper presented at the Third International Evaluation Conference of the Malaysian Evaluation Society.

⁴ These five approaches are generalized at a meta level; (i) 'understand' encompasses a learning process that internalizes knowledge in the individual; (ii) 'tailor' refers to the ability of the individual to make knowledge context-specific; (iii) 'measure' implies a strong focus on assessing progress on results; (iv) 'engage' refers to ensuring that learning gained is shared with others in a productive manner; and (v) 'leverage' denotes the ability to add value to specific work by maximizing the application of the knowledge gained.

Intervention description

ECD at IED, through its Evaluation Academy, supports capacity development at three distinct levels: (i) Government officers of executing and implementing agencies of ADB assisted projects across member countries. (ii) ADB staff ; (iii) Evaluation professionals, including IED evaluation staff

(i) Government Officers: In the last few years, IED has deepened its engagement with member countries through its regional departments by contextualizing training to the felt needs and concerns of the counterpart government executing and implementing agencies. This has been done through custom-designed country specific training programs offered in the region e.g., for the Pacific EA and IAs in the last two years. In previous years (before Covid-19) country specific trainings were offered e. g. in Nepal (Bhutan and Nepal), in Colombo, covering Sri Lanka and Bangladesh; in India.

(ii). ADB staff: Knowledge from evaluation studies, including learnings (lessons) from project and country level validation reports (Project Validation Reports, Technical Assistance Completion Validation Reports and Country Partnership Strategy Final Review Validations) and higher plane corporate evaluations, together with the Evaluation Guidelines (2016) and Principles (2020) forming the basis of training content. This extends to improving project self-evaluation by enhancing the understanding and application of evaluation criteria to programs, policies, and projects. This, in turn, leads to improving project performance (and further development effectiveness). Regular training programs for ADB staff are organized in close coordination with ADBs internal learning and development team, e.g., integration of comprehensive project evaluation modules in the Project Design and Management Program. These aim to institutionalize and strengthen evaluation and learning culture within ADB.

iii. Learning and development of evaluation professionals including the IED staff is also an integral component of the Evaluation Academy. Learning workshops on specialized topics in evaluation have been supported by ADB but have become more organized starting 2017. More specific and in-depth evaluation topics are further organized such as message driven writing, using big data and machine learning.

As part of ECD, IED also organizes learning and knowledge sharing events. The Asian Evaluation Week, organized annually in partnership with the AFDI, is IED's flagship learning and knowledge sharing platform that gathers evaluation professionals and development practitioners from across the world.

Strategic integration

Gender, inclusion, climate change and environmental sustainability are integrated within training content as part of safeguards. Evaluation findings and lessons from special sector and thematic evaluations are incorporated within training content, and used for sensitizing staff, such as from evaluations on Gender, Climate Change, Environment and Agriculture and Natural resources, Integrated water management.

Results achieved

The following key outputs lay the foundation for better outcomes and result in terms of enhancing capabilities in conducting evaluations, self-evaluation and applying learning for improving project performance. These include:

1. **At Country level for EAs and IAs for the Pacific region (2021–2022):** Project Monitoring Evaluation and Learning (MEL) in the Pacific for government officers of executing and implementing agencies: This would lead to system improvements at the country level by institutionalizing evaluation in project management and business cycles not only in ADB supported projects, but also across sectors across government departments.
2. **For ADB staff:** Project Evaluation workshop for improving project performance in collaboration with the Culture and Talent Division as well as directly with the regional departments averaging about 20 participants (since 2009); Evaluation Dialogue with the select regional departments (2021: Central West and South Asia), organized in collaboration with their respective quality assurance teams to address concerns scoped to a better understanding of the validation process; Country focused training for ADB staff at the resident missions who have the dedicated responsibility of project implementation together with their government counterparts in executing and implementing agencies.
3. **IED staff development:** Face to face and online group learning sessions on relevant evaluation courses such as evaluation planning, public–private partnerships, systematic reviews, among others.
4. **The 2022 Asian Evaluation Week (virtual):** the AEW, now in its 7th year, virtually connected more than 700 participants from over 100 countries to share experiences, lessons, and knowledge on “Reframing Evaluation for Green, Inclusive, and resilient Recovery

Overall results: Improvements in the quality of self–evaluation in ADB projects, and overall improvements, in ADB PCR quality and Project Performance Evaluation Report (PPER). Additionally, increased number of Government PCRs are being undertaken. Growing participation in AEW widened from the evaluation to development community with positive feedback on quality of sessions and content.

Follow up steps

The following steps have been initiated and are in varying stages of implementation:

- Strengthen country focused and sector wide evaluation approaches. For example, developing monitoring and evaluation capacity for energy sector in Indonesia within the government ministries. The aim is institutionalizing energy evaluation at the policy and program level to ensure delivery of priority programs such as labeling, energy efficiency and energy conservation. These activities would be financed through technical assistance.
- Strengthening work in supporting the establishment of centers of excellence in member countries for localization and decentralization of ECD. For example, IED engaged with the University of South Pacific (USP) to establish a center of excellence for improving capacities in Pacific Island countries.
- Strengthening collaboration with partners such as the GEI for consolidated results in countries. Specific activity has been initiated in the Pacific through the dialogue on Pacific MEL.
- Initiated a systematic monitoring process through tracer surveys of past participants to better understand how training has been utilized
- Stocktaking for the SHIPDET program to assess its uptake and revitalize the program, contextualized for the Asia Pacific.

Lessons learned

Key lessons:

- Focus on contextualizing training content to include direct learnings from findings of evaluation reports such as validations of completion reports of projects and technical assistance programs and activities, country level evaluations done for country partnership strategies and other sector and thematic evaluations.
- Take steps towards addressing monitoring, evaluation and learning capacity in countries, to extend evaluation influence beyond just ADB assisted projects but towards overall development effectiveness.

What works

Contextualizing trainings to country level and/or needs of the department

What needs to work better

Engaging with government at national level, through civil service commissions and at sub-national level, to accelerate building national M, E and L capacities

What can be done differently

(i) establishing direct dialogues with national governments and optimizing knowledge partnerships in countries. This would help national systems assess their own development trends and effectiveness. (ii) Expanding and enhancing partnerships given the huge need and demands: this includes networking with the leading think tanks and research institutions such as the Asian Development Bank Institute (ADBI) and the Asia-Pacific Finance Development Institute (AFDI) and certification of evaluation standards. (Since 2007, IED had started ECD activities with external partners such as the Shanghai International Program for Development Evaluation Training (SHIPDET). This is a joint initiative with the People's Republic of China's Ministry of Finance, the World Bank Group, and the then Asia-Pacific Finance and Development Center (AFDC).¹ This program was suspended in 2020 and 2021 due to COVID)

¹ In 2014, the Center was elevated to that of an Institute.

Costa Rica: Strengthening National Systems

Sarah Klier, Team Leader ECD, DEval

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Counterpart/s

DEval's main partner is the Ministry of National Planning and Political Economy, Mideplan. Mideplan previously established relationships with other German institutions working in the field of ECD: More than ten years ago, a university partnership between Germany and Costa Rica and a GIZ project for the development of evaluation capacities were established. This was officially agreed upon by the governments of Germany and Costa Rica. DEval started working in CR in 2014. Currently, the Focelac+ project works with many different partners from politics, academia and civil society, with many of them MoUs and/or contracts are signed.

Systems situation overview (before intervention)

When DEval started working in Costa Rica (2014), the costa-rican government had a very high interest in the topic of evaluation and the minister of planning wanted to adapt the national evaluation system and institutionalize evaluation more strongly. At that time, it was the evaluation unit in the Ministry of Planning that was responsible for selecting government programs for evaluations and having them evaluated. However, the selection, implementation, and use of evaluations did not occur in a systematic manner and the Ministry had very limited resources and capacity.

Intervention description

Together with Mideplan we created a national evaluation platform where representatives from academia, politics and civil society regularly discuss evaluation needs in the country and together we decided which demands we can approach with Focelac. This included trainings, implementing evaluations as part of a learning process, (i.a. Participatory Evaluations), supporting a country-led evaluation, fostering exchange on different levels, work with the Costa-Rican and the Latin American evaluation network (e.g. developing evaluation standards), all the time working very closely with Mideplan, doing a lot of consulting and giving trainings to their staff.

Strategic integration

We primarily answer demands from our partners (through the national and a regional evaluation platform). As they are all very much involved with the Agenda 2030, most topics are covered in our work, with climate change being the most prominent one. We work according to Agenda 2030 principles, our methodological focus lies in participatory evaluations.

Results achieved

Today, Costa Rica has a National Evaluation Agenda (ANE) in which programs are selected for evaluation based on selection criteria. The ANE has a fixed budget. It is coordinated by the Evaluation Unit of the Ministry of Planning. This

unit selects evaluations and manages the contracting, implementation, and use of the evaluation, its staff is very well prepared for this job and shares its experience with other countries. Costa Rica also developed an evaluation policy together with Focelac and the national evaluation platform. This platform was created by Focelac (s. above point 6) but is now led by Mideplan, Focelac is only participating. This platform monitors the national evaluation policy.

Follow up steps

Costa Rica is now passing on its positive experience in the region, for example in direct exchange with Ecuador. Resources from Mideplan are used for this purpose, as well as funds from DEval (triangular cooperation).

Lessons learned

- + Working with the whole system in a demand-driven way helped a lot (facilitating networking among evaluation experts)
- + Very good trustful relationships with key partners made a huge difference and helped us to not only focus on our agenda, but putting partner demands first
- + Having our own staff in and from Costa Rica helped us understand the country better
- Next time: approaching YEE from the beginning
- Reaching out to other countries too fast was a mistake

Uganda: M&E Systems Strengthening

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CLEAR AA

SEP 2022

Counterpart/s

The client for system strengthening is the Republic of Uganda through the Office of the Prime Minister (OPM) (M&E Directorate). In 2012, an advocacy workshop was organised by the South African Department of Planning Monitoring and Evaluation (DPME) and CLEAR-AA, that included 7 countries, one of which was Uganda. To encourage the use of M&E as a tool for enhancing government performance and accountability in Africa, the Department for International Development (DFID) agreed to provide support to these countries through the newly established peer learning program, Twende Mbele. An informal partnership emerged between CLEAR-AA, Twende Mbele, as well as the governments of Uganda, Benin and South Africa, who were the first three countries in the Twende Mbele programme. In January 2016 a formal partnership in the form of a Memorandum of Understanding (MoU) aimed at collaboration, capacity building and peer-to-peer sharing of experiences was signed. The partners of the agreement were the government of Benin, Uganda and South Africa, with CLEAR AA and the Independent Development Evaluation (IDEV) at the African Development Bank (AfDB) as non-state partners. Since 2017 the work between CLEAR-AA and Uganda was performed through Twende Mbele, supported by the Hewlett Foundation.

Systems situation overview (before intervention)

The Republic of Uganda has a two-level government structure constituting the national and local government. Service delivery is primarily decentralised with most frontline services being delivered by sectors for example health and education. By 2017 when CLEAR-AA started working with Uganda, the National Integrated Monitoring and Evaluation Strategy (NIMES) was in implementation for over 10 years focusing on strengthening performance assessment in the public sector. The NIMES was primarily focused on achieving results through the efficient and effective delivery of services. Few ministries had management information systems, fewer than three-quarters of the sectors conducted annual sector reviews, and data was not generally used effectively to improve performance and accountability. Routine monitoring of spending and results was not well integrated across the public service. Uganda monitored and evaluated key public services, which demand effective performance measurement and analysis. These are in form of programmes, projects, strategies, policies, and plans. A number of these are key national priorities and commitments constituting the National Development Plans (NDPs). At the time of writing this case study, Uganda is implementing its NDP III (2020/21 – 2024/25). The M&E reforms happening in Uganda called for a national integrated M&E Plan with 22 programmes of national priority to be monitored and evaluated.

The M&E ecosystem of Uganda is quite large. As service delivery happens at local government level, there are a variety of stakeholders who have a role and responsibility in the M&E ecosystem including parliament, universities, civil society organisations, and development assistance partners. The aforementioned work is monitored and evaluated using the National Results Framework (NRF). The NRF is coherent and relevant to national, regional and international commitments for example NDP III, African Union Agenda 2063, the African Peer Review Mechanism

(APRM), and the Sustainable Development Goals (SDGs). A CLEAR-AA study reported that there were a few public investments that were evaluated on a frequent basis.

Development assistance partners are on the forefront in commissioning and managing evaluations in Uganda. This implied that policy and decision making was not being informed by lessons about which interventions were successful and which ones were not, and that a system of upward accountability still dominated the national M&E system.

Evaluations are regulated under a policy developed and approved in 2012/2013. The key stakeholders playing a major role include the Office of the President, Office of the Prime Minister (OPM), Ministry of Finance, National Planning Authority, Auditor General, Ministry of Local Government, Ministry of Public Service and Local Government. With regards to institutional arrangements, an M&E Directorate under the OPM provides oversight and coordination for performance monitoring through tracking ministries, departments and agencies interventions that receive government funds. A Government Evaluation Facility (GEF) also under OPM is responsible for designing, conducting, coordinating, managing and communicating evaluation results. The work of GEF is facilitated by the National M&E Technical Working Group (NMETWG) constituting representatives from across the M&E ecosystem with an aim to review evaluations. Both the M&E Directorate and GEF are relatively strong entities due to their location within the OPM showing buy-in and ownership by both senior administrative and political officers. The location within the executive is significant in fostering a culture of M&E that trickles down from the highest office. Overall, the National Evaluation System (NES) in Uganda is led by OPM.

With regard to the use of M&E information, despite the policy encouraging public sector use of M&E findings, the uptake remains low. However, there are pockets of excellence where evaluation findings have been used. First, the parliament of Uganda requires that for the first time in reading a new Bill, an evaluation report should justify the need for proposed legislation, which has created an avenue for the use of evaluation. Second, evaluation of the Persons with Disability Act of 2006 was also amended as a result of an evaluation that reported abuse of some of the provisions of the Act. Third, the NDP III is informed by the evaluation of NDP II (2015/16 – 2019/20). It is no doubt therefore – to varying degrees – that Parliament, Cabinet, Sector Ministries, CSOs and Development Assistance Partners are consumers of evaluations in Uganda. Fourth, in the evaluation of the Youth Livelihood Programme, the programme was found not to be meeting its intended objectives. As a result, the programme was restructured with regards to design (particularly relaxing access of the programme by beneficiaries).

Based on the authors' experience and knowledge working with the Uganda NES, there are unique features of the system. First, the system is among the few, matured national evaluation systems in Africa that is formalised by a policy. Second, of particular uniqueness in the NES is the linkage with Parliament. In the execution of Parliaments oversight mandate of the Executive, an M&E Department was established at the Uganda Parliament.

Intervention description

CLEAR-AA conducted a package of interventions in Uganda.

1. Evaluation Capacity Development (ECD) and Technical Assistance: A Theory of Change workshop on strengthening the Role of Civil Society in evaluation was held in Uganda in 2018. The workshop led to the development of the Evaluation Plan for the Health Sector. The plan is intentionally aimed at ensuring regular undertaking of evaluation specifically in the health sector.
2. In 2020, CLEAR-AA initiated the development of an M&E Plan with 18 Programmes (2020/21 – 2024/25). This plan necessitates the efficient and effective M&E of national priorities.
3. A Monitoring and Evaluation Situation Analysis (MESA) conducted in 2020/21 led to Monitoring and Evaluation Capacity Strengthening Strategy and Plan. MESA is a prerequisite for finding the best approach for improving government performance for the delivery of services to citizens.

4. A Landscape Analysis, conducted in 2020, was aimed at understanding the M&E offerings across higher education institutions in Uganda. The analysis identified gaps and opportunities in ECD in Uganda. The rationale for the project was to support and facilitate the development of academic qualifications in M&E, and also support universities in broadening the scope of their Evaluation Capacity Building into short course delivery. The achievement of this outcome is yet to be assessed.

The MESA and Strategy and Plan informed the work that CLEAR-AA will be undertaking from the last quarter of 2022 to 2025. This work is cost-sharing partnership with UNICEF Uganda Country Office, UNICEF East and Southern Regional Office (ESARO) and CLEAR-AA.

Strategic integration

There are ideas on how CLEAR-AA will ensure that the different M&E infrastructure to be co-created with the OPM and the other stakeholders should focus on gender and inclusion, climate change, youth participation and fragility. First, the M&E Plan has gender indicators that are critical for putting the spotlight on inequality and underscoring the need to realize the rights of poor and marginalized women and girls who are left behind and whose rights are not always prioritized in policy-making processes. This is aimed at achieving SDG 5 (Gender Equality). The National Priority Gender Equality Indicators (NPGEI). The NPGEI is an essential tool for monitoring progress towards achieving the targets under SDGs in general and Goal 5 (Gender Equality) in particular, as well as other national and international policy and planning frameworks aimed at achieving gender equality in Uganda.

Second, CLEAR-AA in developing the Evaluation Plan will persuade the stakeholders to select interventions that are focusing on gender, inclusion, youth participation and transformation. In doing so, it will be indicative of the government's effort to understand how gender and inclusion is mainstreamed across the sectors. Second, CLEAR-AA will influence stakeholders in co-creating the Evaluation Plan to make gender and inclusion, youth and climate change a criteria to select interventions of national priority. Third, CLEAR-AA is seeking partnership with International Institute for Environment and Development (IIED) an institution based in UK but doing work in Uganda. It is through this partnership that CLEAR-AA would want to influence climate change mainstreaming in all the interventions.

Results achieved

The relative maturity of the Ugandan National M&E System means that the interventions are focused on identifying the challenges with the implementation of the existing system, and identifying gaps. Most of the fundamentals (e.g. policies and regulatory frameworks) are in place, therefore the envisaged results are about the fidelity of the system (and its component parts), as well as the use of evidence from the system to effect programmatic and policy change. Evaluation Capacity Development currently appears to be the greatest need in a system with this level of maturity.

An empirical evaluation of the achievement of results has not been conducted, therefore the results that have been attained due to our interventions are based on perceptions, which are as follows: Our ECD work (such as the Theory of Change workshops on strengthening the Role of Civil Society in evaluation) has brought about better coordination between the Ministry of Health, CSOs working in the health sector and NGO Directorate in the OPM. The Monitoring and Evaluation Situation Analysis (MESA) conducted in 2020/21 led to the Monitoring and Evaluation Capacity Strengthening Strategy and Plan. The MESA and Strategy and Plan informed the work that CLEAR-AA will be undertaking from the last quarter of 2022 to 2025 (see section 9 below).

Follow up steps

The work in Uganda is being co-financed by UNICEF country office (73%) and CLEAR-AA (27%). CLEAR-AA doesn't not have the budget to contribute to all the activities, and therefore the envisaged activities are limited to the following:

Last Quarter of 2022:

1. Support review of the National Monitoring and Evaluation Policy
2. Conduct National Evaluation Capacity Assessment

The preparation of the two activities are already underway specifically the conceptual and analytical frameworks. The concept note with an operational plan is already developed.

2023 – 2025:

3. Develop five-day M&E courses in consultation with UNICEF and partners.
4. Develop a National Evaluation Agenda
5. Develop M&E Policy implementation plan
6. Develop an evidence advocacy plan
7. Organize evaluation led advocacy events in collaboration with UNICEF, Parliament of Uganda and development partners.

Lessons learned

- Conducting a MESA and developing a Strategy and Plan is of primary importance for ascertaining the gaps and opportunities in the M&E system.
- Location of the central institution providing oversight and coordination of public sector M&E is key for buy-in and ownership.
- The linkage between NES and Parliament is important for holding the Executive to account for public spending.

What was not a success?

Although, CLEAR-AA is proud to have developed the Evaluation Agenda for the Health sector, resourcing the agenda is a key challenge. In addition, it has taken too long for the Strategy and Plan to be implemented, a key lesson being that systems strengthening requires patience and is a multi-pronged process.

What are you most proud of?

It is CLEAR-AA's reputation in undertaking the PCA that has influenced Uganda UNICEF CO to join the PCA. CLEAR-AA will continue playing a convening and facilitation role bringing different development assistance partners together to fund activities of interest, avoid duplication and foster coherence.

Kingdom of Lesotho: M&E Systems Strengthening

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SEP 2022

Counterpart/s

The client is the Government of Lesotho. The relationship with GoL started with a meeting at the University of Witwatersrand in 2019. The former Minister of Development Planning came to meet with CLEAR-AA. A proposal was developed with areas of intervention. In 2020, CLEAR-AA and GoL through the Ministry of Development Planning signed a Memorandum of Understanding (2020), formalising the relationship.

Systems situation overview (before intervention)

The M&E system in Lesotho was in its embryonic stages. Ministries, Departments, and Agencies and Local government authorities conducted monitoring of the development interventions that were aligned to Vision 2020 and the National Strategic Development Plan. However, the long term plan (Vision 2020) did not have an M&E framework. The medium term plan (NSDP II) had a draft M&E framework during its life cycle, that was never adopted by any of the ministries, departments and agencies (MDAs). As a result, there was poor monitoring.

Development Assistance Partners for example UNICEF, World Vision and others played a key role in M&E. With regard to evaluation, the government did not conduct evaluations except for reviews of their medium term plans. Majority of evaluations were commissioned by development partners.

CLEAR-AA in partnership with UNICEF East and Southern Regional Office (ESARO) and Ministry of Development Planning (MDP) developed a National M&E Policy, which had not been adopted nor implemented. The MDP (M&E Unit) provided oversight and coordination of the public sector M&E. It is a sector ministry, however its mandate is derived from executive powers rather than legislative and constitutional frameworks, rendering its coordination and oversight function weak. Further to that the Principal Secretary of Development Planning held powers equal to that of other Principal Secretaries of sector ministries, hence could not hold his peers to account.

Intervention description

CLEAR-AA conducted a Monitoring and Evaluation Situation Analysis (MESA) in 2020 to understand the state of the M&E ecosystem. The recommendations that were made informed the later work that was undertaken.

Owing to the lack of monitoring and evaluation capacity within the sector ministries, CLEAR-AA conducted a Results Based Monitoring and Evaluation training with 2 cohorts of GoL officials.

CLEAR-AA developed a National Monitoring and Evaluation Policy aiming at institutionalising, structuring, and systematising evaluations across government. The Policy has its own Implementation Plan. The training and policy development was co-funded by UNICEF Lesotho and CLEAR-AA.

To further embed the evaluation function, CLEAR-AA developed a National Evaluation Guideline. This guideline was aimed at standardizing how evaluations can be undertaken across the government sector.

Currently CLEAR-AA is doing an evaluation of Vision 2020, and although not directly linked to the systems strengthening intervention, the findings are pointing to the weak M&E system. This will become key to providing evidence for the need to strengthen parts of the system particularly data collection, monitoring, and reporting.

Strategic integration

The Vision 2020 findings are indicative of the weak integration of gender and inclusion, climate change and youth participation. There is lack of disaggregated data particularly in government interventions – this is emanating from lack of indicators specifically tracking the aforementioned. Strategically, CLEAR-AA would want to start engaging with Ministry of Gender who is spearheading and is the custodian of the National Gender Policy and coordinator for gender activities in the country. However, the developed Policy and Evaluation guidelines speak to issues of gender and inclusion, as well as climate change. The two themes are part of the criteria for selecting evaluations.

Results achieved

Changes at a systems level require an evaluative exercise, which has not yet been conducted. The successful achievement of results at an output level, namely Evaluation Capacity Development in the form of Results Based M&E training conducted, NM&E Policy developed, and Evaluation Guideline developed, point to the expected milestones that are key features of the pathway towards the institutionalization of an effective national M&E system. CLEAR-AA developed Lesotho National Evaluation Guidelines in 2021. The guidelines were piloted through the evaluation of the Lesotho Vision 2020. For example, the Terms of Reference for the Lesotho Vision 2020 and the report structure of the Vision evaluation. In order to determine the outcomes of its ECD interventions, CLEAR-AA will be conducting a tracer study for the Results Based Monitoring and Evaluation (RBME) training that was conducted in 2020.

Follow up steps

As mentioned before, CLEAR-AA intends conducting a tracer study to determine the outcome(s) of its ECD intervention. In terms of the pending PCA with UNICEF, CLEAR-AA, together with MDP and UNICEF will agree on the next package of interventions that will form part of the foundations for strengthening the national M&E system. Plans are afoot to approach World Bank, UNDP, and EU to support the ECD and technical assistance work, building on the completed interventions. Much more work is needed in the area of ECD, as well as advocacy to build a culture of both monitoring, and evaluation.

Lessons learned

10.1 Authentic partnerships and building relationships remain a key feature of collaborating in the work of strengthening National Evaluation Systems. Working in Lesotho is difficult due to the political context; however, we have created a good working relationship that is yielding good outputs. Going forward, what is key is to demonstrate the value of M&E, and advocate for the utilization and institutionalization of the National M&E Policy and Evaluation Guideline in policy and governance processes.

1. Institutional arrangements for M&E are conflated between the Office of the Prime Minister, M&E Department as well as the Ministry of Development Planning (M&E Unit), resulting in a lack of coherence and the weak integration of the planning, monitoring, evaluation functions across these three state actors.
2. There is generally a lack of appreciation of how monitoring supports evaluation or how evaluation learning can strengthen monitoring.
3. Evaluations are valued in Lesotho, however there are not budgeted for in government. While development assistance partners are primarily the commissioners of evaluations within sectors.

4. Long-term and medium-term plans are implemented without a guiding monitoring, tracking and implementation framework (e.g., a Theory of Change and Results Framework). For example, during the evaluation of Lesotho Vision 2020 it became apparent that this programme did not have a Theory of Change nor M&E framework. Tracking and evaluating the achievement of targets in the absence of baselines and indicators has therefore become very difficult. Despite the establishment of the M&E/Planning units across the MDAs, M&E activities are conducted at an ad hoc basis and are mainly for compliance purposes. Undertaking both monitoring and evaluation is difficult in the absence of these fundamental technical building blocks of the system, and the focus at this level of maturity remains capacity development, instituting (and institutionalizing) the basic technical building blocks of the system, as well as advocacy.

We believe that for M&E to add real value, it has to be integrated with planning processes. CLEAR-AA intends to work with the Ministry of Development Planning and UNDP to strengthen the planning processes and M&E particularly through developing the M&E framework for the Vision and NSDP III. That will lay preconditions for M&E systems strengthening.

India: Lal Bahadur Shastri National Academy of Administration

CLEAR SA

SEP 2022

Counterpart/s

The [Lal Bahadur Shastri National Academy of Administration \(LBSNAA\)](#) is Government of India's premier civil service training academy that provides training to top-level civil servants at all levels of their careers. LBSNAA plays a central role in the capacity development of the Indian Administrative Services (IAS), a permanent, high-level bureaucracy that holds responsibility over budgetary and financial decisions as well as policy formulation and implementation, both at the central and state level. CLEAR SA has been partnering with LBSNAA since 2011, and entered into an MoU with the national academy in 2016

Systems situation overview (before intervention)

Given the key role that IAS officers play in day-to-day policy-making, on ground service delivery and tackling critical challenges, it is essential to equip them with the skills and tools to identify, generate and use good quality data and evidence as an input into decision making. Recognizing this as a gap in the trainings that were offered, LBSNAA began working with CLEAR SA to improve its M&E courses and training pedagogy, with the long-term objective of strengthening senior civil servants' understanding of data and evaluations and how evaluations and evidence can be used to make better policy decisions.

Intervention description

CLEAR South Asia adopted a progressive, iterative approach to the engagement, by testing new evaluation capacity development (ECD) models and integrating improvements every year. The engagement began with monitoring and evaluation lectures to mid-level and senior-level officers (having 10-20 years of work experience) and expanded to trainings for entry-level officers. A few notable examples of our work include:

- Trainings on use of evidence for effective policymaking for various cohorts of officers in Phases I, III and IV and the Foundation Course.
- Developing and piloting LBSNAA's first flipped classroom, consisting of a combination of videos and in-person training for entry-level IAS officers
- Developing a Training of Training (ToT) model: creating a library of India focused customized case studies for use by LBSNAA faculty and deputing staff to run office hours for officer trainees.
- Providing training and then ongoing mentoring to OTs from select cadres for their district research projects

Results achieved

- 1. A culture of evidence based policymaking:** Through a series of training workshops targeting government officers at different levels, policymakers have been exposed to real and practical examples demonstrating the importance of monitoring and evaluation and use of evidence for better governance, and started thinking about how these M&E concepts and evidence-based solutions can be applied in their roles and contexts. There are instances of training participants translating these into concrete commitments towards evidence based policymaking e.g. commissioning evaluations for testing new programmes, scaling up evidence based programmes and formal collaborations with evidence to policy catalysts.
- 2. An improved, more practicum-focused teaching methodology:** After engaging with CLEAR South Asia, LBSNAA changed its teaching methodology for some of their core modules from being primarily lecture-focused, to being more interactive and practical, using case studies developed by CLEAR South Asia. The change in pedagogy is geared towards better equipping IAS officers with the analytical skills to use evaluations in the decision-making process. The case studies included real-world examples from education, health, labor, rural development, and sanitation.

Follow up steps

The new leadership at LBSNAA has reached out to CLEAR SA with a request for a comprehensive and sustained capacity building engagement tailored to the needs of each LBSNAA course. CLEAR SA has proposed a capacity building plan that will provide a continuum of trainings that are oriented towards the roles and responsibilities of officers at different stages of their career, and will build their capacity on both functional competency of M&E as well as domain competencies across line departments

Lessons learned

1. Developing a long term and credible partnership by investing in relationships with the LBSNAA faculty which helps us weather leadership changes.
2. Recognizing that this is a long game and that the benefits of training an entry level civil servant may accrue five years later, and that through this partnership, we are influence policymakers whose decisions can affect the millions of citizens.
3. Experimenting with different conceptual frameworks and training formats/delivery models for different levels of policymakers.

Tamil Nadu (India): Institutionalize the Use of Evidence for Policy Making

CLEAR SA

SEP 2022

Counterpart/s

Since 2014, CLEAR South Asia has been working with multiple departments of the Government of Tamil Nadu, namely the Department of Evaluation and Applied Research (DEAR), Department of Evaluation, Department of Economics and Statistics (DES), State Development Policy Council (SDPC), and the Social Welfare department to institutionalize evidence use in decision making in the state. Through this partnership, CLEAR SA was able to develop and implement a multi-pronged customized capacity building strategy to institutionalize the use of evidence for policy making.

The institutions and departments for CLEAR SA's engagement were selected strategically, based on its role within the state governance and ability for the center to develop a culture within GoTN of generating policies based on scientific evidence. For instance, DEAR commissions and conducts evaluations for various state departments and plays a pivotal role in informing government departments through research and evaluation, while DES is the "nodal agency" for all statistical activities in the state, and acts as the liaison between the state government and the central government for all statistical matters.

Systems situation overview (before intervention)

In order to better understand the needs and requirements of the government and to develop CLEAR SA's multi-pronged strategy, we undertook a detailed diagnostic assessment of the existing M&E systems in the state.

Based on the diagnostics, the main challenges identified were:

1. Limited internal capacity to do high-quality evaluations and surveys
2. Weak mechanisms to analyze data from evaluations
3. Evaluations were not linked to decision cycles

The diagnostics showed the Department of Evaluation of Applied Research (DEAR), currently housed within the State Planning Department, and responsible for the evaluation of government projects, suffered from weakened institutional capacity and budgetary cuts. The department's staff had low capacity on M&E and the reports were also of low quality. Additionally, the diagnostics showed that recommendations to policymakers were not developed in a user friendly manner.

Intervention description

CLEAR SA undertook activities in two distinct phases to equip government stakeholders with the necessary technical expertise to understand and implement M&E processes for evidence-based decision-making.

In the first phase, we collaborated very closely with DEAR, due to its strategic role within the state governance on conducting evaluations, from 2014 to 2018. This involved rigorous Evaluation Capacity Development (ECD) workshops on topics such as workshops on best practices in evaluation, survey design, piloting, survey design, data quality, and technical advisory on developing evaluation guidelines and use of evaluations in policy making. Through these engagements, CLEAR SA was able to support DEAR in improving data collection practices, conducting quality checks, presenting evaluation findings, and generating demand for higher-quality evidence.

In Phase 2, 2018 onwards, we provided on-demand support to the government and broadened support for additional departments, focusing more on advisory services for the use and analyzing data in decision-making. Assistance was provided in four broad categories: technical data analytics, developing evaluation guidelines & manuals, capacity building workshops, and advisory inputs on evaluations. During this phase, our team conducted more than 15 workshops on M&E, conducted one month of rigorous training for new DEAR staff, developed an M&E manual for government staff, provided technical advisory on state evaluation guidelines and data use, and provided hands-on advisory services on commissioning large-scale studies.

Results achieved

Improving evaluation practices and protocols – At the organizational level, GoTN has now adopted a more rigorous approach to evaluation methods and management – and has developed state-wide evaluation guidelines.

Improvements in data collection – DEAR has shifted from paper-based data collection to a more systematic digital-based data collection. The department has also substantially improved on its data collection practices as it ensures better sampling methodology, surveys, and overall data quality.

Increased demand for high quality data and evaluations – Through our technical advisory support to DEAR on commissioning evaluations, there has been a general demand of high quality evaluations within the department and GoTN overall. In 2015–16 for example, DEAR took on 11 new studies, five of which were externally commissioned. The government today funds evaluations, demonstrating its appetite for high quality evaluations. The state has also set up the State Evaluation Advisory Board (SEAB), which provides oversight on evaluation methodologies and findings and to ensure rigor in evaluations.

Follow up steps

CLEAR SA proposes a new phase of the capacity building and advisory engagement to focus on building the demand and use of evaluations by line departments and working closely with the new SDG coordination centre to systematically integrate policy insights from administrative and survey data, and evidence from evaluations.

Lessons learned

It is pertinent to identify individual champions at a senior civil servant level. The former Planning Secretary was the initial catalyst for change at GoTN – he was instrumental in establishing the partnership with our host institution J-PAL SA, and for reaching out to CLEAR SA for our expertise in M&E. Readiness for change must come from within the prospective client to spark effective collaboration.

Need for CLEAR SA to invest in long-term partnerships with the government based on a 360 degree, deeply embedded lifecycle approach, where there is support provided to the government on technical advisory and capacity building, research, and policy advisory. A long-term multi-pronged partnership with GoTN allowed us the opportunity to work closely with the government across their diverse needs and shifting priorities, and continue engagement beyond leadership changes.

Ensuring a cost-sharing modality in government partnerships allows long-term buy-in and investments of the government. Our team's consulting fees were waived off in this partnership. Yet, the governments should have skin in the game as the GoTN did: they provided training venues, provided refreshments etc., which ensured a commitment device on the part of the government.

Effective M&E approaches are country-owned and informed by local knowledge. Multi-pronged M&E development plans for governments require leadership's buy-in and active participation to achieve systemic and sustainable impact. Therefore, early on, we decided to develop a flexible partnership model for our GoTN engagement as there was buy-in and active involvement of the GoTN leadership. GoTN took a lead in developing their M&E strategy and identifying ways in which we could support them through our partnership.

We also recognize the scope for improvements in better capturing the impact of our partnership. We could invest more time into unpacking how our engagements have helped the government in its work – in particular at the outcome and evidence / research use levels – as these are not systematically collected. A Theory of Change could support the CLEAR SA team in capturing the impact of long-term engagements such as with the GoTN. Given these partnerships are broad and flexible, it could be reviewed on an annual basis to ensure outcome and impact objectives are still relevant, as well as the metrics / approaches to measure the South Asia Center's work to support those aims.

Gabon: M&E Systems Strengthening

Edoé Djimitri Agbodjan, Director, CLEAR FA

SEP 2022

Counterpart/s

The Ministry of the Promotion of Good Governance and the Fight against Corruption, and UNICEF Gabon are the primary CLEAR FA client in Gabon.

The relationship starts with a letter sent by the Ministry to the CLEAR FA in 2021 to request its support for the development of a national evaluation policy.

CLEAR FA liaised with UNICEF and UNDP to request their support in implementing the agenda. After a round of negotiation, CLEAR FA and UNICEF Gabon signed an agreement in 2021 for the implementation of the Agenda. UNDP Gabon formally joined the process in 2022.

Systems situation overview (before intervention)

Several entities were in charge of monitoring and evaluation in Gabon at the inception of the CLEAR FA intervention. A National Council for the Coordination and Monitoring (CNCSPAT) was created by decree of 22 January 2021, to coordinate and monitor the implementation of the priority projects of the national development plan (Plan d'accélération de la transformation –PAT). It is supposed to regularly submit monitoring reports to the Head of State and the Prime Minister for decision-making. The government has also created a Monitoring and Evaluation Service (SSE) under the Directorate of Monitoring and Evaluation of Public Policies (DSEPP) at the Secretary General of the Government (SGG). In addition, a Ministry dedicated to the evaluation of public policies was created in December 2019, as well as a Directorate General for the Evaluation of Public Policies (DGEPP) in June 2020. Moreover, the Gabonese Constitution of February 2018 enshrines the duty of the Parliament to undertake evaluation of public policies (EPP) as an oversight tool of the government intervention.

At the inception of the mandate, the major concerns of the Ministry in regards to the country M&E system were the lack of effectiveness of the stakeholders, the lack of coordination, and questions around how to undertake the country's first government-led evaluation. Indeed, the Government did not undertake any evaluation, and there was no policy nor operational framework for evaluation.

Intervention description

CLEAR undertook high level concertations with the Government, Parliament, Senate, Court of Auditors, to gain their support for the process. Two extended concertations were organized during the National Evaluation Day in 2021 and 2022, gathering representatives of the state's entities, but also the civil society, universities, and development partners. The Center supported the Ministry to create a core group of M&E focal points in various organizations. 74 focal points were trained during two 5-day workshops. The Center also supported experience sharing activities between Benin, Gabon and Madagascar to help the stakeholders reflect on lessons learned from the process of developing a NES elsewhere.

CLEAR FA also supported the implementation of a National Commission to lead the development of the national evaluation policy. It was set up in 2022, pursuant to a decision made by the Prime Minister in regard to the roadmap

submitted by the Ministry. It is in charge of guiding the implementation of a MESA, the development of a national evaluation policy, a national capacity building plan, and a resource mobilisation strategy.

Strategic integration

The analytical framework of the MESA includes section on environment and gender. The input of the assessment on these areas will help develop a gender and environment friendly NEP, and national capacity building plan.

Results achieved

The Country has a roadmap to build its NES, thanks to the various consultations undertaken by CLEAR FA over the last 1,5 year. The roadmap has gained the support of UNICEF, UNDP, and more recently WHO. The National Commission for the implementation of this agenda was put in place by the Prime Minister itself, and includes representatives of the government, civil society, and parliament.

As part of this roadmap, the country is implementing a MESA with the oversight of the National Commission.

We are also very proud to have reached an agreement with the Subregional Multisectoral Institute of Applied Technology, Project Planning and Evaluation (ISTA), based in Libreville, to launch a Master programme in policy evaluation, drawing upon the similar programme that CLEAR has put in place at CESAG (Dakar, Senegal). This programme significantly increases the country's capacity to create a critical mass of evaluation professionals at lower cost.

Follow up steps

As a result of the last ministerial reshuffle, which changed the title of the Ministry from a « Ministry for the promotion of good governance, the fight against corruption and the evaluation of public policies » to « Ministry for the promotion of good governance and the fight against corruption », concern has been raised about which entity, between the Secretary General of the Government and the Ministry, should now lead the process. The process of undertaking the MESA is thus temporary suspended to allow the Prime Minister to make a decision.

CLEAR FA and its partners (UNICEF and UNDP) are conducting advocacy activities to help solve the issue.

The Ministry has also requested the support of CLEAR to conduct a government seminar on evaluation to further improve ministers' understanding of the concept of evaluation and the added value of the process of building a NES.

At the completion of the MESA, CLEAR and its partners (UNICEF and UNDP) will support the country to develop the national evaluation policy, a national capacity building plan, and a fundraising strategy.

Lessons learned

The various concertation activities and training workshops were a real success. CLEAR has been able to create a craze of the actors around the project to consolidate the NES. This is particularly noticeable at the managers' and officers' level.

Providing opportunity for experience sharing between Benin and Gabon was a key success factor of the process. The high-level expertise provided by CLEAR was decisive to gain the trust of the actors.

The process is still at its infancy, and is subject to political rivalry, the variety of opinion of the stakeholders on the evaluation function, as well as different interpretation of the role assigned to each stakeholders.

There is a need to pursue and intensify advocacy and negotiation with the high-level decision makers.

Madagascar: M&E Systems Strengthening

Edoé Djimitri Agbodjan, Director, CLEAR FA

OUT 2022

Counterpart/s

The Ministry of Economy and Finance requested the support of UNICEF to develop a national evaluation policy. UNICEF contracted CLEAR AA for the implementation of this mandate. CLEAR AA requested the support of CLEAR FA in strengthening the national M&E system in Madagascar, under the umbrella of the signed CLEAR AA/UNICEF agreement.

CLEAR FA and UNICEF then engaged in various consultation and defined the roadmap and the organizational framework for the successful implementation of the mandate at the national level.

The Minister of Economy and finance took a decree creating a Steering and technical committee for the implementation of the agenda. The Steering Committee was co-chaired by the Secretary General of the Government and the Chairperson of the Evaluation Commission of public policies at the National Assembly. The Technical Committee was led by Ministry of the Economy and finances. Both committees included representatives of the Ministry of Economy and Finance, the Presidency, the national VOPE, the Parliament, CLEAR FA, UNICEF, and UNDP.

Systems situation overview (before intervention)

The 2010 Constitution of the Republic of Madagascar prescribes that the Parliament is in charge of the evaluation of public policies. As a result, the Parliament set up a Commission for the evaluation of public policies and has launched the process of developing a guide for the evaluation of public policies. On the Government side, The Ministry of Economy and Finance developed the National Integrated System for the Monitoring and Evaluation (SNISE), in 2008, as well as its operational manual in 2015. It also put in place a directorate in charge of monitoring and evaluation. In addition, a National Statistics Development Strategy was developed in 2008.

Despite these efforts, the government did not undertake any evaluation. Evaluations were undertaken by development partners on their own agenda. The monitoring system barely function, and reporting is scarce. The SNISE is mostly used by the Ministry of Economy and Finance only.

There were concerns about what, who and how to evaluate, and with which resources? The Government expected to build a more functional, participatory, and inclusive M&E system, to align evaluation with national development priorities. It was also concerned about changing the evaluation paradigm from the one that produces « punishment » « resistance » and « denial », to an approach that promotes learning and continuous improvement.

Although there was an operational framework for monitoring, there was no policy, nor a coordinating agency at the national level for evaluation.

Intervention description

As part of its mandate, CLEAR FA supported the country in implementing a national monitoring and evaluation capacity assessment. The report was validated both by the government and parliament.

The Center also supported the development of the national evaluation policy and trained 70 focal points by implementing two 5-days training workshop. It has also helped the partners develop an M&E advocacy plan. It helped them organize two webinars and supported the participation of the country' representatives in international evaluation conference to share the country experience and learn from others.

To ensure that the process is inclusive, CLEAR FA and UNICEF developed criteria to select participants for the training and consultation workshops. These criteria are sensitive to gender, age, year of experience, physical disability, and organizational affiliation.

Results achieved

We have seen an increased appropriation of the evaluation function by the stakeholders. This led to a dispute between the government and the parliament representatives over the head of the planned coordinating agency. This dispute precluded the Policy to be adopted by the Steering Committee, co-chaired by representatives from the executive and legislative powers.

Following this blockage, the National Assembly developed a draft national evaluation law, drawing upon the draft National Evaluation Policy. The law was not accepted by the Government. Nevertheless, the Parliament launched its first evaluation of a public policy in 2022. Meanwhile, the Government completed its first VNR in 2021 drawing upon evidence of evaluation reports.

Follow up steps

To gain approval of the NEP, the Technical Committee, chaired by the Ministry of Economy and Finance, plans to advocate vis-à-vis decision makers within the Parliaments, and the Government. CLEAR FA developed the advocacy plan and will support its implementation.

The support of the Center is also required to help develop a national evaluation operational plan.

Moreover, to help mobilize enough resources for the successful implementation of the NEP, CLEAR FA is engaging with other donors' organizations, including the World Bank, to gain their support.

CLEAR FA support activities will be funded by the GEI and UNICEF.

Lessons learned

The implementation of the national capacity assessment was a real success. Stakeholders expressed satisfaction for the inclusive and participatory approach. They valued the fact that the process allowed them to gain a deeper and more accurate knowledge of the strengths and weakness of their M&E system.

We are very proud of the progress the country has made over the last three years in the field of institutionalization of evaluation, with conducting a national capacity assessment, developing a national evaluation policy, and launching first evaluation, as well as using evaluation evidence in the VNR process. We are even prouder to see leaders from the Parliament and the Government pursuing this endeavor.

The main difficulties arised from misinterpretation and divergence around the concept of evaluation, and the role the Government and the Parliament ought to play in accordance with the Constitution. As such, the objective to bring the Parliament and the Government into an agreement on a joint national evaluation policy was a real challenge.

In addition, much of the work have been done remotely, in the wake of the COVID -19 crisis. We would have intensified field visits to overcome the challenges, given that advocacy activities and interpersonal relationships and truts are key success factor. Building NES in Madagascar proved to be a process which requires patience and long-term commitment.

Mozambique: M&E Systems Strengthening

Lycia Lima – Deputy Director, Gabriela Lacerda – Manager of Institutional Relations, Marina Lafer – Researcher, at CLEAR LAB

SEP 2022

Counterpart/s

In 2010, the Government of Mozambique created the National Directorate of Monitoring and Evaluation (DNMA), within the Ministry of Economy and Finance (MEF), by recognizing the importance of monitoring and evaluation in planning and budgeting processes and in policymaking in general; since CLEAR LAB started working with the Government of Mozambique in 2019, the focal point is DNMA. At the beginning of the partnership, which also includes UNICEF, DNMA's main functions were mainly to carry out physical and financial monitoring of the implementation of national strategies and plans, reporting on performance, and feeding the findings back into the planning process. Therefore, when CLEAR LAB and UNICEF started working with DNMA, there were mainly monitoring and reporting activities; despite having a normative instrument predicting the attribution of evaluation, this practice was not yet in place.

Systems situation overview (before intervention)

Motivated by a public finance reform, in 2020 a law in Mozambique created the State's System for Financial Administration (SISTAFE), a policy and operational framework including norms and procedures to strengthen the generation and use of evidence for program-based planning and management. This normative created Subsystems, including one for Monitoring and Evaluation, responsible for coordinating and undertaking M&E practices for the public administration. The evaluation component of the M&E Subsystem is, however, still being developed. MEF is SISTAFE's coordinating entity; its National Directorates (Planning and Budgeting, Public Accounting, Economic Development and Research, and Monitoring and Evaluation) are responsible for the respective Subsystems. Nonetheless, there is consultation to other ministries, whenever applicable.

Intervention description

Since the beginning of the partnership with Mozambique and UNICEF, CLEAR LAB has: provided technical assistance to Mozambique's Voluntary National Review of the 2030 Agenda¹; conducted an M&E Systems Analysis (MESA), as well as supported the development of an ECD Plan²; offered courses in Introduction to M&E³, Introduction to Impact Evaluations⁴, and Evidence in the Public Policy Cycle⁵; created a National M&E System Working Group with MEF⁶; held workshops and guided reading sessions on M&E Systems Case Studies; and supported the creation of an Evaluation Committee formed by government representatives to undertake the government's first evaluation pilot. Currently, two of CLEAR LAB's representatives are on a mission in Mozambique (September 26–30 2022), holding meetings to discuss the main components of the country's M&E Subsystem evaluation component (National Evaluation Plan, National Evaluation Council, types of evaluation, and use of evaluation results); developing an M&E Guide (including

1 In partnership with UNICEF.

2 Ibid.

3 For Lusophone Africa countries.

4 Ibid.

5 In partnership with UNICEF.

6 Ibid.

the Subsystem's governance, instruments and periodicity); and mentoring the undertaking a rapid evaluation pilot of its National Water Policy, which is currently in the data collection phase.

Strategic integration

Gender and climate change matters are being included in CLEAR LAB activities with Mozambique: within the courses, CLEAR LAB asks and reports on gender-based indicators, such as number of participants and number of scholarships recipients. The Evaluation Committee mentored by CLEAR LAB selected the National Water Policy for the pilot evaluation, choosing an evaluative question to assess whether the policy incorporates within its design components to mitigate the effects of climate change. Finally, the SDGs are within the criteria being defined to chose programs to undertake evaluations within the M&E Subsystem. The choice of the programs to be evaluated should reflect the SDGs, the 2063 Agenda, as well as the planning and budgeting government instruments.

Follow up steps

The following steps are the appraisal and approval of the preliminary version of M&E Subsystem; for the pilot evaluation, the next steps are data analysis, elaboration of the evaluation report, and the organization of a seminar to present the evaluation's results. In 2023, CLEAR LAB is planning with MEF to develop the government's first National Evaluation Plan, conducting a pilot on program theory evaluation, as well as training and capacity building initiatives. Resource mobilization will be needed for the next steps.

Lessons learned

CLEARLAB learned important lessons from the more than two-year partnership with the Government of Mozambique. For a challenging work of such kind to be successful, it is interesting to start with a clear manifestation of interest by the government, later followed by a thorough diagnosis and joint development of a plan for the ongoing phases. One should consider governments' internal maturation time during the conception of capacity development plans and to kickstart the discussions around building a M&E System. It is important to involve multiple actors, from inside and outside the government (with government approval) that can strengthen the validity of the process. We highlight the importance of having buy-in within government from both decision-making and technical levels as a crucial step to engage multiple sectors and to push the agenda forward. In 2020 and 2021, given the COVID-19 pandemic, CLEAR LAB encountered difficulties to undertake on-site work in Mozambique, having the challenge of working remotely. The on-site work in Mozambique started, thus, in 2022.

Minas Gerais (Brazil): M&E Systems Strengthening

Lycia Lima – Deputy Director, Gabriela Lacerda – Manager of Institutional Relations, Marina Lafer – Researcher, at CLEAR LAB

SEP 2022

Counterpart/s

From early 2000's until early 2010's, the Government of the State of Minas Gerais, located in the Southeast Region of Brazil, had a favorable scenario for public policy evaluation: it had a culture of results-based management, with a portfolio of strategic programs, intensive monitoring and undertaking of evaluations such as rapid and impact evaluations. However, with the changes in government, these activities and departments were discontinued.

Counterpart/s

In 2019, with a new government focused in state reform and results-oriented public policy, this agenda came up once again. The State of Minas Gerais, CLEAR LAB's partner, has under its umbrella João Pinheiro Foundation (FJP), a well-positioned public agency with a positive reputation for developing studies to provide evidence to public policy planning and management. FJP also works as the State's school of government, providing training and other capacity development initiatives for civil servants of Minas Gerais and it also offers Undergraduate and Graduate Programs.

Systems situation overview (before intervention)

Given CLEAR LAB's experience in supporting M&E Systems, FJP reached out to the Center in 2019. When CLEAR LAB started working with the State of Minas Gerais, the government's main M&E activities were related to monitoring the State's strategy, as well as its programs and projects. According to them, it lacked, nonetheless, the development of systematic studies on the programs' effectiveness, efficiency and efficacy, undertaking evaluations (of several types) and the integration between informational systems.

Within the partnership with the Government of Minas Gerais, through FJP during 2019–2021, CLEAR LAB supported the conception of the State's M&E System (SAPP), the publishing of the State's first Yearly M&E Plan, and the development of Evaluation Guides in Logical Framework and in Impact Evaluation.

Strategic Integration

In terms of cross-sectional considerations, CLEAR LAB's work with Minas Gerais has a strong component on climate change, youth matters and sustainable development. CLEAR LAB is undertaking a socioeconomic impact evaluation of the effects of the two dam disasters in Minas Gerais' municipalities of Mariana and Brumadinho; using evidence produced from this evaluation, the State is designing a strategy for the regions' recovery. FJP is, in 2022, undertaking an outcome evaluation of a recycling stipend program (Programa Bolsa Reciclagem), a process evaluation of a youth professional training project (Trilhas do Futuro), an ex post design evaluation of a youth homicide prevention program (Fica Vivo!), and creating a SDG Monitoring System for Minas Gerais.

Results achieved

CLEAR LAB's efforts with the State of Minas Gerais have generated a robust M&E System predicted by a State Decree, with a supporting legislation, creating conditions to remain sustainable overtime; a Yearly M&E Plan published in 2022, including 9 evaluations to be conducted within this current year; and the release of the Logical Framework Guide. Next steps include following-up on the achievements of the Yearly M&E Plan, providing an overview on which evaluations were conducted, what are the findings and learnings from the process, as well as how the evidence produced will be used.

The development of a subnational M&E System is an innovative process in Brazil and worldwide: Minas Gerais has the third State M&E System in Brazil (after Espírito Santo, also supported by CLEAR LAB, and Ceará) and has become an important reference on this topic. CLEAR LAB is proud of supporting this process, which includes the creation of M&E Sectoral Nuclei within each Sectoral Department and an organizational innovation. There are still opportunities for CLEAR LAB to provide mentorships for the evaluations the government will be undertaking, as well as to support the creation of institutional mechanisms to share evaluation findings within and outside Minas Gerais' public sector.

Jamaica: M&E Systems Strengthening

Thania de la Garza, Karla Pinel, Alonso M. de Erice, Erick Herrera
CARICOM

SEP 2022

Jamaica

Since 2019, in response to a direct request from the CARICOM Secretariat, the GEI and the CARICOM Secretariat have been working together to achieve an ambitious goal: strengthen the communities' M&E systems (at a regional, national, and institutional level) to enable evidence-based decision making and, hence, tackle the implementation deficit of public policies within the region. To map and guide the scope of the collaboration, a Concept Note was developed and agreed upon, and communicated to CARICOMs Secretary General through a letter that announced the start of the collaboration. The Government of Jamaica, to which this case study speaks about, had an active role in the definition of the Concept Note. A pilot implementation modality was agreed to move forward with the collaboration, involving three Member States (Dominica, Jamaica, and Saint Lucia) and three Regional Institutions (CARICOM Development Fund, Caribbean Examinations Council, and CARICOM Implementation Agency for Crime and Security).

The first stage of the collaboration consisted in the implementation of the MESA. Unlike other assessments, this diagnostic involved a mixed-method methodology that engaged different stakeholders in interviews and online questionnaires, creating rapport and trust with the GEI technical team. The process also allowed to identify champions and get buy-in from key stakeholders. At the end of this stage, it was clear that each pilot had different levels of progress, degrees of commitment, and they all face specific challenges that must be addressed to achieve this goal. In the case of the pilot Member States, Jamaica was positioned as the champion given their progress, as well as a high level of commitment with the collaboration.¹

Jamaica's progress and commitment can be summarized in three elements. The first one is the advance in the development of their national Integrated Results-Based Policy (IRBM), a thorough document that reflects the learning that the country has had in the process of designing and implementing its RBM policy and strategies. The document is the result of years of efforts, achievements, challenges, and the willingness to have a functional RBM system in place that allows the country to achieve the results established in its National Development Plan and the MDA's portfolios. The IRBM was shared with the GEI technical team for its review; then, a series of recommendations were made and discussed in a participatory process with a group of key stakeholders from Jamaica's government.

The second important advance promoted as part of this collaboration is related to the integration of a network of M&E focal points in 18 Ministries, Departments and Agencies (MDAs) that are crucial to strengthen Jamaica's M&E system with a whole-of-government approach, guaranteeing a broad strategy that considers various thematic perspectives (gender, climate change, youth, etc.). They were appointed as part of the collaboration with the tasks of being the MEAL champions within their MDAs and be the main liaison between the national MEAL responsible coordinators and their respective MDAs.

¹ See the theory of change of the collaboration in Annex 1

The third element refers to the creation of the Jamaica's RBM Steering Committee, a group of key stakeholders that will coordinate and implement the second stage of the collaboration: the co-production of a roadmap for the strengthening of Jamaica's MEAL system.¹ The roadmap will present paths to influence planning, budgeting, and implementation through M&E functions, generating accountability and promoting learning. The main objective is for Jamaica to have a defined action course for the short, medium, and long terms that also specifies responsibilities and shows the importance of the participation of all relevant stakeholders.

The GEI technical team has held two online workshops with the Steering Committee seeking to create the necessary rapport and buy in to move forward with the collaboration, as well as to identify and rank priorities and the needed milestones for the roadmap. The following step consists of a field mission where a series of face-to-face workshops will be developed with the Steering Committee, the network of focal points, and the MDAs' Permanent Secretaries in order to co-produce Jamaica's MEAL system roadmap in a participatory process, thus generating the necessary ownership so its implementation is feasible and sustainable.

The process used to carry out the MESA allowed the GEI team to identify champions, start developing networks and get buy in from stakeholders at different levels within the Government of Jamaica. Using a multiple stage approach, it was possible to gather relevant information with high degree of specificity and from the stakeholders with most knowledge or involvement with M&E activities. A great success is having an Executive Coordinator (EC), with whole of government experience and knowledge, who has got involved with the collaboration and facilitated our work.

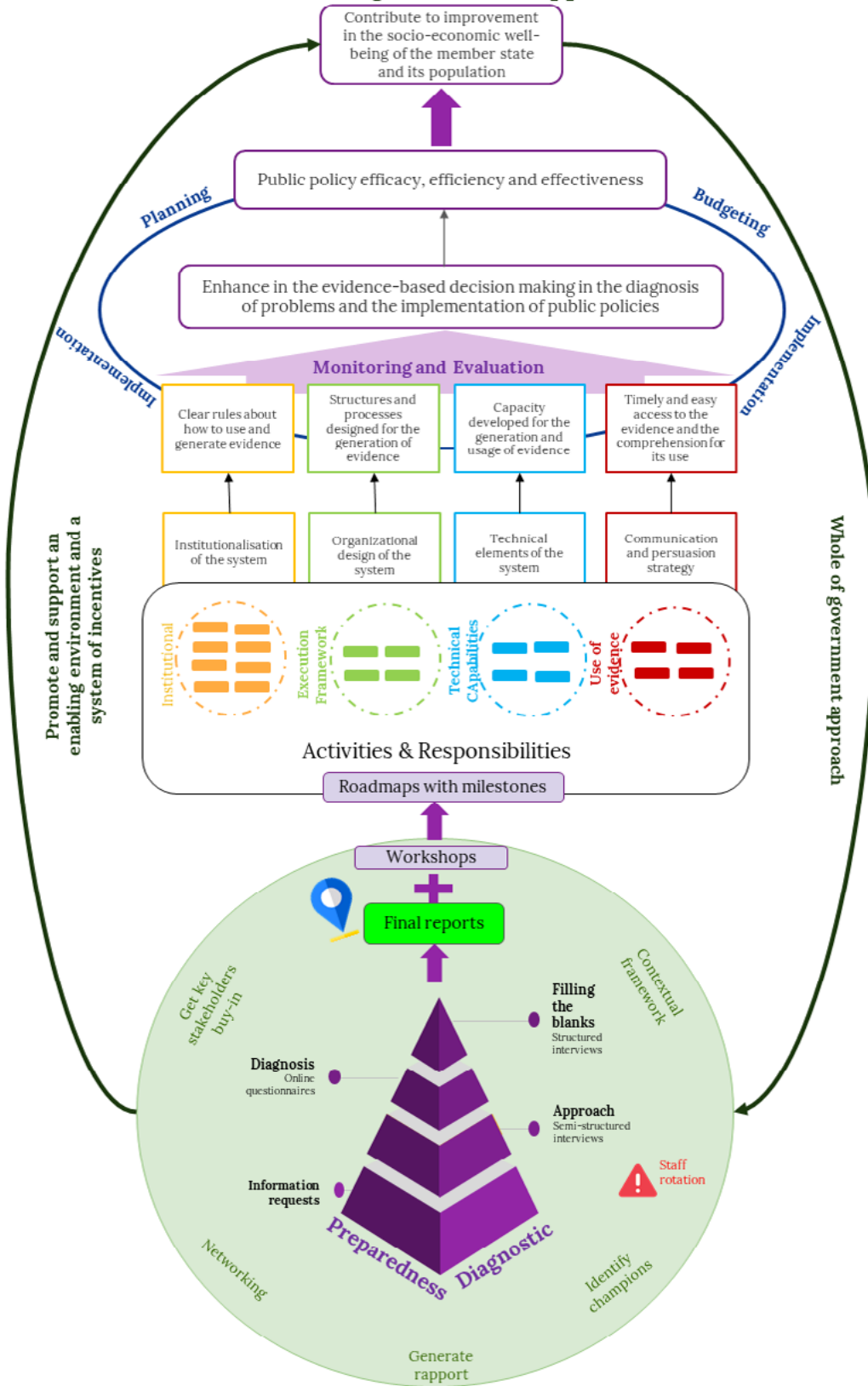
However, there is always room for learning about what can be improved. So, it is worth asking: What was not a success? What would you do differently if you were to begin again? The answers are not simple, because as in any collaboration, there are always elements that can be controlled internally and others that don't. Internally, it is important to carry out a careful selection process of the people who act as counterparts, as the constant rotation of personnel can lead to the loss of valuable time that should not break the pace of work with the countries. In terms of lessons learned, we can say that it is indispensable to have a focal point in the country who can make executive decisions, but this focal point should have a replacement in case he/she has to be temporarily or permanently absent from his/her activities. In the collaboration we had to create the figure of the Junior Executive Coordinator (JEC), who, having fewer responsibilities within the government, can be more attentive to the collaboration and be an efficient liaison. In addition, this JEC may act as a replacement for the EC when necessary. We could have defined this role since the beginning and one transition would have been easier to face.

In terms of what we would do differently from the outset is to ensure that our counterparts and their teams can fulfil two requirements: to dedicate time to the collaboration and to have a replacement in case of temporary or permanent absence. It is important never to leave liaison with countries in the hands of a single focal point who, in the event of withdrawal, can pause (sometimes for a considerable time) the collaboration.

[Annex 1 \(next page\). Theory of Change of the Collaboration with Jamaica](#)

¹ The Steering Committee was organized and facilitated by the collaboration's Executive Coordinator, Mrs. Jennifer MacLeavy, and has representatives from the Office of the Prime Minister, the Office of the Cabinet, the Ministry of Finance and the Public Service, the Planning Institute of Jamaica, and Jamaica's ambassador to CARICOM. This last member gives a regional perspective to the Committee.

Whole of government approach



Côte d'Ivoire: M&E Systems Strengthening

Elodie Roy, ENAP

SEP 2022

ENAP is North America's only French-language university specializing in public administration. It offers a wide range of post-graduate training programs, services and activities for individuals and organizations, designed specifically to allow public actors to meet the complex challenges of the future. Recent work in Côte d'Ivoire exemplifies well how ENAP draws on strong, collaborative partnerships to amplify its work and effect change at a system-level. It also shows how system strengthening work requires long-term engagement with a range of different actors at different levels.

Since 2011, ENAP implements an executive evaluation training program, known as the Programme International de Formation en Évaluation du Développement (PIFED), which has grown to be a well-known course for Francophone public officials and evaluators – it has allowed to train so far close to 2 000 individuals, the majority of whom come from West Africa, including many from Côte d'Ivoire. Every summer PIFED runs in Quebec city over an intensive two-week period. In addition, PIFED has been delivered onsite in fourteen countries, including in Côte d'Ivoire in 2017 at the demand and in partnership with the National School of Public Administration (ENA Côte d'Ivoire) – which had benefitted between 2014–2017 from ENAP's expertise to reinforce its operations – and the local voluntary organization for professional evaluation (VOPE), RISE1 – with whom ENAP developed ties during international evaluation conferences and thanks to ENAP's long standing connections with regional VOPE such as RFE2. Since 2021, PIFED is also available as an online course for even greater access. PIFED and other complementary trainings offered by ENAP serve to train policymakers, evaluation professionals and other specialists to support the development and use of M&E systems in their country. They also allow to create a space for participants to connect, exchange thoughts, explore new ideas, and leverage the potential of being part of a network in which the interactions and interrelationships can be maintained through the dedicated online PIFED community of practice (called CoPIFED).

Though individual capacities are necessary for M&E systems to work effectively, in order to promote a more lasting change of culture and support the evaluation practice, our experience suggests it is also important to accompany organizations where these individuals work by providing tailored and hands-on support to reinforce the capacities of institutions involved in a country M&E system. That is why, with funding from Global Affairs Canada (GAC), ENAP supported in 2021 the Ministry of Planning and Development³ to, among other things, refine the country's National Development Plan's (PND 2021–2025) theory of change. This, to avoid past shortcoming (the previous PND hadn't been evaluated), and ensure the next plan had clearly defined outcomes and assumptions to reinforce its evaluability, and included a gender and equity lens. Working on such a central document allowed to invite a wide range of actors – e.g., other line ministries, the State Inspector General (IGE), civil society organizations (CSO) and evaluation networks – to join the conversation and participate in additional specialized⁴ trainings offered by ENAP, stemming from the need assessment conducted prior to the start of the project. This led to building a cadre of professionals in different institutions, better equipped to place outcomes and results at the heart of their decisions.

1 RISE stands for : Réseau Ivoirien de Suivi et d'Évaluation.

2 RFE stands for : Réseau Francophone de l'Évaluation.

3 More specifically, the Direction Générale du Plan et de la Lutte contre la Pauvreté (DGPLP).

4 While evaluation skills are central to reinforcing M&E systems, good management and leadership are also essential for strong M&E systems to develop; thus, tailored trainings that cover a broader scope than just M&E were provided.

Furthermore, ENAP team stayed open to emerging opportunities. Close relationships built in the country over the years allowed to sign, in mid-2021, a memorandum of understanding (MoU) with ENA Côte d'Ivoire and UN Women in Côte d'Ivoire to sensitized policymakers to the benefits of inclusive governance and applications of evaluation results, thus leveraging the complementarity of those actors' roles in the ongoing M&E system strengthening work.

As in any systems, there are often multiple, cumulative causes that interact and have the potential to amplify each other, but it is noteworthy that in July 2022, the Ministry of Planning and Development presented a draft law on evaluation of public policy, which was unanimously adopted by the deputies of the National Assembly's Economic and Financial Affairs Commission. The new National Evaluation Policy (enabling environment) of Côte d'Ivoire now defines the institutional framework for public policy evaluation. It thus constitutes a means of continuing to widely disseminate the culture and practice of evaluation within Côte d'Ivoire public administration, laying a solid foundation for inclusive and more effective governance of public interventions in this Francophone African country. Building on this new milestone, ENAP looks forward to continuing its support to the Ministry of Planning and Development and the many actors met along the way, to offer guidance in the pursuit of the strengthening of the country M&E system. As such, discussions with CLEAR FA to conduct a Monitoring and Evaluation Systems Analysis (MESA) diagnostic are on-going. This new phase of collaboration would help identify strategic opportunities and inform further evaluation capacity- development (ECD) strategies to be conducted in the country, by leveraging each of GEI's implementing partners strength and network of contacts to expand the community of those in support of the necessary change. More funding to implement these activities will be required as implementing such projects requires substantial time and resources. Since the teams already have a good grasp of political sensitivity, and comprehensive knowledge of the sociopolitical context, it should, however, make selecting relevant actors to work and partner with easier and help to establish the right conditions.

The image below attempts to reflect the systemic perspective adopted through ENAP's work in Côte d'Ivoire, and presents the range of actors involved, along with some of their contribution to the national evaluation public policy system. It also highlights (green squares) some of ENAP's actions (D&E) conducted over the past few years that contributed to strengthening the M&E system in Côte d'Ivoire.

Figure 1. Working across relevant stakeholders towards a common goal, understanding opportunities and challenges from different angles

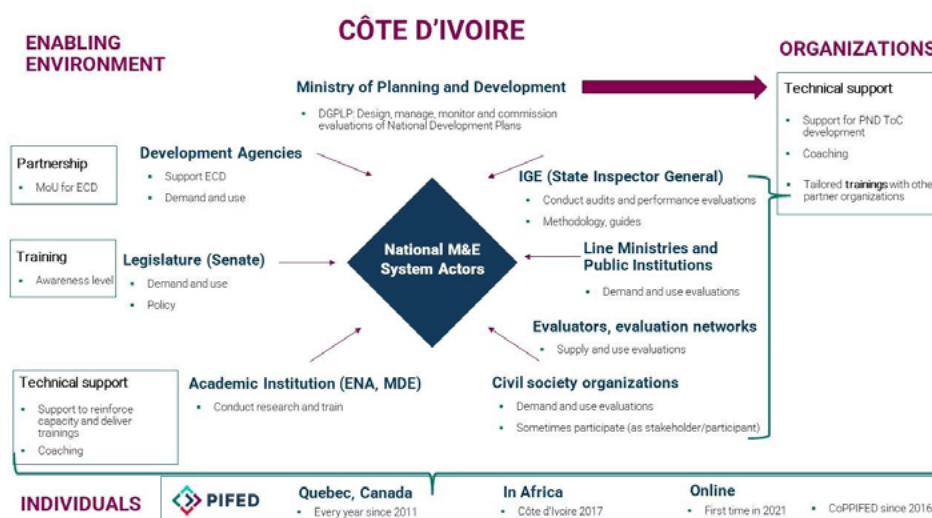


Image inspired by and adapted from : Klier, S. D., German Institute for Development Evaluation (DEval), et. al. (2022). Grounding evaluation capacity development in systems theory. SAGE, 28(2), 231–251. <https://doi.org/10.1177/135638902210888>

Middle East and North Africa: TAQYEEM

Elodie Roy

SEP 2022

In 2021, with the support of key partners, ENAP developed TAQYEEM, the first ever global evaluation capacity development (ECD) training program in Arabic. ENAP's collaborative and respectful approach was the cornerstone that allowed to generate synergies and thus, extend the impact of this new ECD program to linguistic spaces that remain currently under-served.

Building on more than 50 years of being a trusted partner of public administrations worldwide, ENAP's knowledge of the actors who are developing and strengthening M&E systems, including in the MENA region, and its well-established reputation, allowed the institution to act as a convener, helping bringing together interested stakeholders and those who are influential in the national, regional and international M&E spaces to develop and implement TAQYEEM. The establishment of formal agreements (MoU) with different organisations was an important step to influence the ECD system. Early engagement with the Saudi Impact Center Al-Athar and the Islamic Development Bank (IsDB), for example, allowed to leverage their understanding and expertise of the MENA context to tailor the training content to contextual needs, hence making it more relevant for participants, while also helping disseminate information about the training events in their networks. It also, from the outset, helped generate buy-in and cement commitment (including, but not limited to, financial support), creating an enabling environment for the training to take place. Similarly, ENAP and the World Bank Independent Evaluation Group (IEG)'s MoU, signed in 2020, allowed to fund part of the Arabic M&E course development and to pilot the first online TAQYEEM training. In person meetings, particularly during M&E conference¹ were pivotal to identify, bring together, and establish relationships with interested parties, but ultimately, the intervention succeeded because it aligned with shared goals amongst the various actors who were able to identify reciprocal benefits from adopting a partnership approach. In addition, the MoU signed with each actors clearly outlined roles and the division of responsibilities between partners, which helped transparency and reduced threats to collaboration later on.

With this set up in place, TAQYEEM was able, within its first year of existence, to train 6 cohort of Arabic-speaking professionals (a total of 174 participants [105 men and 69 women]) from MENA countries. Each experience allowed to garner feedback from participants and stakeholders that fed into the first system feedback loop that ensures training material remains relevant and of high quality by including perspectives from new actors, helping refine and adapt the M&E content to sub-regional contexts that use Arabic.

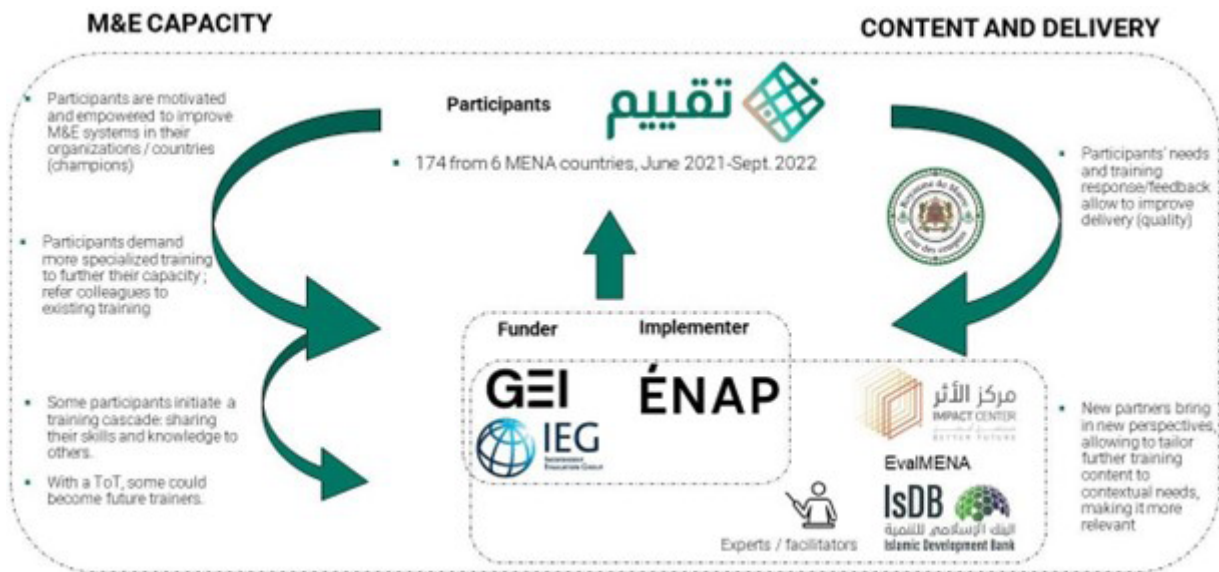
A second positive feedback loop gets in motion each time a training is completed. An increase in trained participants usually produce a demand for more trainings (e.g., specialized/complementary training modules) and referrals from participants to their colleagues to participate in the core course, while at the same time creating more empowered individuals² that go back to their organization with enhanced skills and capacity to manage and use evaluations. Both feedback loops produce self-reinforcing effects that positively influence the ECD system, creating virtuous circle or spiral effect.

¹ For example, ENAP's presence in EvalMENA conferences (e.g., in Tunisia in 2016) helped to develop a working relationship with the Middle East and North Africa Evaluation Association (EvalMENA), with which a collaboration agreement was signed in 2019. The EvalMENA 8th Conference that took place in early 2020 in Jordan which attracted 150 representatives from MENA countries was another key moment to meet with partners who expressed their keen interest in engaging in such endeavour, including the Saudi Impact Center Al-Athar, with who ENAP signed an MoU in 2021.

² Another element critical to success was effective advocacy with senior decision makers in institutions where participants work. This allowed to identify the right personnel (male and female) to receive training and ensure they would be released from other duties while they attended the online or in-person courses.

To maintain the momentum, as a next step, ENAP is reflecting on ways to train multipliers, that is, persons who themselves can become active as trainers (facilitators) for ECD activities within their organizations and countries/ regions. As a result, GEI implementing partners IPDET and ENAP, are discussing the development a concept note to jointly develop a Training of Trainers (ToT) model that could be used within different regions where GEI is active. But before that, the partners have agreed that it was important to assess what key conditions would be necessary for this initiative to further M&E capacity development and strengthen the ECD ecosystem even more. Discussions on this will take place during the GEI Implementation Committee meeting in Italy in October 2022.

Figure 1. Growing the ECD Ecosystem – Feedback Loops at Work



Stockmann, R. (2022). Concept Note: Train of Trainers (ToT). [Unpublished document]. Saarland University.

Global: Evaluation Capacity Development as a Core Prerequisite

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IPDET

OCT 2022

Preliminary note: Since the International Program for Development Evaluation Training (IPDET) is an executive training program, it does not focus on (national) M&E-systems explicitly, but on strengthening evaluation capacities as one important prerequisite to develop M&E systems and institutionalize them. The here presented “case study” provides therefore mainly an aggregated summary of IPDET’s ECD approach and outcomes.

Some results of the tracer study, conducted by IPDET in 2022, covering the program years 2014–2020 (total number of participants: over 900), have been included in the contents below. This also includes deeper insights gained from an interview with a representative of the Ministry of Finance, Planning and Economic Development of Uganda, of which six staff members attended IPDET on-site and online trainings between 2014–2020.

Country(ies) in which the system is located

Overall regional distribution of participants in 2014–2020:

- East Asia and the Pacific: 9%
- Europe and Central Asia: 29%
- Latin America and the Caribbean: 10%
- Middle East and North Africa: 4%
- North America: 15%
- South Asia: 9%
- Sub-Saharan Africa: 23%

Top ranked countries participants are coming from (year, rank 1 | rank 2 | rank 3)

2014 Canada | South Africa | Trinidad and Tobago

2015 Canada | South Africa | Botswana

2016 Canada | Philippines | Switzerland and Tanzania 2018 U.S.A. Switzerland India

2019 U.S.A. | Switzerland | Netherlands

2020 U.S.A. | Netherlands | Nigeria

Counterpart/s

Overall organizational distribution of participants in 2014–2020:

- Government Ministry/Agency/Bureau: 33%
- UN or UN Specialized Agency: 22%
- Non-governmental Organization & Foundation: 14%
- Other International/Regional or Multilateral Dev. Organization: 11%
- Private Enterprise & Self-Employed: 5%
- Financial Institution (e. g. Development Bank, Central Bank): 5%
- Research Institute or Think Tank & University: 5%
- The World Bank Group: 4% Parliament: 1%
- Voluntary Organizations for Professional Evaluation (VOPE): 1%

In total participants from 423 organizations in 2014–2020.

Systems situation overview (before intervention)

According to the interview with a representative of the Ministry, **there exists a public sector M&E policy under the office of the Prime Minister.** This **provides the guidelines on M&E for every ministry to be used for their different programs under the 3rd National Development Plan.** It **defines, among other things, budgets for evaluation, evaluation types, actors and times of evaluation implementation.** With this, it clearly guides ministry staff on M&E-topics.

Intervention description

IPDET “aims to build a global, inclusive, and multidisciplinary community committed to evaluative evidence improving development outcomes.”

IPDET is **implemented through different formats:** The **on-site program** in Bern consists of a one-week

Core Course covering the fundamentals of evaluation, followed by one or two weeks of workshops on advanced and specialized topics and the latest developments in the field. A variety of **online events** complement each year’s program. Because IPDET is targeting institutional and systemic change, which goes beyond developing individual capacity, the program is expanded to include **Global Outreach** activities.

Central within this approach are a) the **openness to a wide range of actors of the evaluation community** (e. g. organizational, level of experience, work country etc.), b) the **connection of theory and practice** in its’ courses as well as c) a **comprehensive community building approach.**

For more information, please see IPDET’s [ECD strategy](#).

Strategic integration

IPDET applies a gender equality policy in practice. This is shown in the fact, that between 2014–2020, 58% of participants in the courses were female. Furthermore, the scholarship selection criteria ensure a gender and country-based balance.

Regarding the other strategic topics, it is important to note, that IPDET offers between 2–3 workshops **per year on these topics.**

Results

According to the self-assessment of alumni in the tracer study questionnaire not only does a majority (strongly) agree (around 90% each) that a) **they increased their knowledge and skills**, but the majority also confirms that b) they were **able to use and apply the concepts, processes, and methods they learned from the training** and c) **made them more interested to further deal with the topic of evaluation**.

One central aspect of IPDET is also to offer spaces for exchange. Through the in-person exchange with other IPDET participants with diverse backgrounds, around two-thirds of the survey respondents (strongly) agree that it **helped them “broadening their understanding of evaluation practices in different regions as well as organizations”**. Doing so, also **raised their “intercultural knowledge”** and in general **broadened their “understanding of different fields of evaluation”** (two-thirds each (strongly) agreeing). Beyond the solely delivery of courses and providing a platform to interact, IPDET also strives to encourage its alumni to engage in national, regional, and global evaluation communities, such as VOPEs. A majority of the survey respondents (72%) were **agreeing with the statement that “IPDET is encouraging participants to engage in evaluation communities and networks”**.

Example Uganda:

According to the interviewee, IPDET was able to **sharpen their skills and fulfilling their role as evaluation supervisors and commissioners**.

More concretely, it enabled staff – among other things – to **improve the quality of Terms of References**. Furthermore, it enabled staff to **better distinguish good from bad technical proposals** as well as their **enhanced ability to review evaluation reports and identify the relevant gaps**.

Staff who is not directly involved with M&E has also attended IPDET. This helps in discussions with the M&E department due to the knowledge acquired in the field.

In sum, IPDET training **supported them to implement an evaluation culture and to think evaluative**.

Follow up steps

- The training courses will be further provided.
- **IPDET offers scholarships** for individuals from countries in the categories a) low-income, b) lower-middle-income and c) upper-middle-income economies according to World Bank Country and Lending Groups list.

Example Uganda:

It is the aim to **send more staff involved in M&E**, not only from prime ministers' office but from various ministries.

Lessons

We are most proud that IPDET brings together people from all parts of the world to learn from each other and discuss new methodological approaches as relevant in various regions. To specifically meet the demands of our target groups around the world, partners, lecturers, methods, approaches, and case studies from all over the world must be used so that a variety of regional contexts and experiences can be taken into account and synergies can be achieved.

IPDET will further develop its on-site program as a champion of training in evaluation to a) enable a worldwide unique experience of learning, exchange and networking on a sustained basis, and b) provide a “base camp” for IPDET’s global outreach activities to better meet regional demand.

IPDET envisages a long-term digital strategy, including trainings with tailored digital tools, didactics and methods. Establishing an e-learning platform for achieving global, multidirectional and decentralized knowledge transfer allows for the proliferation of evaluation expertise beyond spatial and temporal limitations and contributes to international community building in the field of evaluation, both for the IPDET alumni network and beyond.

With its Community Building Strategy, IPDET wants to create activities, which connect individuals from around the world. These connections shall enhance their evaluation network and knowledge. The IPDET Community shall be a place of belonging, knowledge exchange and social bonding.

