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Third Quarter 2019

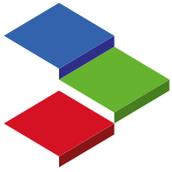


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eVALUation Matters

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Third Quarter 2019

Development evaluation approaches have grown into a largely uniform global practice, in particular among development organizations ascribing to internationally agreed norms such as the OECD-DAC evaluation criteria. However, these accepted common approaches have increasingly come under scrutiny by those who argue that the roots of most of the evaluation practices commonly used in development have been developed by organizations from the Global North, making them unsuitable for use in the Global South.

Some evaluation practitioners have called into question the relevance and effectiveness of current evaluation approaches in the African context, calling for a “Made in Africa” evaluation that takes into account local values, assumptions, and practices.

This edition takes stock of some of the theoretical approaches towards a “Made in Africa” evaluation, exploring indigenous approaches and how they could fast-track the achievement of the continental development agenda. It attempts to answer key questions such as: What is meant by “Made in Africa” evaluation and how does it differ from other approaches? What unique insights could an African cognitive lens bring to evaluation? How should countries go about creating indigenous evaluation practices?



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"In this context, "Made in Africa" evaluation is a specific contribution to the body of knowledge by evaluators and thought leaders informed by African worldviews and perspectives".

Nombeko Patience Mbava, PhD



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From the Evaluator General's Desk

► In the (ongoing) discussion on the review of the OECD-DAC evaluation criteria that was launched in 2018, a commonly heard criticism is that development evaluation approaches have grown into a largely uniform global practice, in particular among Western and international development organizations. Many examine the relevance, effectiveness, efficiency, sustainability and impact of development interventions using multiple sources of data and mixed methods of analysis, often on the basis of a (reconstructed) theory of change. However, these accepted approaches have increasingly come under scrutiny by those who argue that most of the evaluation practices commonly used in development have been designed by organizations from the Global North, making them inappropriate and unsuitable for use in the Global South.

In the African context, a number of academics, think-tanks and evaluation practitioners have called into question the relevance and effectiveness of current evaluation approaches on the continent, calling for a “Made in Africa” evaluation that takes into account local values, assumptions and practices. As part of the global consultation on the OECD-DAC evaluation criteria, IDEV organized a discussion session for African evaluators

in September 2018 (on the margins of the 2018 AfDB Evaluation Week, [see the Q3 2018 edition of Evaluation Matters](#)) focusing on the questions: “Should we review, modify, or adapt the criteria? Or rather adapt the way we use them? How to better take into account the specific development context of African countries in the evaluation of policies and programs?” The purpose of the session was to hear the views of African evaluators on how evaluation approaches and practices on the continent can be improved, so that these views could feed into the global discussion. The main message coming out of the discussion session was that the criteria were still believed to be relevant, but they need to be reviewed and updated in light of the Sustainable Development Goals – SDGs. Participants also felt that the criteria should better take into account the specific development context of African countries, and that evaluation approaches should be pragmatic, contextualized and participatory.

To delve deeper into these issues, and in particular to explore the “How” questions (How should evaluation criteria and approaches be modified in order to become more relevant to Africa? How should they better take into account the African context? How to achieve greater contextualization in evaluation approaches?), we decided to dedicate an edition of Evaluation Matters to Made in Africa evaluation, to invite those with views on the topic to share their ideas, knowledge and experience. In our request for contributions, the theme garnered a lot of interest and a high number of submissions, which resulted in us producing two volumes on the topic: quarters three and four of this year.

This quarter three edition takes stock of some of the arguments for and theoretical approaches towards “Made in Africa” evaluation, exploring indigenous approaches and how they could contribute to fast-tracking the achievement of the continental development agenda. It attempts to answer key questions such as: “What is meant by “Made in Africa” evaluation and how does it differ from other approaches?

“In the African context, a number of academics, think-tanks and evaluation practitioners have called into question the relevance and effectiveness of current evaluation approaches on the continent, calling for a “Made in Africa” evaluation that takes into account local values, assumptions and practices”.



What unique insights could an African cognitive lens bring to evaluation? How should countries go about creating indigenous evaluation practices?" The next edition (quarter four) will then focus on the practical application of Made in Africa approaches.

We hope that the various articles will provide greater insights into Made in Africa evaluation, how it works, and how its approaches and techniques can be applied to achieve more meaningful evaluations that contribute to greater development effectiveness on the continent and stimulate the global debate on how to better measure development results.

Happy reading!

About the Evaluator General

Roland Michelitsch is the Evaluator General of the African Development Bank (AfDB). Prior to joining the AfDB, he spent many years with other Multilateral Development Banks. At the Inter-American Development Bank (IDB) Group, he led evaluations of private and public sector activities. With the International Finance Corporation (IFC), he managed the investment unit of the Development Impact Department. He also led IFC's project evaluation system and framework, and evaluations on various topics. In the World Bank, he worked on corporate governance in Central and Eastern Europe (and in sub-Saharan Africa on population, agriculture and the environment). Roland holds a PhD and MA in Economics from the University of Arizona and an MBA from the University of Graz.

Full bio at: <http://idev.afdb.org/en/page/mr-roland-michelitsch-evaluator-general>

Interview



Interview with Adeline Sibanda, former President of AfrEA

IDEV: The 9th AfrEA International Conference was themed “Accelerating Africa’s Development: Strengthening National Evaluation Ecosystems”, with a special presidential strand of plenaries, roundtables and paper presentations on “Realizing the Vision of Made in Africa Evaluation”. What for you were some of the most pertinent discussions at the conference?

Adeline Sibanda: The Presidential strand aimed to proactively shape a compelling and important dialogue and engagement around Made in Africa Evaluation (MAE) and South-to-South collaboration in Evaluation (S2SE). The session included internationally acclaimed scholars in African studies and culture who were new to evaluation but provided the cultural grounding and evaluators who have pioneered the MAE discourse.

The MAE promotes Africa-led and Africa-rooted evaluations. MAE champions that African’s development should mainly be spearheaded by Africans using Afrocentric paradigms or worldviews and African philosophies, ways of knowing and working, and their interaction over time with the evolving African contexts. This implies that efforts to embed

African ways of knowing, methodologies and approaches in the evaluation practice should be continually pursued.

The following were the key messages from the Presidential strand:

- The vast majority of development investments, evaluation theories, and practices worldwide are based on the worldviews and values, authority and resource systems of powerful institutions, primarily in the Global North. Decisions about what is evaluated, how, and for whom, remain largely the prerogative of the Global North despite impressive indigenous knowledge assets and capacities in the Global South.
- Evaluation is about power, the powerful make the decisions on the above questions.
- Indigenous knowledge is critical. Need to reach out to indigenous voices and ways of knowing.
- Every evaluator should recognize a paradigm that articulates the needs and priorities of those whose knowledge systems have been marginalized. ►



- ▶ It comes out of the history of those who have been subjugated. It is an inclusive paradigm on how to bring Western knowledge and local knowledge together in order to create an evaluation process or methodology that will be responsive to the needs of the communities.
- There is a need to generate more scholarships around indigenous methodologies and practices in evaluation.
- Funders can and should try to reverse some of these asymmetries, notably by:
 - Providing funds in a sustainable manner;
 - Positioning Global South evaluators as team leaders; and
 - Providing capacity building of evaluators at different levels.
- Africa, unlike the rest of the colonial world, has some resilient knowledge and epistemologies that survived the epistemicides of modernity or coloniality. These can serve as material resources for developing another evaluation language. This can begin with a glossary of Afrocentric terms to be used when doing evaluation as we cannot develop an alternative without a new vocabulary.

IDEV: The AfrEA Conference also demonstrated an engaged and dynamic African evaluation community, with Ministries of M&E being set up, national evaluation policies being adopted, and laws on evaluation being proposed. What is the vision for “Made in Africa” evaluation and how does the dynamism of the evaluation ecosystem in Africa contribute to this vision?

Adeline Sibanda: It is important to ensure that when we talk about evaluation, we look at the whole evaluation ecosystem,

this means government ministries, parliamentarians, civil society, private sector, communities as well as the evaluators and the broader system they interact with.

“The Made in Africa Evaluation promotes Africa-led and Africa-rooted evaluations”.

The overarching aim of MAE is to elevate the influence of Africa-rooted methods, theories and philosophies in global evaluation and development, particularly evaluations meant to benefit Africa. Implementation of MAE involves:

1. Research to inventory the extent of scholarships in African rooted evaluation approaches, and to support new efforts.
2. Articulating, building and making visible and accessible the scholarships, methods and approaches that underpin MAE.
3. Promoting adaptation of existing evaluation tools, instruments, strategies and theory, as well as model adjustment to ensure relevancy to African settings.
4. The development of African rooted evaluation practice, theory and methodologies emanating from local cultures, indigenous knowledge systems, African philosophies and African paradigms.
5. Capacity building of African policy analysts, researchers and evaluators to ensure the use of these methods and approaches in Africa and globally.

IDEV: What contribution do you see that “Made in Africa” evaluation can make towards accelerating the achievements ▶

► of the SDGs and in particular Africa's Agenda 2063?

Adeline Sibanda: MAE can accelerate Africa's development by empowering Africans to drive both the Agenda 2030 and the Agenda 2063. It is important to ensure that evaluations are country-led and that African governments take the responsibility to evaluate their development plans, policies and programs before the end of each cycle. The evidence from the evaluation should be used to inform the new development strategies or policies. This presupposes, of course, that there are set targets and indicators and baselines in order to measure progress. Parliamentarians should demand evidence and use the evidence in all their three roles.

IDEV: At the 2019 Conference, AfrEA celebrated its 20th birthday, as your two-year term as Chair came to a close. What were the greatest achievements of AfrEA during this time and what is next for Adeline?

Adeline Sibanda: It is always best to leave others to evaluate your performance. I am glad that I was able to serve Africa through AfrEA and I believe the new President Rosetti Nabbumba Nayenga will take AfrEA to the next level.

"The overarching aim of MAE is to elevate the influence of Africa-rooted methods, theories and philosophies in global evaluation and development, particularly evaluations meant to benefit Africa".

I am going back to consultancy and running my other businesses. I am looking forward to getting my hands dirty again and getting back to evaluation.

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Author's profile

Adeline Sibanda is the founder and Managing Director of ADESIM Developments (formerly known as Troparg Consultancy Services). Adeline has 27 years of experience in strategy, program design, planning, monitoring and evaluation, research, gender and development. She is passionate about professional development, including entrepreneurship development, and has worked in over 20 sub-Saharan African countries with clients such as the World Bank, the African Development Bank, USAID, UNDP, UNFPA, UN WOMEN, WFP, USAID, OXFAM, CIDA, Family Health International, Higher Life Foundation, among others.



She is the President of the International Organization for Cooperation in Evaluation (IOCE), and Co-Chair of EvalPartners and Past President of AfrEA.

Adeline has been raising awareness about and advocating for the Made in Africa Evaluation—an AfrEA initiative promoting evaluation practice rooted in African contexts and priorities—as well as the South-South Cooperation in Evaluation, an initiative by five regional evaluation associations from the Global South.



Shifting the Status Quo: Africa Influencing Global Evaluation Practice

Made in Africa evaluation, a specific contribution to the body of knowledge by evaluators and thought leaders informed by African worldviews and perspectives, is gaining momentum. Whilst program evaluation may be addressing the needs of international development, it has not proved as useful as it can be to others engaged with the development of the continent. African values and worldviews need to guide and shape evaluation in African contexts. Africa is influencing the global evaluation ecosystem. Evaluation in Africa is on the cusp of unprecedented changes.

Nombeko Patience Mbava, PhD, University of Cape Town, South Africa

Key Messages

- African ownership of the evaluation process is important as the theory and practice of evaluation in African contexts has for a long time been externally driven.
- The extent to which African worldviews, values systems, knowledge and perspectives are incorporated in current evaluation is contested.
- African values and worldviews need to guide and shape evaluation in African contexts.
- Shifting the status quo can move evaluation enquiry towards ontological and epistemological justice.

Introduction

Unlike its earlier Euro-Western roots, evaluation is now practised in a multicultural and globalized world, touching the lives of millions of people from diverse corners of the world. The degree to which evaluation practice effectively engages with its multicultural and diverse participants has been increasingly contested. In recent years, the extent to which African worldviews, values systems, knowledge and perspectives are incorporated in current evaluation has been vigorously challenged. This comes from a real concern that whilst program evaluation may be addressing the needs of donors and international development, it has not proved as useful as it can be to African policy decision-makers and others engaged with the development of the continent.

The adopted theoretical models and approaches that are applied in the evaluation of programs in African contexts are largely dimensional and homogeneous in orientation and often provide limited insight into Africa's values, beliefs and evolving cultures.

Pluralist perspectives that build on the strengths of local knowledge and value-systems to inform credible and useful

evaluation from the viewpoint of local users are missing. This article explores why African ownership of the evaluation process is important. An argument is further made as to why African values and worldviews need to guide and shape evaluation in African contexts. It is concluded that Africa is influencing the global evaluation ecosystem. Evaluation in Africa is on the cusp of unprecedented changes.

Evaluation in African contexts has been externally driven

In the last few years there has been an increasing call for evaluation practice that is driven from an African perspective (Ofir, 2018; AfrEA, 2019; AfrEA, 2014 & AfrEA, 2007). Whilst the concept is variably named as "Africa-centric", "Afro-centric" "Africa-rooted", "Africa-led", "Made in Africa", or "decolonized evaluation", the overarching aim is to drive an evaluation agenda that is led and owned by Africans. In this context, "Made in Africa" evaluation is a specific contribution to the body of knowledge by evaluators and thought leaders informed by African worldviews and perspectives. This ownership is important since the theory and practice of evaluation in African contexts has been externally driven. This exogenous nature of ➤



► evaluation, extensively documented elsewhere (Cloete, 2016; Mouton, 2010; Mouton, Rabie, Cloete, & de Coning, 2014; Wildschut, 2014) has for a long time served the needs of external stakeholders.

Euro-Western influences and theoretical models engendered and embedded through international development efforts have largely provided inadequate and inconclusive evidence regarding program impact (Mbava & Rabie, 2018; Mbava, 2017). It has been further maintained that adopted methods in evaluation and development have not fully appreciated the complexities of fragile contexts and developing societies and have tended to focus on simple interventions rather than on the reality of complex adaptive systems (Ofir, 2013:585).

The extent to which African worldviews, values systems, knowledge and perspectives are incorporated in evaluation is contested. This inquiry is underpinned by an evolving discourse which interrogates asymmetries of power structures between the regions of the Global South and the Global North, epistemic justice and issues of identity and

representation (Ndlovu-Gatsheni, 2015:13-40). Evaluation practices that constrain or discount the prominent roles of African evaluation participants in defining thought and intellectual leadership in the evaluation process have been questioned for their relevance and responsiveness (Chilisa, 2015). It has also been argued that local evaluation participants should be conceptualized as an intrinsic part of the evaluation process rather than as mere “data sources” (Chouinard and Milley, 2018:77).

“In this context, “Made in Africa” evaluation is a specific contribution to the body of knowledge by evaluators and thought leaders informed by African worldviews and perspectives”.

Whilst evaluation theory and practice has North-American roots, the extent to which evaluation practices and theoretical lenses are contemplative and inclusive of ►



▶ those involved in the evaluation process is under interrogation.

Epistemic hegemony on evaluation theory has continued to evolve in an asymmetrical manner since methodologies are overwhelmingly still developed by evaluators and theorists in the Global North, with a view to application in the Global South (Carden and Alkin, 2012). This trend appears to be increasing rather than decreasing over time (Cameron, Mishra, & Brown, 2016).

Whilst globally, evaluation increasingly engages with multicultural and diverse stakeholders, the extent to which such engagements have influenced the theory and practice of evaluation has not been fully interrogated by the evaluation community. While this issue is gaining resonance from an African perspective, other indigenous evaluation stakeholders such as Native Americans, New Zealand Maoris and Australian Aborigines, amongst others, continue to interrogate evaluation theory and practise from the perspective of their lived experiences.

"Evaluation practices that constrain or discount the prominent roles of African evaluation participants in defining thought and intellectual leadership in the evaluation process have been questioned for their relevance and responsiveness".

New voices in evaluation

As a key constituency, new voices from the Global South have increasingly called for full participation in the formulation of theory and practice of evaluation as relevant to their lived realities. The Global South as an ideological expression encompasses countries that have common histories of inequalities emanating from legacies of colonialism and the impact of imperialism. This common worldview serves as a mobilizing symbol in addressing asymmetries of power including knowledge construction vis-à-vis highly industrialized countries. This identity is reified through the mobilizing force of issue-based interest ▶▶



► groups (Alden, Morphet and Vieira, 2010:3). The policy issues are debated and interrogated in various regional structures, such as the South-to-South collaboration in Evaluation (S2SE) that seeks to disrupt and contest the epistemic dominance of the Global North in this regard. A strong and present regional African voice in S2SE, which comprises counterparts from South Asia, Asia-Pacific, the Caribbean and Latin America, is critical insofar as this serves to solidify, entrench and position Made in Africa evaluation at a global level. The collective voices of Global South evaluation, through solidarity, unanimity and diplomacy, can potentially reposition and restructure the asymmetries of power and knowledge construction, shaping a new evaluation agenda.

African values and worldviews need to guide and shape evaluation in African contexts

On the other hand, commentators have asked: whose values and worldviews inform the evaluation process and design? (Chouinard and Hopson, 2016: 248). Evaluation assesses programs, projects, policies and other interventions in order to determine their merit, worth, or value. Cognizant that evaluation inquiry and conclusions have an inherent value judgement that is both empirical and normative, we need to further ask, "Whose value system informs what is defined as evaluation evidence?" Others have further pointed out that, "the evaluator's background may be the most important determinant of the type of evaluation that is done, rather than the context and the information needs of the affected groups" (Mark, Henry & Julnes 1999:179). It is thus imperative that both the epistemological and axiological fundamentalism that informs evaluation enquiry be considered from an Africa-centric perspective.

In many African contexts, value systems play an important role in regulating social

and communal structures. Values define what is upheld as worthy and these can express points of view or convictions which people can live with, live by or even die for (Idang, 2015:101). Choices and decision-making are driven not only by the available evidence, but also by norms and standards. What then happens when such norms and standards are incongruent with local value systems? A simple adoption of evaluation practices from highly industrialized countries poses limitations and is "unsuitable in non-Western cultural contexts where totally different principles and practices prevail. A one-size-fits-all recipe for evaluation is therefore impractical" (Cloete, 2016:55).

Accepting that the evaluator brings an inherent value judgement in the evaluation processes has implications for objectivity in evaluation. The role of evaluations in appraising the merit and value of a program or policy and their concomitant roles as an important decision-making function have implications for what is deemed as legitimate and credible.

"In many African contexts, value systems play an important role in regulating social and communal structures".

Research suggests that this has an influence on the extent to which evaluation findings are ultimately utilized by African policy-makers and citizens engaged with the development of the continent (Mbava and Rabie, 2018; Mbava, 2017).

It is important to consider the extent to which African values and worldviews guide and shape evaluation in African contexts. Cultural norms and values, beliefs and perspectives of program participants could be the key drivers that influence participants to act in specific ways and result in the observed program outcomes. ►

► Cognitive justice: The right to interpret the world from our own vantage point

Embedding a uniquely African cognitive lens in thinking, reasoning and interpreting evaluation evidence is valid and instructive. Ndlovu-Gatsheni (2018:17) implores us to implicitly own and liberate our knowledge with a freedom to “think, theorise, interpret the world, develop own methodologies and write from where [we are] located and unencumbered by Eurocentrism.” In this regard, we must interrogate contextual factors that might influence evaluation methodological choices, what is construed as evidence, and whose voices are amplified in evaluation design. Actively participating in what is evaluated, actively informing how that is done, defining thought and intellectual leadership on evaluation from an African worldview gives cognitive justice to African participants in evaluation.

The African vantage point, rather than being monolithic, is multicultural and multi-dimensional, and should incorporate unique perspectives from Lusophone, Francophone and Anglophone African contexts. Enabling this cognitive justice in the theory and practice of evaluation has the potential to provide unique insights to some of the most recalcitrant developmental challenges that the African continent faces. A multiplicity of “other ways of knowing”, looking at the same issues and assessing evaluation evidence from different angles rather than from the perspective of one “universal truth” has the potential to teach the world new ways of engaging with old problems and enabling lasting and sustainable solutions to developmental challenges.

Made in Africa Evaluation: Influencing the global evaluation ecosystem

It is apparent that one of the pillars of the Made in Africa perspective includes the active participation of key stakeholders

“Credible participation of relevant local stakeholders in evaluations, coupled with a significant engagement of various voices in knowledge generation, can move evaluation enquiry towards ontological and epistemological justice”.

in the construction of what is evaluated, when, by whom and how. How then can this knowledge be infused in international evaluation practice? For example, in situations where local evaluation merely tests a theory, which has been developed in the Global North, credible and active participation of locals in the central epistemological processes as co-creators of program theory and in the evaluation process is a progressive step. Credible participation of relevant local stakeholders in evaluations, coupled with a significant engagement of various voices in knowledge generation, can move evaluation enquiry towards ontological and epistemological justice. Leveraging African values such as collective deliberation and communal decision-making in the intrinsic evaluation process guides and informs development efforts, resulting in what Ofir (2013:584) regards as evaluation for development rather than of development.

Conclusion

Africa is irrevocably influencing the global evaluation ecosystem. Global evaluation theory and practice is drawing unique insights from African evaluative thinking. Africa is teaching the world a multiplicity of “other ways of knowing”, to look at the same issues and assess evaluation evidence from different angles rather than from the perspective of one “universal truth”. Rather than perpetuating pre-formulated constructions of what is supposed to be evaluation evidence from African ►►

► contexts, Africa is shifting the status quo and influencing the global evaluation ecosystem to reconstruct evaluation evidence and knowledge in new ways.

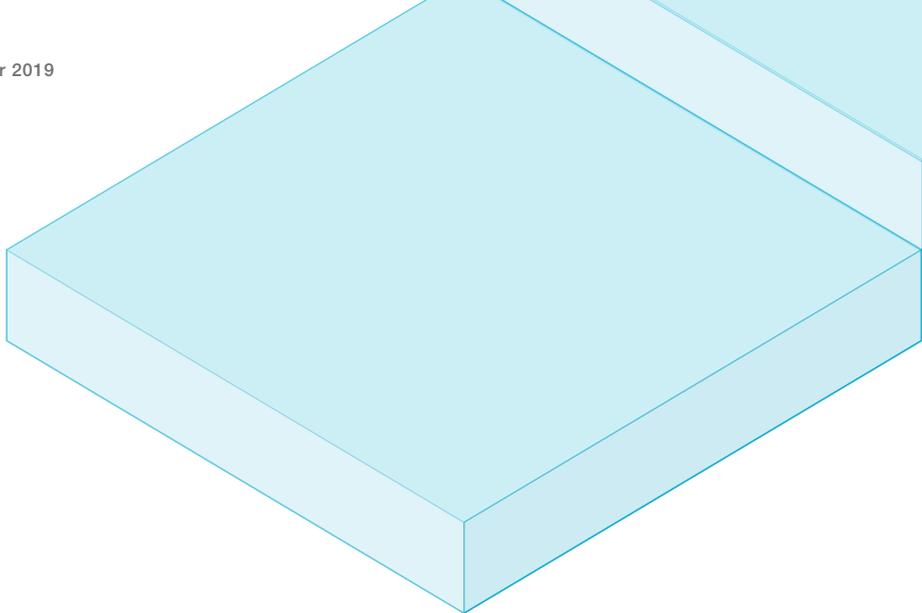
As the field of evaluation brings about cognitive justice, valuing theories, methodologies and interpretation of the world from African perspectives, the evaluation process becomes liberatory and transformative. With diverse African perspectives, which are influenced by

local cultures, value systems and customs from various contexts such as those from Lusophone, Francophone and Anglophone Africa, the potential of the continent to enrich and strengthen evaluation evidence is immense. This kind of application potentially enables lasting and sustainable solutions to some of the endemic developmental challenges that face the continent. In this regard, evaluation in Africa is on the cusp of unprecedented changes.

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Made in Africa Evaluation: Decolonializing Evaluation in Africa

The multiplicity of Made in Africa products deserves a complex and scientific approach to truly transform African evaluators, who use models of evaluation underpinned by an ideological perspective that does not take into consideration the African experience. This article argues that the creation of authentic Made in Africa evaluation practices requires the identification of the very nature of monitoring and evaluation and a rigorous exercise to interrogate the past, present and future. It suggests that there are four critical steps to decolonizing evaluation in Africa, namely: decolonize evaluation in Africa; evaluate existing models; research into African evaluation models; and develop African centered models in partnership with local communities.

Mjiba Frehiwot, PhD, University of Ghana

Key Messages

1. Made in Africa evaluation must begin with a critical decolonization of monitoring and evaluation in Africa.
2. Monitoring and evaluation in Africa should be underpinned by African voices, literature and experiences.
3. Made in Africa evaluation must challenge the very nature of the power relationship in the field of monitoring and evaluation.
4. African evaluators and evaluators serving Africa must critically examine their own bias towards the communities they are serving.
5. Made in Africa evaluation must evolve organically while recognizing institutions and communities as partners.

Introduction

Our philosophy must find its weapons in the environment and living conditions of African people. It is from those conditions that the intellectual content of our philosophy must be created. The emancipation of the African continent is the emancipation of man. This requires two aims: first, the restitution of the egalitarianism of human society, and, second, the logistic mobilization of all our resources towards the attainment of that restitution” (Nkrumah, 1964, p. 78).

Monitoring and Evaluation (M&E) models in Africa are a direct reflection of the relationship between Africa and the Global North. This relationship is uneven and driven by power dynamics that favour knowledge and practices that are developed outside of Africa. Rather than serving as a deterrent to Made in Africa evaluation (MAE) models, this historical fact should constitute a challenge that should be met by creating evaluation models that are truly based on African values, principles and culture, and integrating political, social and economic conditions.

The MAE content and features must consider the multiple stories in Africa. The

multiplicity of Made in Africa products equally deserves a complex and scientific approach to truly transform African evaluators who use models of evaluation underpinned by an ideological perspective that does not take into consideration the African experience for a liberated MAE process. Developing an authentic and holistic approach should require a method that includes four key steps that can be repeated along the process and/or also revert temporarily to eventually move forward. They include:

Step 1: Decolonize African evaluation and evaluators. This involves freeing evaluation and evaluation specialists from all the preconceived notions from the Global North;

Step 2: Research into the historical/traditional evaluation models in Africa;

Step 3: Evaluate existing models, primarily western models; and

Step 4: Develop Made in Africa models using the information from the first three steps and in partnership with local community members and other relevant stakeholders.

The following illustration outlines the four critical steps in African Evaluation: ➡



► Decolonize African evaluation and evaluators

The decolonization project is historically rooted in the struggles against slavery, colonialism and Apartheid. Decolonization as a vehicle to acknowledge the agency of African people must include the following four key components:

1. Deconstruction and reconstruction

- The decolonization process must include a comprehensive review of the ideological foundation of current practices and knowledge all of which should be gathered, taken apart, broken up and critically examined to identify their benefits and weaknesses to the people of Africa. The deconstruction process is then followed by the reconstruction of the ideology and philosophy of evaluators and institutions using the data collected.

2. Self-determination and social justice

- At the root of decolonization is the

right and fight for self-determination and social justice. The questions to ask are: How is the current state of African evaluation hindering or supporting the right for self-determining the programs that are being evaluated? How is the evaluation process impacting the individuals that the programs serve? Does our class position impact our relationship with self-determination and social justice? These are questions that can guide the quest for self-determination in the journey for decolonization.

3. Acknowledgment of indigenous knowledge

- This is paramount to the decolonization process. This does not mean simply acknowledging the presence of indigenous knowledge or positioning it as an add-on to internationally recognized practices. Indigenous knowledge must be recognized as an equal in the global knowledge production conversation. ►



- ▶ **4. Internationalization of indigenous experiences** - This is an essential aspect of the decolonization process as it shows how local experiences can shape the current world. How do we project the experiences of people living, working and residing in the Global South as legitimate and valuable at the global stage? These experiences must not be juxtaposed to a Western analysis of development, but rather contextualized and situated in the cultural, political, geographical, historical and economic conditions of the people.

The fundamental question to address is: why does monitoring and evaluation as practiced by both African and non-African actors need decolonization? Are there universal monitoring and evaluation principles that are being employed around the world?

"African evaluation and evaluators must reclaim their voice, which should be a true reflection of African idiosyncrasy and not just a carbon copy of evaluation practices imported to Africa".

The decolonization of evaluation is viewed as the restructuring of the features and curriculum of evaluation tools based on local conditions and cultural nuances. However, it should be viewed as the catalyst for the total restructuring of power dynamics in the global construction and implementation of African evaluation (Bagele, Thenjiwe, Gaotlhobogwe, & Hildah Mokgolodiuch, 2016). This process questions the very nature of monitoring and evaluation in Africa. What is the role of M&E institutions that have the power to fund or de-fund local and national

initiatives? How do these organizations decolonize their analyses, views, strategies and ideologies while still meeting their core mandate? Research findings argue that to authentically develop MAE resources, both individuals and the community of evaluators must tackle the question, decolonizing knowledge production and its relationship with evaluation in Africa. "At the center of decoloniality is the idea of remaking the world such that the enslaved, colonized, and exploited peoples can regain their ontological density, voice, land, history, knowledge and power" (Ndlovu-Gatesheni, 2015, p. 23). African evaluation and evaluators must reclaim their voice, which should be a true reflection of African idiosyncrasy and not just a carbon copy of evaluation practices imported to Africa.

Evaluate existing models

Developing Made in Africa evaluations must begin with an investigation of the current and dominant M&E models in order to critically examine their origin in Africa and potential sub-field specific nuances. As pointed out by Chilisa, "Evaluation in the least indigenized approach is dominated by Western evaluation theory and practice. There is, for instance, emphasis on translating evaluation instruments to local languages and indigenizing techniques of gathering data without addressing fundamental questions on worldviews that can inform evaluation theory and practice coming from Africa" (Chilisa, 2015, p. 17).

Monitoring and evaluation research and models generally appear to be dominated by American methods and theory. The global field yields to the expertise of researchers, academics, professionals, institutions and legislation produced in the United States (Basheka & Byamugisha, 2015). It is only logical that these theories and methods carry American specific ideology that may or may not be ▶

► effective in the African context. In a certain sense, M&E policies and vehicles promote a universal and non-political approach to evaluating international projects, national evaluation efforts and local development projects.

The evaluation of M&E programs and models must interrogate the fundamental purpose of the project under evaluation. This is all the more important as evaluation can be both a formal and informal process. However, it should be recognized that the power of the evaluation process can go beyond that of the individual administering the evaluation. "Evaluation also refers to the process of determining the worth or significance of an activity, policy or program. An assessment, as systematic and objective as possible, of a planned, on-going, or completed development intervention" (OECD, 2002, p. 22). The objective of the evaluation process must be based on evaluation review as it may impact the outcome of the actual evaluation.

Evaluation content and features largely depends on key actors or on the funding agency, as it is mostly the case. The stake of development projects is particularly high in the M&E arena. While the use of agency approach has brought about marked improvements, there is still room for growth. The Paris Declaration on Aid Effectiveness in 2005 supported a more balanced approach towards monitoring and evaluation through the consolidation of the already emerging principles. The five principles are: ownership by the host country; aligning activities on the country's strategies; harmonizing the different strategies and approaches; paying attention to the management of results; and mutual accountability (Colin and Stirrat, 2008). M&E can be used not only to monitor Non-Governmental Organizations, but also to transform the public sector. Some governments are

using M&E to ensure that they are efficient, effective and responsive to parliament and the nation's citizens (Porter & Goldman, 2013).

"The objective of the evaluation process must be based on evaluation review as it may impact the outcome of the actual evaluation".

The inclusion of multiple types of M&E institutions is important for a better understanding the landscape in a community, but also for questioning the ideology of the organizations under evaluation. Most development projects make it compulsory to include M&E in project plans and to reserve a portion of the budget for evaluation. Such actions have both positive and negative impacts. Indeed, while it is important to monitor and evaluate programs to ensure that they are reaching the intended target, it should be asked if donors request the mainstreaming of M&E and do not obstruct the objectivity of the final product at the same time. Although some international donors consider the recipients of their funding as partners, there is still a power dynamics that exists. The fear of losing funding or the need to increase funding may be a leading factor in the elaboration of reports. This critical factor needs to be scrutinized when conducting research on contemporary development models. The following questions should guide your assessment:

1. Who are the main actors? International financial institutions, government bodies, independent evaluators or evaluation organizations?
2. What ideology does the evaluator/ evaluation body follow? ►

- ▶ 3. How does the said ideology impact their lens?
- 4. What benefits or consequences will the body face based on the evaluators' report?
- 5. How do theory and methods dictate the execution of the evaluation process?
- 6. Are theory and methods rooted in Western or African evaluation thought?

Research African evaluation models

The recent history of M&E points out that most scholars and researchers have adopted the American Evaluation Model. The most recent boost in the field or discipline that is being triggered by the school of thought can be traced to the 1990s. While we acknowledge the history of the current manifestation of monitoring and evaluation, it would be ahistorical to assert that M&E only existed in America and was not practiced by any other people. Historians will readily confess that all present manifestations of these institutions are a result of earlier attempts at evaluation. Monitoring and evaluation are not an exception to this historical fact and evolutionary rule. One must begin to question the root of monitoring and evaluation as it is currently practiced. Did monitoring and evaluation exist in African communities prior to the introduction of M&E in its current form? At this juncture of development of Made in Africa evaluation models, their pre-conceived notion of M&E forms must be shed.

Africa as the birthplace of humanity is a fact that is not disputed by historians, scholars, activists and the general population. What is commonly distorted in the African story is the evolution of "modernity" or "development". These two markers of the modern state often dictate the contributions of women and men

to the world and prescribe their power position. Africa's history is often claimed to have started after slavery and colonialism, which presupposes that there was no history prior to those foreign interventions. This raises a critical question: What is development? "Development results from the quantitative and qualitative changes modifying the intra-social relationships as well as the relationships between society and nature; as such, it embraces all the aspects of human activity," Sekou Toure (1978, p. 200) asserted. "We learn from dialectics that change is inherent in the very nature of things," he continued.

"The interrogation of non-conventional evaluation in Africa can serve as the foundation for an authentic historically and culturally relevant Made in Africa model. The contextualization of African evaluation models requires a clear understanding of African philosophy".

This definition by Sekou Toure suggests that monitoring and evaluation is a natural component of human development. Quantitative and qualitative changes must at the very minimum stem from an assessment of the positive and negative components of a project or institution. This notion of dialectics must also be applied to the investigation of the Made in Africa evaluation models and practices. One question of interest is if M&E is limited to international financial institutions and/or non-governmental organizations? Limiting M&E to this very narrow scope will hinder its potential to serve as a springboard for development in Africa. Monitoring and evaluation can be also used to interrogate governments, organizations, individuals and cultures. ▶

► The interrogation of non-conventional evaluation in Africa can serve as the foundation for an authentic historically and culturally relevant Made in Africa model. The contextualization of African evaluation models requires a clear understanding of African philosophy. In this field, Ubuntu stands out as the most recognized philosophy based on African culture. “Ubuntu is short for an isiXhosa proverb in Southern Africa. It comes from Umuntu ngumuntu ngabantu; a person is a person through their relationship to others. Ubuntu is recognized as the African philosophy of humanism, linking the individual to the collective through ‘brotherhood’ or ‘sisterhood’. It makes a fundamental contribution to indigenous ‘ways of knowing and being.’” (Swanson, 2007, p. 55). It is through Ubuntu that African personhood can be interpreted as a key component of evaluation and monitoring. It integrates the notion of both individual and collective responsibility for governance, development, democracy, education and much more (Gnaka, 2009).

The use of the Ubuntu philosophy to situate Made in Africa evaluation will respond to the following critical question: “Whose philosophy and ideology will underpin the evaluation process and tools? It is through the notion of African personhood that the evaluator and the evaluating agency would view themselves as a mere extension of the community or project being evaluated. This humanistic approach to understanding Africa through African philosophy can ensure that African made evaluation can move beyond a rubber stamp. Ubuntu is not the only philosophy or evaluation tool that can be researched; it is an example of how the use of African philosophy, systems and institutions can strengthen the question for Made in Africa evaluation.

Develop Made in Africa Evaluation

The concept of “Made in Africa” and/or the decolonization of knowledge production is not new to the academy or to Africa. Countless well established and seasoned professional evaluators and researchers have laid the foundation for the current debates surrounding evaluation in Africa. The African Evaluation Association (AfREA) is one of the leading voices in the struggle to ensure that evaluation in Africa reflects the culture, history and peoples of Africa.

This stage is a forward-looking and backward-facing model that evolves over time. It is also important at this junction to note that Made in Africa models are not monolithic and will have different features and practices depending on the community in which the model is operating.

The model must be built on the three previous models specifically using a decolonial mind, philosophy and practice. Evaluators, institutions and communities are expected to use their research and review existing models to construct an authentic, holistic and community-specific model that can be replicated across space and time. The MAE should include most of the following elements:

1. **Indigenous Knowledge Systems (IKSs)**
 - This is the first and most important component of MAE. Creating evaluation models based on indigenous knowledge systems is the key to MAE. However, this does not mean taking wholesale the knowledge systems or cultural components that are not positively impacting the community. It is also necessary to distinguish between IKS and traditional African culture. Culture is dynamic and ever changing, as are IKSs with the difference that they evolve based on technology, politics, the ►

- ▶ economy and the relationships between humanity and the environment.
- 2. **Localized and led by local actors** - The process of ensuring that evaluations are led by local actors may seem out of reach as many evaluations are spearheaded or mandated by funding agencies and/or service providers. This can make it difficult to include local actors as partners in both the service delivery and evaluation. However, this approach will truly reflect its impact on the recipients.
- 3. **Class dynamics** - The class position of evaluators, institutions and those being served must be critically examined. Those individuals being served will generally find themselves in the “lower” class, while those serving will by virtue

of their position be in the “middle/upper” class. These class positions carry certain views about the other class and these views tend to dictate how we interact.

- 4. **Development projects are based on mutual respect**, especially those that are being evaluated. This reinforces the notion of citizen participation in the development process and in policy dialogue.

In summary, it is important for Made in Africa models to become the industry standard for evaluation in Africa. It is not merely enough to have African evaluators, but a new paradigm must emerge that guides all evaluators operating in Global Africa, those in the continent and in Diaspora.

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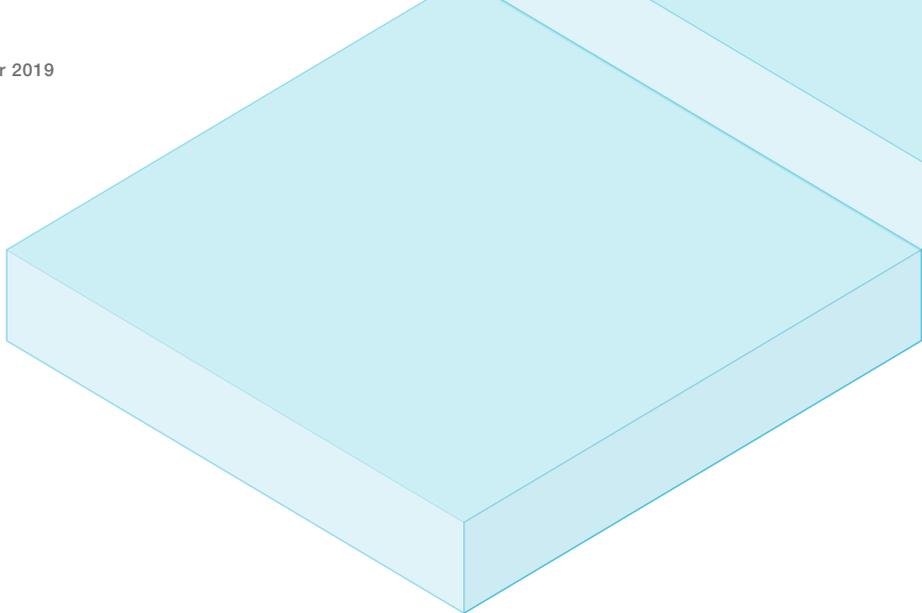
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Towards Defining and Advancing “Made in Africa Evaluation”

Most evaluation in Africa today is rooted in dominant Western approaches. This presents at least two problems. First, Western evaluation methods and approaches, when used in Africa, may in fact lack validity, leading to low quality evaluations, wrong conclusions, and bad development outcomes. Second, Western evaluation approaches may encourage subjugation of African culture through neo-imperialism and the ‘colonization of the mind.’ These problems have been addressed in recent years through a focus on Made in Africa Evaluation (MAE). Given the current state of development of this nascent yet increasingly influential concept, we conducted research to contribute towards a better definition of MAE. This brief article presents the background, methods, and findings from that study. We conclude that MAE is based on the standards of the African Evaluation Association (AfrEA), using localized methods or approaches with the aim of aligning the evaluation process with the lifestyle and needs of African people while also promoting African values.

Oladayo Omosa, Independent Scholar
Thomas Archibald, Virginia Tech

Key Messages

- Western evaluation approaches applied in Africa may lack validity and may propagate neo-imperialism and the ‘colonization of the mind.’
- Made in Africa Evaluation (MAE) is a promising approach to address these problems, but the concept requires a clearer and more concise definition.
- According to our study conducted with a handful of evaluation thought leaders in Africa, MAE is based on the standards of the African Evaluation Association (AfrEA), using localized methods or approaches with the aim of aligning the evaluation to the lifestyle and needs of African people while also promoting African values.

Introduction

The field of evaluation in Africa is at a critical juncture. It is growing in leaps and bounds, with more and more national governments, voluntary organizations of professional evaluators (VOPEs), and organizations getting serious about increasing the quality and capacity to do and use evaluation across the continent. Alongside this impressive growth, the field also faces new scrutiny and questions about the possibilities for an evaluation theory and practice that is responsive to the diverse contexts and needs of the continent. Many efforts have been exerted to respond to these questions and concerns. An example is a forum held in 2012 by African thought leaders in evaluation, in Bellagio, Italy to discuss what is meant by African-rooted and African-driven evaluation (Chilisa 2015). Further, some evaluation thought leaders in Africa, such as Bagele Chilisa, Fanie Cloete, Zenda Ofir, and others have begun to conduct research and develop a literature base that address what constitutes African-rooted and African-driven evaluation.

If program evaluation practice across the continent is going to reflect African culture and history, with a minimal influence of Western hegemony, and is going to help evaluation commissioners and others have more clarity about responding to contexts and needs of the continent, there is a need to ascertain the current state of African-rooted evaluation, often referred to as “Made in Africa Evaluation” (MAE). In particular, there is a need to better define the concept of MAE and examine the extent to which it is gaining acceptance and prominence among evaluators on the continent.

Prominent African evaluation thought leaders like Bagele Chilisa moved the field towards clarifying the notion of MAE to prevent the proliferation of an overly dispersed conceptualization of the idea—to keep it from becoming an empty buzzword or catch-all phrase. Chilisa (2015) explored the history, meaning, and practice of the concept by examining the consensus (and dissensus) among some expert evaluators in the field. Her landmark synthesis paper yielded notable results, one of which was the identification of potential ways forward for the MAE concept in Africa. ►

- ▶ Having laid this groundwork, Chilisa's study stopped short of offering a concise definition of MAE around which some consensus could arise. As such, building on Chilisa's foundational work, the purpose of the study presented in this brief is to contribute further to MAE's conceptualization and definition. Theoretically, this study was informed by a postcolonial critique of the development project and neoliberalism, along with concepts drawn from work on decolonizing and indigenous methodologies. Informed by these theoretical framings, we address the following research questions: (1) How do thought leaders in African evaluation define Made in Africa Evaluation? and (2) What next steps do African evaluation thought leaders prioritize to advance the MAE concept?

Background

Before delving into the details of the study, we first present a brief background discussion, providing some conceptual and theoretical foundations for why MAE is so important. The discipline and the professional practice—and especially the industry—of evaluation in Africa have been dominated by Western theories, approaches, and institutions. In this context, it is helpful to think about the potential applicability of ideas like postcolonial theory, cognitive justice, culturally responsive evaluation, multicultural validity, and decolonizing and indigenous methodologies.

Postcolonialism doesn't just pertain to temporal and geographic changes that followed the independence of former colonies—it has to do with deeply seated and pernicious relations of power, and knowledge that continue to influence the culture, the political economy, and the life-worlds of people from those

former colonies (Fanon, 1963; Said, 1979; Spivak, 1988). As Spivak, de Sousa Santos (2012) and others state, it is a question of epistemic violence and epistemic (or cognitive) justice. Epistemic justice “has to do with the coexistence of many knowledges in the world and the relation between the abstract hierarchies which constitute them and the unequal economic and political power relations which produce and reproduce increasingly more severe social injustice” (Toulmin, 2007, p. xv). Fanon and others wrote about the dangers of ‘the colonization of the mind.’ For example, In *Decolonising the Mind*, Ngũgĩ (1992) considers “colonial alienation” ultimately an alienation from oneself, identity, and heritage, vis-a-vis linguistic oppression to be the imperialism's greatest threat to the nations of Africa. Elsewhere, in terms of finding valid theories to guide research, evaluation, and practice in various African contexts, Nsameng (1995) examined “the emergence of scientific psychology as a Euro-American product, which was later imported into Africa [and argued] that the current theorizing in and the orientation of developmental psychology are essentially ‘Euro-centric’ in nature and hence have limited applicability in the context of Africa” (p. 1).

Globally, the emergence of culturally responsive evaluation, multicultural validity, and decolonizing and indigenous methodologies (Smith, 2013) can be seen as part of the response to the threats of the colonization of the mind, and of epistemic injustice. Kirkhart (2013) contends that we can have valid measurements of evaluands only when we consider culture in every part of the evaluation framework and also through an intentional commitment to conducting Culturally Responsive Evaluation (CRE). CRE is predicated on five foundational principles (Hopson, 2004) which overlap to a large extent with ▶



► MAE approaches: (1) the social location of the evaluator matters; (2) evaluators play a role in furthering social change and social justice; (3) avoiding ethnocentrism means embracing multiple cultural perspectives; (4) culture is central to the evaluation process because of “the profound way in which culture (including racial and ethnic identity, social origin, class background, etc.) shapes worldview, values and norms, and thereby impacts the uses of, reactions to, and legitimacy of, any evaluation” (Hopson, 2004, p.13); and (5) culturally and ethnically diverse communities have contributions to make in redefining the evaluation field. From this perspective, we sought to better understand MAE and its links to these related concepts.

first research question: How do thought leaders in African evaluation define Made in Africa Evaluation? The Delphi technique is an iterative survey method developed by the RAND Corporation to systematically solicit informed opinions from participants within their domain of expertise and knowledge base (Helmer, 1967; Hsu & Sanford, 2007).

Using a Delphi method to develop consensus

We used a Delphi technique plus semi-structured interviews to address our

In line with the guidance about sampling from the literature on the Delphi technique, seven participants were selected after meeting the following criteria: (1) Top management decision-makers, including evaluators or evaluation commissioners in Governments, Non-Governmental Organizations, and bilateral development mechanisms in Africa; (2) Thought leaders on evaluation in Africa based on their antecedent in pioneering AfrEA and championing the MAE concept; or (3) Scholars who have done research on evaluation and ►►

Table 1: Statements Rated in Round One and their Sources (Delphi Questionnaire One)

Statement #	Statement Descriptions	Source(s)
S1	Questioning evaluations that show successes of projects while the reality is completely different	Chilisa (2015), Cloete (2016), Mouton et al., (2014).
S2	Conducting evaluation with an eye towards addressing the macro-micro disconnect and power relations in the community	Chilisa (2015), Mouton et al., (2014)
S3	Conducting evaluation that promotes partnerships of knowledge systems and of evaluation actors and stakeholders	Chilisa (2015) and Cloete (2016)
S4	Conducting evaluation with an eye towards challenging Euro-western worldviews and hidden, subtle racist theories embedded in current methodologies	Chilisa (2015), Chilisa & Malunga (2012), and Mouton et al., (2014).
S5	Conducting evaluation in African settings using localized knowledge, tools and data collection methods	Chilisa (2015), Chilisa & Malunga (2012), and Mouton et al., (2014).
S6	Considering Africa-lead and Africa-centric evaluation to mean evaluation done by African professionals only	Chilisa (2015)
S7	Conducting evaluation with an eye towards promoting African values and worldviews	Chilisa (2015), Chilisa & Malunga (2012), and Mouton et al., (2014).
S8	Considering the adaptability of my evaluation work to the lifestyle and needs of the African community where evaluand is situated	Chilisa (2015)
S9	Considering participatory methodologies as congruent with African worldviews and value system	Chilisa (2015), Cloete (2016), and Mouton et al., (2014).
S10	Conducting evaluation with an eye on building the capacity of participants as co-evaluators and promoting evaluation as a way of life for all Africans	Chilisa (2015) and Cloete (2016)

► have written explicitly or have made implied comments about MAE in their publications. Additionally, participants were required to have at least ten years' experience in research or practice.

For this study, consensus was defined in the following way: Expert participants were provided with a list of statements related to MAE, which were derived from a review of the literature. The experts then rated how important each statement was for the MAE concept on a scale of one (least important) to six (highly important). Consensus was ascribed to statements for which there was a high mean and low variance (Vo, 2013). This process, implemented via an online survey, was conducted in two rounds, with an opportunity in the first round for expert participants to also add their own original statements, which were then rated by all participants in the second round. The first round of survey instrument contained a list of ten statements (Table 1) that describe MAE from prominent and common concept and ideas that have been used in the literature to describe MAE and culturally responsive evaluation implicitly and explicitly.

The Round Two questionnaire contained statements for which dissensus remained in Round One and a list of new statements based on participants' suggestions in

Round One about their views of the MAE concept that were not captured in Round One questionnaire. These additional statements were denoted differently from the statements originally in the Round One questionnaire using B1, B2, etc., as presented in Table 2 below.

To add an extra layer of validity to the findings from the Delphi, two additional participants (who did not participate in the Delphi study) were interviewed, which allowed them to comment on the consensus definition derived from the Delphi study.

Made in Africa Evaluation: A working definition

At the end of the final round of survey and based on the predetermined consensus criteria, panellists considered four statements as important (S5, S7, S8 and B3). Since our objective was to define the MAE concept, these statements each became a building block for part of the synthesis definition. These four ideas were also corroborated by the interviewees when asked what they think is central to MAE. Taken together, this empirical work yielded the following working definition of MAE: *Evaluation that is conducted based on AfrEA standards, using localized methods or approaches with the aim of aligning* ►

Table 2: New Statements on MAE Given by Panellists in Round One of Study

Statement #	Statements Description (Panellists Suggested Statements)
B1	Conducting evaluation with sensitivity, understanding, and with the intention of making visible evaluative African knowledge, values, and worldviews
B2	Conducting evaluation in a culturally sensitive and responsive manner
B3	Conducting evaluation studies that are consistent with evaluation standards developed and used by African Evaluation Association (AfrEA) and aligned with the professionalization views of a given African country (since Africa is a continent and not a country)
B4	Focusing evaluation on the empowerment of individuals on pursuing their own life choices optimally in a given context
B5	Capturing the degree of complexity inherent in the evaluation as accurately as possible



Table 3: Twelve Statements and the Summary Statistics for Chilisa's Way forward for MAE

Statement #	Statement Descriptions	Importance	Feasibility
W1	Create a team to promote MAE.	3.71	4.0
W2	Establish research groups on MAE and publishing scientific articles and results of assessments that use MAE.	4.43	3.71
W3	Organize international conferences and seminars on MAE and funding presentations to international organizations of papers on MAE.	4.14	3.86
W4	Fund research on MAE and any evaluation that may be used as a test case for MAE.	4.43	4.0
W5	Create partnerships to fund African academic institutions to engage with evaluation that is inclusive of MAE.	4.43	3.23
W6	Create a course/curriculum on MAE and funding short courses on evaluation.	4.43	3.71
W7	Develop strategies for MAE to influence national and regional evaluation policies.	3.57	3.0
W8	Create strategies for MAE to influence regional and national policies.	3.57	2.86
W9	Set up evaluation review boards.	2.71	2.29
W10	Review AfrEA guidelines in the light of the MAE approach.	4.29	4.29
W11	AfrEA should engage other African organizations such as the African Union (AU) and other global partners.	4.0	3.14
W12	AfrEA should develop strategies to strengthen its government to enable engagement with partners.	3.43	3.0

► *the evaluation with the lifestyle and needs of African people, and that also promotes African values.*

The way forward to advance MAE

Our second research question guiding this study was: What next steps do African evaluation thought leaders prioritize to advance the MAE concept? To address this question, we took a series of 12 recommendations and ideas for the way forward in building the MAE concept (from Chilisa, 2015) and asked our study participants to rate each of them in terms of importance and feasibility. Those statements and their ratings are shown in Table 3.

To help indicate, at a glance, which items were ranked as having both high importance and high feasibility, we also

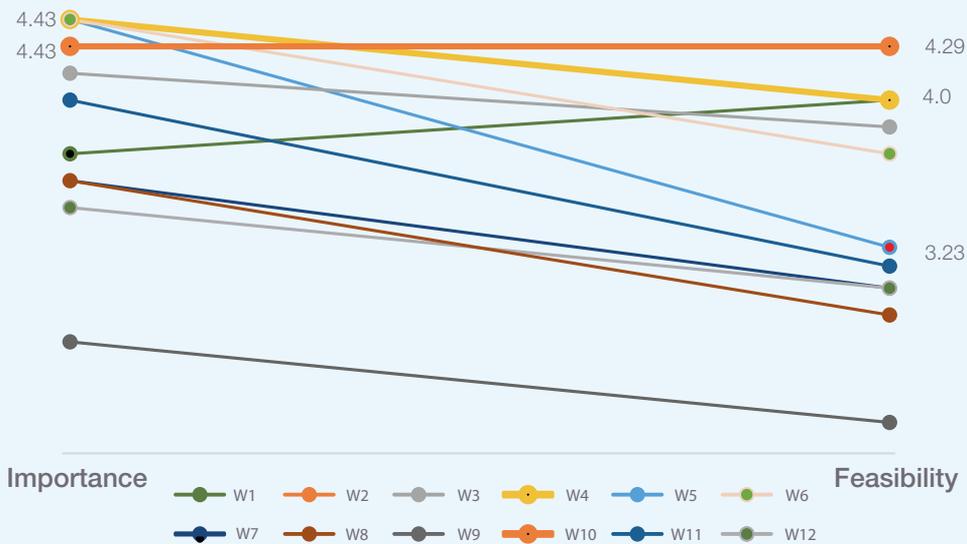
created a ladder diagram, as shown in Figure 1.

Notably, statements W10 and W4 stand out as being seen as both important and feasible, which can point the field in the right direction toward high-priority next steps for MAE. These are: Review AfrEA guidelines in the light of the MAE approach; and Fund research on MAE and evaluation that may be used as a test case for MAE.

Implications and conclusions

In light of the existing literature, the results of this study have a number of implications for evaluator training and capacity building, research on evaluation, and evaluation practice. In what follows, each of these categories is addressed. ►►

Figure 1: Levels of feasibility and importance of ideas to move MAE forward.



► **Evaluator training.** The recognition that AfrEA and other VOPE guidelines, the use of localized knowledge and approaches, the lifestyle of the people, and the promotion of African values are very central to Made in Africa Evaluation, speaks of the need for the field of evaluation to continue to grow. Beyond acquiring technical competencies, African evaluators need to be taught African philosophies (woven through the entire fabric of the continent). For example, Africans cherish the hierarchical structure more than the egalitarian structure prevalent in most Western societies. They prioritize collectivism over individualism. These are some of the philosophies and worldviews that evaluators plying their trade in Africa subscribe to.

Evaluation practice. For continuous growth and development in any field and endeavour, there is the need to revisit the foundation and improve on it continually. The governing board of AfrEA should look into reframing AfrEA guidelines to align it with the current thinking on the MAE concept. Going further, the board should improve

on the professionalization of the field by making sure those who apply to be members of the association demonstrate competence in reflective, situational management, and interpersonal practices. This effort will take the field a notch higher, beyond technical skills, for 'harder' skills like reflexivity. The Canadian Evaluation Society (CES) has demonstrated this by making sure members meet certain requirements to obtain the credentialed evaluator status.

Research on evaluation. One key finding from this study is the need for further research to operationalize localized methods and approaches, something which this current edition of *eVALUation Matters* is helping to address. What sits underneath it (localized methods/approaches)? Why do we use storytelling? Why do we use local courts? Why do we use campfires? Also, what are the ways to actively recognize this in evaluation reports? Worthy of note are efforts made by Chilisa (2012; 2015) to describe these terms. However, the findings from this research still argue for further research along this line. As with every good ►►

► nascent and emerging concept, the MAE will continue to be enriched. It will continually be shaped and framed

by different perspectives and thinking so that we can start seeing changes in practice.

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Culture in Evaluation: Summary of Blogs



Zenda Ofir, Independent Evaluator

IN a series of blogs, Zenda Ofir examines the relationship between culture and evaluation to explore questions such as “what would evaluation have looked like if it were invented in Africa, or in the East, or by indigenous peoples across the world?”.

In the first three of six blogs, Ofir explores “Made in Africa” evaluation,

argues for critical engagement with, yet pride in African societies’ histories, philosophies and cultures, and calls for African leadership to engage in evaluation practices on the continent and worldwide. She highlights that there is a need to ensure that African intellectuals do not uncritically buy into dominant narratives, including about development.

Date	Blog title	link
February 11, 2018	Made in Africa Evaluation, Part 1: The genesis of MAE	http://bit.ly/MAEpart1
June 8, 2018	Made in Africa Evaluation, Part 2: ‘Africa-rooted’ evaluation	http://bit.ly/MAEpart2
July 6, 2018	Made in Africa Evaluation, Part 3: ‘Africa-led’ evaluation	http://bit.ly/MAEpart3

The remaining three blogs highlight the NICE – Navigating the Intersection of Culture and Evaluation – Framework, a practical application that calls for deep interrogation by evaluation specialists in

Africa and for the Global South of common evaluation concepts and practices in order to help accelerate the development of evaluation theory and practice suitable for the continent and the current era.

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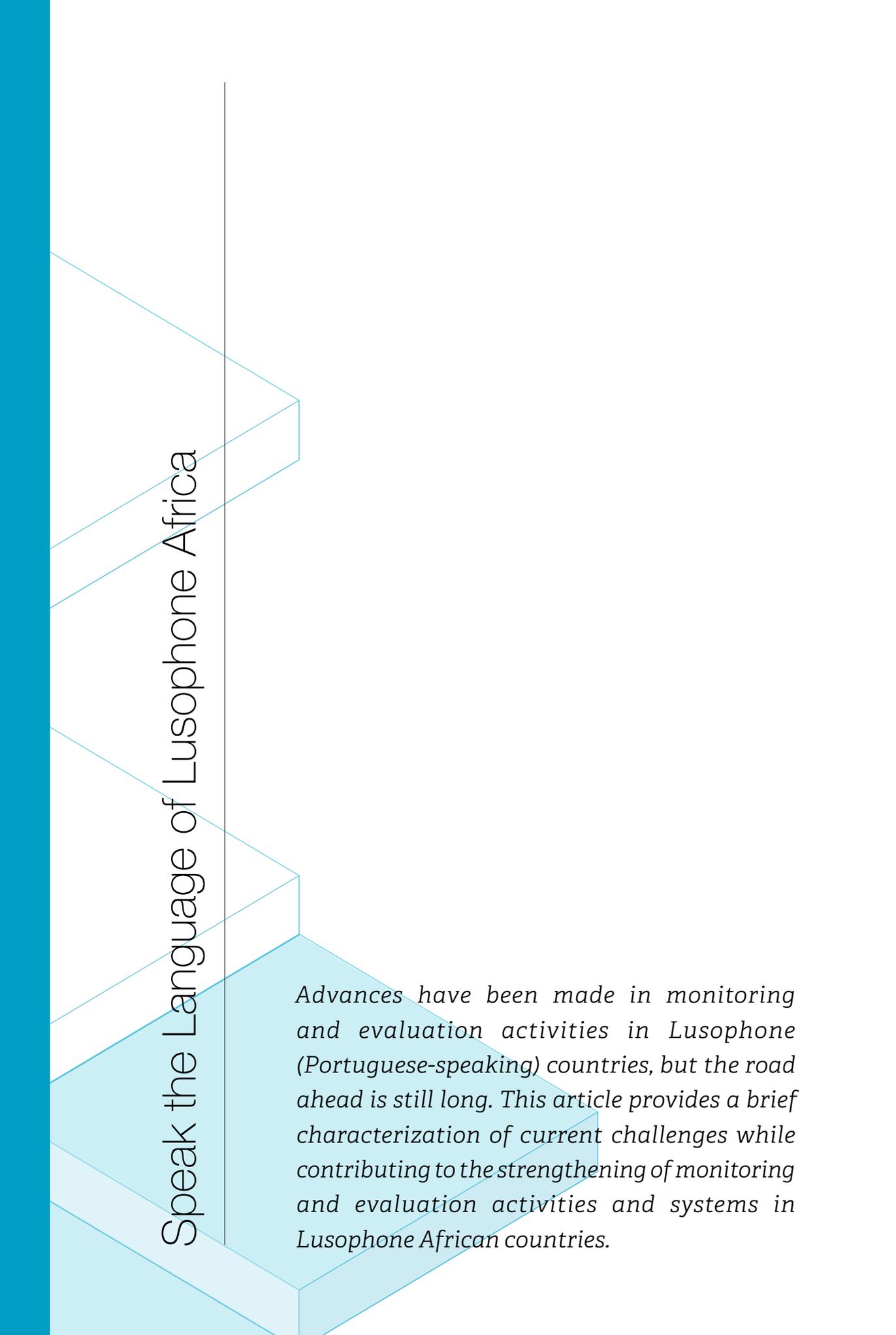
Date	Blog title	link
August 23, 2018	The NICE Framework, part 1: Where culture and evaluation meet	http://bit.ly/NICEpart1
August 25, 2018	The NICE Framework, part 2: Application of the framework	http://bit.ly/NICEpart2
August 28, 2018	The NICE Framework, part 3: A research agenda for evaluation	http://bit.ly/NICEpart3

Author's profile

Zenda Ofir is a South African independent evaluator, holder of a PhD in Chemistry. She works primarily in Africa and Asia; and from the local to the global level, she has been focusing on the interface between science and knowledge, development and evaluation. She has a special interest in evaluation across contexts and cultures, the SDGs, transformational systems change, and national to global development trajectories. She formerly held the positions of AfrEA President, IOCE Vice-President, and AEA Board member; she is currently an Honorary Professor at Stellenbosch University, the IDEAS Vice-President, a steering committee member of the emerging South-South Collaboration on Evaluation initiative, and the Lead Steward of the Evaluation for Transformation Working Group of the SDG Transformations Forum. In her earlier career, she was also a senior program manager at a South African science council and later the Director of Research at the University of Pretoria. She is currently based near Geneva, Switzerland.







Speak the Language of Lusophone Africa

Advances have been made in monitoring and evaluation activities in Lusophone (Portuguese-speaking) countries, but the road ahead is still long. This article provides a brief characterization of current challenges while contributing to the strengthening of monitoring and evaluation activities and systems in Lusophone African countries.

Elsa de Morais Sarmento; Carla Félix; and Mariana Branco

Key Messages

- Lusophone countries are still lagging behind in Monitoring and Evaluation (M&E), as initiatives to establish a shared culture of evaluation practice, in particular in Africa, are still emerging.
- In several Lusophone Africa countries, policy decisions are mostly driven by values rather than outcomes, compounded with the lack of an evaluation culture and the set of skills needed to better use rigorous evidence. In parallel, methodologies for establishing guidelines for community-based research and evaluation, which should build on the culture of local communities, are a rare find. All of this adds to the lack of evaluation learning materials available in the Portuguese language.
- The greatest practical challenge remains the language, given the predominance of foreign evaluators with a minimal mastery of Portuguese and countries' history and local contexts, not to mention local languages. Furthermore, trained native evaluators do not abound.
- There are no ready-made fast-tracking solutions for achieving M&E goals in support of the global development agenda and the Sustainable Development Goals (SDG). Lusophone African countries ought to be aware that it is essential to take the lead in this process and map their own needs, building on their own internal resources and on international initiatives, so as to strengthen their own national evaluation systems and capacities. Sound M&E systems and evaluation capacity development are urgently required in most African countries, and much more in those speaking Portuguese. A participatory diagnosis study of the issues at hand in these countries is required to understand which kind of capacity and resources should be developed, who the champions are and what steps are to be followed. Local stakeholders must play a central role in this exercise.

Evaluation as an essential component of public policy, programs and projects in Lusophone countries

The Community of Portuguese Language Countries (*Comunidade dos Países de Língua Portuguesa* or CPLP) grew from seven countries (Angola, Brazil, Cabo Verde, Guinea-Bissau, Mozambique, Portugal, and São Tomé and Príncipe) to the current nine, after the self-determination of Timor-Leste in 2002 and the accession of Equatorial Guinea in 2014. Portuguese is the sixth most natively spoken language in the world and Portuguese-speaking countries

are home to 267 million people located in four continents with a common language, a shared history, and cultural similarities.

Evaluation is known to be of critical importance for policy- and decision-making, underlying country strategies and processes for accelerated growth and inclusive sustainable development worldwide. However, Lusophone countries are still lagging behind. Many policy decisions are still driven by values rather than outcomes, compounded not only with the lack of an evaluation culture and the set of skills needed for using rigorous evidence, but also with a mismatch between political timetables and the time-frame of evidence producers. Initiatives to establish a ►

▶ common culture of evaluation practice among Portuguese-speaking countries and communities are still emerging.

have to do with weak technical capacity, a reactive institutional culture, the scarcity of resources, and the lack of political commitment (Figure 1).

"In Lusophone Africa, the demand for evaluation is still largely driven and conditioned by development partners, who still favor the comforts of their own "language" and practice".

In Lusophone Africa, the demand for evaluation is still largely driven and conditioned by development partners, who still favor the comforts of their own "language" and practice. High-quality evaluations do not abound and are commissioned and managed more often by donors than by governments (with some exceptions for academic institutions). Consequently, with governments shying away from a more direct participation, evaluations are less likely to be used in policy.

Evaluation demand has also traditionally been weak and inconsistent, largely due to a deeply rooted historical culture of patronage and fluid policies. Moreover, few countries have adopted all the elements of a Results-Based Management (RBM) cycle and performance-based budgeting, to align expenditure with strategic goals and priorities. Underlying issues constraining the advancement of M&E efforts, with varying degrees in different countries,

Characterization of M&E in Lusophone Africa

The creation of evaluation associations and communities of practice throughout Africa was pioneered by Anglophone and later by Francophone countries (e.g. the creation of the African Evaluation Association in 1999). This drive triggered the dissemination of evaluation knowledge and learning across the continent, but mostly in English and French languages. In contrast, in Lusophone Africa, despite some commendable initiatives on M&E, efforts have been more scattered as compared to those made by these other two linguistic groups.

In Portuguese-speaking Africa, like in most countries of the continent, M&E was first introduced as a requirement of donors and international financing organizations, which often offer support through technical assistance and capacity building in line with the inner workings of their systems and frameworks, in their own languages. In general, governments have been passively dealing with these requirements, leaving to international organizations and other funding agencies the design and implementation of such systems, which are in general abandoned after project conclusion due to ▶

Figure 1: Underlying bottlenecks in M&E in Lusophone countries



► inadequate buy-in and ownership, lack of capacity to maintain them, and in some countries, sheer lack of interest.

In Lusophone countries, the field of evaluation is still fragmented and somehow neglected, with a shortage of strong professional organizations dedicated to evaluation, absence of specialized evaluation journals, and frail local capacity to conduct advocacy and influence policy-making. Despite initiatives in Brazil and Portugal, where sectorial and national evaluation societies along with Non-Governmental Organizations (NGOs) have emerged, African Lusophone countries lag much more behind, with only small and informal networks providing short-term training, without a long-term perspective. A few cases of dedicated academic training in Portuguese (e.g., Masters in Brazil and a post-graduate course in Portugal) are well established, but existing proactive communities of practice, such as CLEAR Brazil and Lusophone

Africa, are still to obtain all the resources needed to engender a more prolific buy-in and diffusion of evaluation culture, along with the development of a professional class able to promote evaluation-related research and learning in Portuguese.

In Lusophone Africa, M&E efforts cannot be decoupled from other known existing structural challenges:

- Lack of data demand from policymakers and lack of support granted to National Statistical Offices (NSOs) for the adequate and timely production of data for policymaking;
- Weak statistical systems and lack of political support for well-coordinated statistical systems;
- Limited supply of statisticians and relevant expertise within statistical systems, with NSOs using traditional tools for data collection and analysis; ►

Table 1: Brief characterization of evaluation relevance, supply and demand in African Lusophone countries

Country	Evaluation Relevance in the national context	Evaluation Supply	Evaluation Demand
Cabo Verde	Growing recognition	Mostly done by donors and international development partners. The National Directorate of Planning of the Ministry of Finance and Units of Planning from Ministries, within the context of the implementation of a national M&E system.	Sporadic initiatives supported by foreign partners. Minor government involvement but the situation has changed, as the joint work with the UNDP is advancing and consolidating previous M&E systems, with relevant training provided. Active civil society demand, with several evaluation-related activities organized.
Mozambique	Growing recognition	Mostly donor-based.	Sporadic initiatives supported by foreign partners.
Angola	Marginal	Mostly donor-based.	Marginal.
São Tomé and Príncipe	Marginal	Almost inexistent, donor- and NGO-based.	Minor government involvement, demand from some donors.
Guinea-Bissau	Marginal	Almost inexistent at national level. Performed by donors and executed by international consultants, namely from Portugal, Italy or France. There are no national professionals or knowledge to perform evaluations at an acceptable level.	Marginal at the national level. Increasing demand, as Guinea-Bissau is a priority country for most of the international donors. However, all the demand is related to projects final evaluation. No demand related to policies or at government level.
Equatorial Guinea ¹	Marginal	Almost inexistent at the national level, donor- and NGO-based.	Minor government involvement, demand from some donors.



- ▶ ■ Issues of validity and reliability of data (in some cases, data released by international institutions does not coincide with data released by Member States for the same indicators);
- Reluctance to openly share data in some countries, especially for evaluation work.

Table 1 highlights some of the most important characteristics of evaluation activities in Portuguese-speaking African countries. Common challenges these countries face relate to: the fragmentation of the evaluation field, the lack of strong professional organizations dedicated to evaluation, and the overall lack of capacity to conduct advocacy and influence policy-making.

Despite the challenges pointed above, it is critical to highlight the key features of each one of these countries (see Table 2 below).

In Cabo Verde, evaluation is not only valued within the context of policy-making, but also by academia and civil society. The University of Cabo Verde (UniCV) has conducted several initiatives to promote M&E. The joint work of the Government of Cabo Verde with the United Nations Development Programme (UNDP) and the World Bank in consolidating its national M&E system is still ongoing, with relevant training provided to officials. Moreover, there is an informed and active civil society demanding more accountability, which led to the materialization of some initiatives. Relevant joint events recently organized include one by the Ministry of Finance’s National Planning Department of Cabo Verde (DNP), The World Bank Group (Cabo Verde’s Office) and UNDP, under the gLOCAL Evaluation Week (June 2019), which engaged the government, academia and civil society actors. This was the only M&E event organized in Lusophone Africa during the [gLOCAL Evaluation Week](#), whereas on the same occasion, ▶

Table 2: Comparative advantages of each country

Cabo Verde	Mozambique
<ul style="list-style-type: none"> ■ Good governance and democratic setting ■ Institutional maturity ■ Presence of donors ■ Well-developed statistical system, i.e. a National M&E system (<i>Sistema de Seguimento e Avaliação</i>) at the Ministry of Finance (MF/ DNP has a planning and M&E unit) ■ Civil society pledge for government accountability and growing awareness for evaluation (e.g., GERA/FDI-CV) ■ Academia and civil society organizations interested in development and evaluation ■ National Statistical Council ■ Easy hiring of national researchers to support data collection and evaluation efforts 	<ul style="list-style-type: none"> ■ Wide presence and interest of donors ■ Variety of academia and civil society organizations interested in development and evaluation ■ RBM national M&E system (<i>Orçamento por resultados</i>) linked to the <i>Plano Quinquenal do Governo</i> (PQG) 2015-2019, strategic matrix for the PQG developed ■ Ministry of Economy and Planning: National planning department with an M&E unit and a national M&E plan ■ Easy hiring of national researchers to support data collection and evaluation efforts
Angola	São Tomé and Príncipe
<ul style="list-style-type: none"> ■ Academia and civil society organizations interested in development and evaluation (e.g., CEIC - <i>Centro de Estudos e Investigação Científica</i>, Universidade Católica de Angola) ■ Growing awareness of evaluation 	<ul style="list-style-type: none"> ■ Presence of donors ■ Civil society organizations interested in development and evaluation
Guinea-Bissau	
<ul style="list-style-type: none"> ■ Priority country for most international donors ■ Several major international NGOs operating in the country, and civil society organizations interested in development and evaluation ■ Strong presence of donors such as the European Union, UN agencies and the Portuguese Development Agency 	

► the Anglophone and Francophone evaluation communities in Africa hosted 14 and 16 events, respectively.

In Mozambique, different entities within the public sector have been conducting public policy evaluations, especially in education, health, rural development, and other areas related to international development cooperation. Mozambique presents a historical window of opportunity to garner support for integrated public M&E systems, coupled with impressive political will and understanding of statistical development

and M&E. To tackle emerging challenges such as financial stability, climate change, and technology, reliable data is needed. Data collection and analysis requirements have given rise to new tools and approaches, which in turn created new opportunities for finding sounder evidence to support policies. However, the lack of large-scale revenues and a persistently constrained tax base are hampering Mozambique's efforts to adequately finance the development of advanced M&E systems, its labor force's education and capacity building, particularly in line ministries. ►



► As for Angola, its levels of evaluation supply and demand have been among the lowest in the region. In 2009, a M&E Readiness Assessment and a National M&E system at the municipal, provincial and central levels was conceived within the scope of the “2008-2010 Implementation Plan of the Decentralization and Local Governance Project of Angola”, but this was not followed up by the Government.

In São Tomé and Príncipe, Guinea-Bissau and Equatorial Guinea, there is little internal capacity to perform evaluations at an acceptable level. During 2019, the CLEAR Initiative delivered an M&E training to the Government of Guinea-Bissau, as part of a partnership between CLEAR Brazil and Lusophone Africa and CLEAR Francophone Africa.

Language as the first barrier to credible evaluation in Lusophone Africa

Together with the poor knowledge of local context, language is currently the main barrier to building, disseminating and using credible and contextualized evaluation in Lusophone Africa. Understanding the nuances of language, deconstructing historical and cultural issues, such as the traumas of conflict is a prerequisite for conducting sound research and obtaining reliable and accurate findings.

Very often, the mastery of the Portuguese language is considered secondary (for instance, it is clear in most language requirements in Terms of Reference or ToRs). In addition, most evaluation teams limit themselves to temporarily hiring a local translator to assist them during field work. These hired translators may also have a limited knowledge of the Portuguese language and of the ambitions of the applied methodologies. As a result, key nuanced information

is lost in translation. Consequently, in Lusophone countries, the validity of research findings and evaluation results is very often conditioned by the subjective interpretation of outsiders, who do not master the language, history, life goals and aspirations of specific communities.

“Together with the poor knowledge of local context, language is currently the main barrier to building, disseminating and using credible and contextualized evaluation in Lusophone Africa”.

Another key point to raise is that the field of evaluation can draw on research methodologies which can be invasive or ill adapted to native communities, war-ravaged regions or remote areas. Conducting evaluative research might be problematic in certain settings when dealing with communities who have suffered from a history of conflict, abuse and/or intrusive studies which might have resulted in cultural bias. Credible evaluations are expected to integrate all these complexities, whilst responding to the assumptions imposed by the funders and to those from self-determining communities.

Within such a setting, evaluation as a practice ought to be grounded in more endogenous epistemologies and frameworks, with a focus on learning and being mindful of local languages, as well as cultural values. These concerns do not undermine the imperative of providing relevant and valid findings, which ensure the production of suitable recommendations to inform policy and programming design. All these requirements collectively imply the mastering not only of the language ►



▶ but also of the communication skills, necessary to obtain the unbiased views of communities. Moreover, it is important to adapt evaluation research to the local context, to build capacity among local researchers and evaluators, and to ensure that external evaluators master the language and the culture of the community under evaluation. Such key aspects are widely acknowledged by the relevant academic literature (e.g., Smith, 2012; LaFrance, J. and Nichols, R., 2010; Kovach, 2010; Hood, Hopson, and Frierson, 2005; Tillman, 2002).

Furthermore, research methodologies which truly establish guidelines for community-based research and evaluation, honouring and building on the culture and context of indigenous people, are a rare find in Lusophone countries. Most often than not, evaluation assignments have a short amount of time in the field, with interactions with more remote communities limited to single interviews or focus groups. While these are common challenges shared by many evaluators practicing in Africa, it should be noted that they generally occur due to the lack of resources (time and budget) to develop more targeted methodologies to account

for the needs of local populations, but also due to the fact that often research teams do not approach evaluation work with these unique lenses.

Conclusion

In all Lusophone African countries, there are exceptional opportunities to strengthen evaluation activities, with governments playing a more active role in demanding and managing evaluations and using evidence. However, these countries must explore these opportunities within their considerably different political economy settings. Donors and partners can provide opportunities for learning through country-led support.

A basic pre-condition for “Made in Africa Evaluations” in Lusophone Africa is that M&E practitioners should be able to master the official language and build their practice on these countries’ context and self-determination culture for greater relevance and validity of findings. This also means that donors need to set stricter language requirements in their ToR, along with tighter guidance for true community-based research. ▶

► Misreading Lusophone Africa's linguistic, historical and social nuances in evaluation work hinders the quality, rigor and usefulness of evaluative evidence. African Lusophone countries seldom have a say in the development of new or context-adapted evaluation methodologies and approaches. The lack of Lusophone evaluators is preventing these regions from contributing to the development of evaluation theory and practice through their own endogenous knowledge and skills. Solving the 21st century's big challenges requires that all take part in devising solutions. Empowering Lusophone M&E experts is critical to ensure diversity and promote more innovative and respectful global evaluative thinking.

There are no ready-made fast-tracking solutions for achieving M&E goals and thus supporting the global development agenda. For Lusophone African countries, sound M&E systems and capacity development are urgently required. However, it is fundamental to conduct a participatory M&E diagnostic beforehand and involve local stakeholders in this exercise. Such a needs assessment is a steppingstone for understanding which kind of capacity and resources ought to be put in place, who are the champions, and what are the next steps. There are three important tiers to uncover the type of support

needed: the individual level (such as capacity building needs), the creation of institutional systems and organizations, and the enabling environment.

Lusophone countries are to take the lead in this process and map their own needs, building on their specific contexts and internal resources, but also on international initiatives, so as to strengthen their own national evaluation systems and capacities. Sound M&E systems and evaluation capacity development are urgently required in most African countries, and much more in those speaking Portuguese.

However, given existing constraints and the risks of these efforts' crowding out, they must work collaboratively to create the necessary partnerships to make this work. By drawing on current initiatives to monitor the 2030 Agenda and the African Union's (AU) 2063 Agenda, and by sharing evaluation experiences with other African countries, regional and linguistic blocks, Lusophone countries can create and affirm their own evaluation networks. They can also contribute to the development of local evaluation capacities and sustain an endogenous demand for evaluation, ensuring that policymakers are aware of the value of evaluation knowledge to improve policymaking, and ultimately development results.

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Endnote

1. Spanish-speaking, but a member of CPLP and included in AfDB's Lusophone Compact..

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Authors' profile

Carla Felix Silva is a social expert and evaluator with thirteen years of experience in Africa, in monitoring and evaluation, analytical sector work and project management. Key sectors of experience include human development, civil society engagement through participatory action research, social change and international development. Since joining the African Development Bank (AfDB) in 2010, she worked with the Human Development Department on Fragile States, and from 2015 she worked with IDEV in a number of country strategy and program evaluations, including in Portuguese-speaking countries in Africa. These comprise the AfDB's Comprehensive Evaluation of Development Results and the Independent Evaluation of the Implementation of the Development and Business Delivery Model of the AfDB. Prior to joining the AfDB, Carla worked with the Non-Governmental (NGO) sector, providing support to actions under European Commission-funded programs and evaluations in Sub-Saharan Africa, including Cabo Verde, Guinea-Bissau and Angola. Carla studied International Relations at the Technical University of Lisbon.



Mariana Branco is an economist and evaluation expert at the World Bank Group's Independent Evaluation Group (IEG). Within IEG's Evaluation Capacity Development, she supports the expansion of the CLEAR Initiative and IPDET, and as part of IEG's Methods Advisory team she promotes innovation in evaluation and internal evaluation capacity building. She is also a Board Member of the European Evaluation Society; a leader of the European Young and Emerging Evaluators movement; and a member of EvalYouth management group. Prior to joining the IEG, Mariana implemented impact M&E systems, conducted Value for Money evaluations and delivered accredited training across public and corporate projects in Europe, Angola and Brazil. At the public sector level, she collaborated with the Portugal2020 agenda, the Angola Sovereign Wealth Fund, the Brazilian Social Industry Service and Guile Foundation. In the impact investing sphere, she assessed the corporate approaches to sustainability of Unilever, Danone, HSBC, among other companies. Mariana was also a research fellow in Development Studies and Health Economics at the University of Porto in Portugal. Mariana holds a Bachelor's degree in Economics, a Master's in International Cooperation, and a post-graduate diploma in Evidence-based Policy Research Methods from the United Nations University.



IDEV organizes three learning workshops on “Optimizing the AfDB’s Program-Based Operations Support as a Package”.

As a follow up to the publication of the [evaluation of the African Development Bank’s Program Based Operations](#) (PBOs), IDEV and the Governance Department of the Bank co-organized a series of three learning workshops for Bank staff on the theme “Optimizing the Bank’s PBOs Support as a Package”. These events implemented the evaluation’s objective of enhancing learning by the Bank, to improve its future use of PBOs. The first two events took place in May 2019 at the Bank’s regional development and business delivery offices for Southern and Eastern Africa in Pretoria, South Africa

and Nairobi, Kenya, respectively. The last of the series was held at the AfDB headquarters in June 2019 and also targeted Bank staff at the Central and Western Africa regional development and business delivery offices. The workshops sought to enhance awareness and knowledge among key Bank staff on the essence and value of engaging with partners and stakeholders around the issue of PBOs in order to deliver on development objectives. They also aimed to enhance broader stakeholder buy-in and uptake of IDEV evaluation findings and recommendations.

Find out more:

<http://idev.afdb.org/en/event/bank-staff-discuss-program-based-operations-series-workshops-pretoria-nairobi-and-abidjan>



Carina Sudgen, Principal Governance Officer, ECGF at the AfDB Regional Development and Business Delivery Office for Southern Africa

**IDEV webinar series:
PRESENT to PERSUADE-
Storytelling with
data visualization**

On 10 July, IDEV organized the third in its 2019 series of webinars aimed at evaluative knowledge sharing – “PRESENT to PERSUADE: Storytelling with Data Visualization”. This webinar allowed participants to learn about using data for impactful communication and how to convert their ideas into reality without mastering coding or design skills. The webinar was a hands-on dive into creating eye-catching and professional data visualizations to convey

messages online or in print. The webinar was delivered by Neema Iyer, founder and director of Pollicy, a civic technology organization based in Kampala (Uganda), and Wairimu Macharia, a seasoned digital professional, Co-Founder at Digital Services Academy and Digital Lead at Afrobarometer,

Find out more:

<http://idev.afdb.org/en/document/webinar-present-persuade-storytelling-data-visualization>



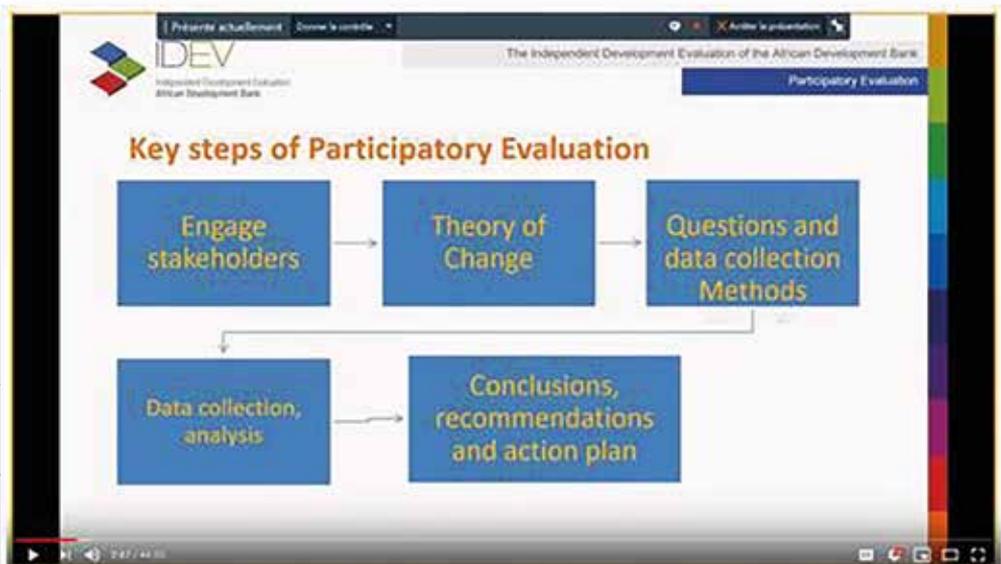
IDEV webinar series: Participatory Evaluation

“Participatory evaluation” is an approach which aims to give voice to the stakeholders of an intervention, in the design, process and results of the evaluation assessing that intervention. As part of its webinar series, IDEV organized a webinar on that theme on 26 July, for evaluators, project designers, and communicators working in development. Delivered by two IDEV evaluators, Latefa Camara and Carla Silva, it was an opportunity to discuss the specificities of the methodology, as well as challenges and opportunities related to its application. The evaluators

aimed to instill curiosity and promote a discussion around the use of this approach, particularly in the evaluation of AfDB policies, programs and interventions.

Find out more:

<http://idev.afdb.org/en/document/webinar-participatory-evaluation>



The African Development Bank hosts the 5th APNODE Annual General Meeting

The African Parliamentarians' Network on Development Evaluation (APNODE) held its 5th Annual General Meeting (AGM) in Abidjan, Côte d'Ivoire from 28 to 30 August 2019, hosted by IDEV at the African Development Bank. This year's meeting was themed "Shaping the Africa We Seek: The Vital Role of Parliamentarians in Evaluation Capacity Development". The AGM highlighted the efforts of African parliamentarians in their role as catalysts of change and drivers of an evaluation culture. The AGM agenda included the review of the APNODE annual and financial report; a training and panel session on evaluation at the legislative level; a panel session on how APNODE can support the African Continental Free Trade Area;

and the election of a new Executive Committee.

The AGM provided the network an avenue to showcase its work and facilitate inter-parliamentary exchanges, peer-learning and experience sharing, whilst also enhancing APNODE's mandate's to improve parliamentary oversight, policy and decision making using evidence. The event was opened by the Speakers of Parliament of Côte d'Ivoire and Zimbabwe, and attracted over 65 delegates from 15 countries.

Find out more:

<http://idev.afdb.org/en/news/press-release-apnode-5th-annual-general-meeting-concludes-high-note>



Comparative Review of Sanctions Practices across Multilateral Development Banks

IDEV has conducted a comparative review of sanctions practices across five Multilateral Development Banks (MDBs): the Asian Development Bank (AsDB), the European Bank for Reconstruction and Development (EBRD), the Inter-American Development Bank (IDB), the World Bank Group (WBG) and the AfDB. These five MDBs participate in an agreement on cross-debarment for fraud, corruption, and other sanctionable practices.

The objectives of the review were (i) to assess the sanctions experience of these MDBs to date; and (ii) to apply the lessons learned to assist the AfDB in its own sanctions practice. The review utilized a mixed-methods approach combining multiple sources of qualitative and quantitative information.

The report presents comparative data and analysis of MDBs' sanctions regimes in terms of their mandate and organization; overall use and efficiency; outcomes including debarments and conditionalities; use of penalties or other monetary sanctions; and transparency to external

stakeholders and partners, as well as practices related to coordination and knowledge sharing across MDBs. The study also identifies good practices, and proposes a number of points for the consideration of AfDB Management as it reviews and continues to strengthen its sanctions regime and practice.

Find out more:

<http://idev.afdb.org/en/document/comparative-review-sanctions-practices-across-multilateral-development-banks>



Validation of the Completion Report of the AfDB's Regional Integration Strategy Paper for West Africa

IDEV has conducted a pilot validation of the completion report for the West Africa Regional Integration Strategy Paper (WA-RISP) 2011-2015/17. The validation was undertaken to inform the design of the pillars of the new West Africa RISP for 2019-2025, and to add to IDEV's understanding of how to design and implement this product to best serve its purpose(s). It also contributed to improving the quality of the West Africa RISP completion report and provides an opportunity for learning.

The validation found that the Bank's portfolio under the West Africa RISP is very relevant to regional priorities, Bank strategies and policies regarding regional integration, as well as country strategies in the ECOWAS region. However, it identified weaknesses in the results matrix. The validation found the **effectiveness** of the RISP satisfactory for the achievement of outputs, but could not provide an assessment on outcomes achievement due to lack of data in the completion report. **Efficiency** was rated unsatisfactory, due to delays and a relatively low disbursement ratio.

Some projects were cancelled during the RISP period. Finally, the validation did not assess the sustainability criterion, which was not covered in the completion report. In general, the validation found insufficient evidence to support the completion report's conclusions that implementation of the RISP has been successful and that the achievement of results is satisfactory.

Recommendations for Bank Management

1. Continue to support Regional Economic Communities and executing agencies, especially with regard to their procurement and disbursement policies and processes.
2. In the next RISP cycle, strengthen results tracking, analysis, reporting and use. A well-designed RISP Theory of Change is required to ensure that projects' results are clear and relevant, and that indicators are appropriate, specific, comprehensive, and can be effectively monitored. The mainstreaming of crosscutting issues in Bank interventions should also be improved, as well as output and outcome monitoring and reporting.

3. While infrastructure development remains the main area of support of the Bank, capacity building in support of project implementation should continue to be a strategic priority. In addition, the Bank should focus on ensuring quality at entry of infrastructure projects to ensure their smooth implementation.

Find out more:

<http://idev.afdb.org/en/document/west-africa-risp-completion-report-validation>

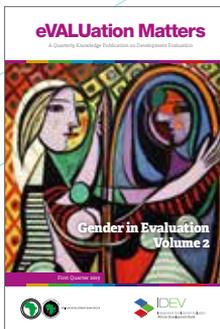


Second Quarter 2019 : *Best practices and innovation in evaluation*

The field of evaluation is on the move – in tracking progress on Agenda 2030, dealing with increasingly complex development interventions, new technologies and sources of data, and more sophisticated evaluation methods. Sharing good practices and innovations in evaluation can help evaluators to learn from each other, to tackle challenges and continually strengthen the profession. This edition of Evaluation Matters aims to showcase selected good, new or innovative evaluation methods that have contributed to better evaluations of development interventions, with a view to improving project/program planning, design and implementation.



<http://idev.afdb.org/en/document/best-practices-and-innovation-evaluation>



First Quarter 2019: *Gender in Evaluation Volume 2*

Women continue to suffer significant economic, political, legal, social and cultural disadvantages in almost all societies. Evaluations of projects, programs and policies must take into account these disadvantages and provide stakeholders with sound and compelling evidence to better inform the planning and implementation of future development interventions. This edition complements Evaluation Matters Quarter 4 2018 by providing examples of how selected individuals and institutions have been able to concretely integrate Gender Responsive Evaluation approaches into their work.

<http://idev.afdb.org/en/document/gender-evaluation-volume-2>

Fourth Quarter 2018: *Gender in Evaluation Volume 1*

This edition of Evaluation Matters seeks to contribute to the debate around some of these questions, including: what types of approaches and methods that meaningfully include gender in evaluation have shown promising results? What type of information should an evaluation seek in order to assess the different impacts of development interventions on women and men at all levels? How could evaluation approaches support the change in mindset required to achieve wider societal impacts (transformative gender equality and women's empowerment practices)?



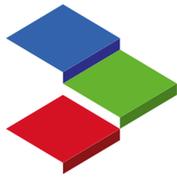
<http://idev.afdb.org/en/document/gender-evaluation-volume-1>



Third Quarter 2018: *Evaluation Week Special*

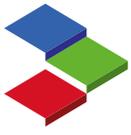
Strengthening Development Impact was the theme selected for AfDB Development Evaluation Week 2018. This edition of Evaluation Matters captures the images, discussions and knowledge shared during the three-day knowledge event on the crucial role of evaluation in facilitating the achievement of Africa's transformation agenda.

<http://idev.afdb.org/en/document/evaluation-week-2018-strengthening-development-impact>



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African Development Bank



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