

EvalPartners International Forum on Civil Society's Evaluation Capacities



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For questions or comments, please contact mymande.org

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LIST OF ABBREVIATIONS

AfrEA	African Evaluation Association
CLEAR	The Center for Learning on Evaluation and Results
DPME	The South African Department of Performance Monitoring and Evaluation
ECD	Evaluation Capacity Development
INGO	International Non-Governmental Organisations
IOCE	International Organisation for Cooperation in Evaluation
IPDET	International Program for Development Evaluation Training
IPEN	International Program Evaluation Network
MEA	Moroccan Evaluation Association
MOU	Memorandum of Understanding
NECD	National Evaluation Capacity Development
RDMA	Regional Mission for Asia
SAMEA	South African Monitoring and Evaluation Association
SCD	Swiss Agency for Development and Cooperation
SLEvA	Sri Lankan Evaluation Association
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nation's Children Fund
USAID	The United States Agency for International Development
VOPE	Voluntary Organisations of Professional Evaluators

Executive Summary

The EvalPartners International Forum on Civil Society's Evaluation Capacities, co-sponsored by the International Organisation for Cooperation in Evaluation (IOCE) and the United Nation's Children Fund (UNICEF), was held December 3-6, 2012 in Chiang Mai, Thailand with the intention of enhancing the role of civil society to support equity-focused and gender-responsive country-led evaluation systems. The forum, attended by 80 high-level evaluation professionals representing 37 countries, included regional and national presidents and chairs of voluntary organizations for professional evaluation (VOPEs), and directors of evaluation from various bilaterals, multilaterals, and government ministries. The associated discussions represented the first assembly of all regional and national VOPE presidents, all of whom expressed formal commitment to the goal of establishing an international partnership and movement to strengthen civil society and capacities of VOPEs.

The professional evaluation community has undergone considerable international growth and expansion as the number of VOPEs has grown from approximately 15 in the 1990s to more than 135 in 2012. This recent significant increase in the number of VOPEs globally, in addition to the central role civil society has begun to play in promoting greater accountability for public action through the use of evaluation, has facilitated an urgent need for the establishment of an international initiative to offer guidance and synergy for the evaluation profession. Through the acknowledgement of the enhanced role of civil society in utilizing evaluation to positively affect change as well as the underlying demand for professional collaboration and guidance to enhance evaluation, UNICEF and IOCE developed EvalPartners. The need for an international movement such as EvalPartners has been made evident by the rapid growth in membership that now includes all regional VOPEs, numerous UN agencies and international non-governmental organizations (INGOs), private

foundations and educational institutions since the inception of EvalPartners in 2012.

The establishment of strategic partnerships with academia and use of e-learning platforms to facilitate knowledge generation and sharing at the global level with the intent to develop and strengthen individual capacity, institutional relationships and mutual cooperation amongst the VOPEs was a reoccurring topic throughout the forum. The forum facilitated the sharing of good practice and lessons learned by VOPEs and others engaged in Evaluation Capacity Development (ECD) with the purpose of assisting and enhancing regionally or nationally led evaluations by providing solutions to adopt these evaluations to the local context. Acknowledgement of three distinct dimensions of capacity and how these dimensions can be strengthened by VOPEs served as the framework for breakout session discussions. These dimensions of enabling environment for evaluation, strengthening VOPEs institutional capacities, and improving VOPEs abilities to enhance individual evaluators' capacities were all addressed with an equity and gender-responsiveness focus. A unified strategy of capacity development for each of the dimensions consisted of activities associated with the establishment of toolkits, peer-to-peer learning and interaction, and expansion of knowledge. Within the realm of enabling an environment for evaluation this strategy would entail creating toolkits that provide templates for advocacy, brokering support for peer-to-peer communication and illustrating cases where VOPEs positively influenced policy through better use of evaluation results while simultaneously promoting equity and gender equality. At the institutional level toolkit contents that offer guidelines for governance, financial management, and motivation of volunteers were deemed most appropriate. Institutional level capacity also has the potential to benefit from peer-to-peer interaction that links VOPEs with relevant experiences and common issues through potential

South-South exchange thereby fostering the possibility to further expand the knowledge base with cases illustrating various options for organisational structure and leadership development. Forum participants determined that individual level capacities would benefit from toolkits providing e-learning content and information regarding webinar licensing for VOPEs. Individual capacities could also be improved through Internships facilitated by VOPEs as well as evaluation curricula exchanges that could be used to share evaluation status studies throughout the global evaluation community. Toolkit strategies and templates for gender advocacy, awareness modules, and content focusing on specific issues such as gender violence, male teenagers, and war veterans were considered most useful for the overlying theme of equity and gender equality. Development of related peer-to-peer discussion that provides links to local equity and gender equality advocacy organisations as well as VOPE gender strategy and future targets was considered. All components of evaluation capacity development strategy are intended to yield the primary outcomes of country-led national evaluation systems that contribute to equity-focused gender-responsive policies and programmes as a result of civil society influence.

A supplemental outcome of the forum included the Chiang Mai Declaration signed by all delegates that highlighted the goals of civil society partnerships to enhance evaluation. The declaration recognized the core values of equity and social justice to serve as the foundation for principles of partnership, innovation, inclusivity, and human rights all within the overlying intention to utilize evaluation as an effective instrument for promoting and supporting equitable human development. The declaration goals included a need for country-led evaluation systems and functions that are adapted for the local context as a result of unanimous

recognition that development efforts are most effective when they are led and managed by the countries themselves. Advocating for the demand and effective use of evaluative results as well as enhancing the capacity of local and national authorities, academia, private sector, and communities to endorse and support evaluations of their own policies and programmes was considered essential to the role of Civil Society Organizations and VOPEs. In addition, further strategic engagement of Civil Society Organizations, and VOPEs in particular, to influence policy makers, key stakeholders, and public opinion to ultimately support national development processes through the enhancement of evaluation systems at both national and local levels was agreed upon to lead to more effective and equitable development results. The concept of mutual accountability was integrated into the declaration with an agreement that regular reports indicating progress towards the goals of creating stronger and more influential and sustainable VOPEs be shared throughout the implementation of the 2013 action plan. Continued joint effort towards these commitments beyond the 2013 action plan will include strategy of declaring 2015 as the International Year of Evaluation.

Final evaluative feedback from questionnaires at the conclusion of the forum indicated that 100% of the attendees fully or mostly believed the sharing of good practices and experiences to create and develop strong and influential VOPEs was achieved. Plenary sessions and working group sessions that included brainstorming and prioritization were selected as the most useful aspects of the forum partly due to the ability to introduce participants to new knowledge. Suggestions to specify several concrete actions that yield short terms results could be added to future forums as a binding factor in addition to increasing the amount of time in small group discussions to enable more exchange of practice.

Opening Remarks

Colin Kirk, Director of Evaluation, UNICEF, began by identifying the current shift in evaluation from a donor-led to country-led concern and by clarifying the underlying purpose of evaluation, which is to ultimately facilitate quality development processes and results. Mr. Kirk shared insight about the future of enhanced evaluation at the national level stating that subsequent progress will be a direct result of the EvalPartners group and that capacity development for enhanced evaluation by local practitioners needs to be addressed from three perspectives: an institutional context and from civil society and voluntary organization viewpoints. Soma De Silva, President of the International Organization for Cooperation in Evaluation (IOCE), continued after Mr. Kirk by stating mutual learning and support can be achieved through partnerships, specifically academic institution partnerships that produce academically qualified evaluators. Ms. De Silva then pointed out three intended themes of the EvalPartners forum that included assisting VOPEs to increase institutional capacities, learning how to potentially enable a better environment for evaluation and enhancing strategies to strengthen the individual capacities of evaluators. Optimal development of the themes should incorporate

the cross-cutting overlaying theme of equity-focused and gender-responsive evaluative methods.

Riitta Oksanen, Senior Advisor of Development Evaluation, Finland Ministry of Foreign Affairs, supplemented Ms. De Silva's comments by mentioning that evaluation capacity development serves as a pillar for Finland's strategy of working with organizations that share similar priorities as well as limited resources. Clear identification of the best strategies that support national evaluation, to include evidence-based information indicating what works and what does not is essential and is best achieved through partnerships. EvalPartners can facilitate this need by providing a comprehensive approach through combining efforts to deal with inevitable challenges at the national level. Furthermore, Ms. Oksanen shared examples of Finland's successful effort to establish development policy values of openness, transparency, equality, and democracy, all underlying principles that are encouraged to be adopted elsewhere. Ms. Oksanen concluded by stating donor driven evaluations often create many challenges that need to be addressed if the evaluative process is to be used to its full potential.

National Evaluation Capacity Development

Marco Segone, UNICEF Senior Evaluation Specialist, provided an in-depth overview of the origin of EvalPartners, emphasizing the fact that EvalPartners is not a new organization or fund but rather an international partnership and movement to strengthen the capacities of VOPEs and civil society to positively influence national evaluation systems and policies. A substantial recent increase in the number of evaluators, now totaling 33,000 individuals who are members of more than 130 VOPEs worldwide, has revealed the need for an international body to establish underlying principles and direction of the profession. This rapid increase in the number of evaluators in association with the fact that there is an expressed willingness for collaboration amongst the different evaluation

stakeholders such as bilaterals, UN organizations, private foundations and NGOs, signifies a crucial point within the evaluation profession has been reached.

Mr. Segone emphasized that National Evaluation Capacity Development (NECD) is essential to ensure relevant development outcomes are achieved through national ownership and leadership. Civil society, and VOPEs in particular, have a unique opportunity to influence policy makers, other stakeholders, and public opinions that enable equitable development processes and results. The role of evaluation should therefore not be solely limited to management and conducting evaluations but also advocating for proper use of evaluation to positively influence public policy. The

establishment of national evaluation priorities as part of good governance can ensure national leadership is effectively managing results and creating mutual accountability. Mr. Segone continued by highlighting several guiding principles of EvalPartners such as clear governance, strategic partnerships, and the concept of inclusion that fosters partnership amongst equals, irregardless of their position or roles within the evaluative process. Innovation that incorporates the best use of new ideas and technologies to expand the reach of progressive evaluative methodologies into regionally led and understood language via e-learning

systems was also mentioned as a key element of the EvalPartners initiative. Beyond the administration of the technologically innovative knowledge management systems EvalPartners also intends to play a role in establishing peer-to-peer mutual support programs, academic partnerships, and advocacy strategy that promotes equitable and gender responsive evaluation systems. Lastly, Mr. Segone made the observation that there is currently an over emphasis on the supply side of evaluation and more effort needs to be made for more strategic use of the evaluation process and results.

Influencing an Enabling Environment for Evaluation

Ms. Nermine Wally, President of the African Evaluation Association (AfrEA), conducted interviews with government and civil society representatives from Sri Lanka, South Africa and Morocco who shared their experiences working with national associations and VOPEs during the conceptualization and implementation phases of national evaluation policies and systems. Ms. Wally began by questioning representatives from South Africa, where there is a close collaboration between the South African Monitoring and Evaluation Association (SAMEA) and the national government. The South African Department of Performance Monitoring and Evaluation (DPME), which exists within the presidency, developed a new policy framework in 2011 with considerable assistance from SAMEA who provided consultative workshops and policy critique. As a result of the collaboration a memorandum of understanding (MOU) was developed to specify the roles of national government and SAMEA as well as specific evaluation targets. A motivating factor encouraging the national government to engage SAMEA in the process is access to a wide range of professional expertise, as SAMEA is comprised of a broad mix of evaluation practitioners from civil society, academics, government and the private sector.

The South African enabling environment for evaluation was initially funded primarily by donors as no national evaluation system was in place. However, with the increase in capacity building and conferencing opportunities a national evaluator presence was achieved. This establishment of a national evaluation

presence has served to enhance ties with government and ultimately change the role of the evaluator to one who works collaboratively with government officials to facilitate the evaluative process as opposed to one who solely conducts evaluations. This key shift in ideology, one that embraces the idea that every government employee is essentially the target of evaluation, has helped evaluators to critically reflect upon their own individual practice and ultimately generate positive change at the ground level.

SAMEA has also been instrumental in helping the South African government to enhance evaluations by integrating improvement plans as to how the recommendations can be implemented as well as incorporating underlying evaluation theories into their reports. Senior level officials who attend national evaluation forums often take advantage of the opportunity to report out progress and use the platform to illustrate accountability. Both delegates agreed that through collaboration government and SAMEA are able to accomplish tasks that neither would be able to do alone. SAMEA therefore serves as a guide since it is comprised of practitioners who are working at the grass roots level and are thereby more qualified to point out what is practical and clarify assumptions and ideas that are not. The leaders of SAMEA serve as volunteers however, which constantly contributes to issues concerning their time commitments and funding. Finally, on a larger scale, South Africa has utilized innovative practices to strengthen the environment for evaluation internationally with methods such as

peer-to-peer conferencing and virtual conference participation that allow attendees from any location to debate and contribute. This has served as a cost effective measure as the cost per person is minimal at 10 USD per person when compared to face-to-face interaction and significantly extends the reach of the audience.

Delegates from the Sri Lankan Evaluation Association (SLEvA) and the Ministry of Traditional Industries and Small Enterprises Development continued the session by providing their progress and challenges with providing an enabling evaluation environment. Recent interest by the government for a results based management system with the intent to increase knowledge and strengthen the evaluation system has revealed signs of internal commitment. Challenges to internal commitment can arise however when there is turnover of top level positions as newly appointed officials must become knowledgeable about the processes of evaluation thereby further indicating a need to build up competence and evaluation capabilities across all line ministries. Strengthened internal commitment from the government to build evaluation through strategic partnerships between donors, government, civil society and universities is essential. Partnerships with academia both within Sri Lanka and abroad have led to the development of curriculum at the post graduate level, including courses in project planning and evaluation at the University of Colombo. Learning and capacity building outside the academic sphere is best facilitated through peer reviews and joint evaluations with VOPEs. Progress in enabling the evaluation environment has also been facilitated by SLEvA through the use of meta-evaluation. The use of meta-evaluation has thereby provided a critical examination of all country evaluations and revealed those which are more effective resulting in a rating and grading system that can be used to achieve better quality evaluations in the future.

It was also highlighted that common links exist between national evaluation systems and VOPEs, as a result different modalities of collaboration can have various impacts in different contexts. VOPEs should therefore consider where they are most influential and have contact with the associated key power systems in national government. Delegates indicated that there is a need for country owned and country driven

evaluations that are not heavily influenced by donors because it enhances government capacity to learn from the evaluations. In addition, if evaluation findings are not owned they are often not integrated into policy, planning, budget and programming processes. Other challenges to enabling the evaluation environment in Sri Lanka include time constraints, as volunteer members of SLEvA meet once per month and are bound by other responsibilities. Lastly, it was noted that local practitioners are less likely to share their professional experiences therefore, it is important to maintain a consistent presence of international participants to provide knowledge and training.

Representatives from the Moroccan Evaluation Association (MEA), Government of Morocco Parliament, as well as Counselor to Chief of Moroccan Government rounded out the session with details regarding the collaborative efforts between the national government and the MEA. Recent democratic changes in Morocco have led to opportunities for civil society organizations to become involved in the legislative process with activities such as assisting with the formulation of indicators and custom designing workshops focusing on social accountability that aid ministries in the enhancement of national policy and evaluation. Through collaboration initiated by the MEA, the Moroccan government and MEA have established a close working relationship that has resulted in the MEA aligning its own priorities with that of the parliament. Results of a recent United Nations Development Programme (UNDP) meta-evaluation of the last 50 years revealed that national public policies were not entirely enhancing the well-being of Moroccan citizens thereby leading government to take action towards improving evaluation policies. Such actions have included monthly progress reports to parliament, translation of evaluation materials into three languages, and established evaluation units for all programmes and policies managed by the Ministry of Governance, all of which indicate a strong commitment by the Moroccan government. Finally, it was noted that there is ample need for stronger academic partnerships with civil society to train competent evaluators.

Enabling Environment

Jim Rugh, former Vice President of IOCE and current Coordinator of the EvalPartners Initiative, summarized key observations made during the enabling environment for evaluation breakout sessions. Mr. Rugh emphasized that the forum is the first time that key stakeholders from both the national and international levels have assembled to discuss collaborative strategies for promoting evaluation by focusing on the evaluation associations (VOPEs) themselves. Rapid and significant growth in recent years in the number of VOPEs has led to a greater demand for regional and national evaluation associations to facilitate collaboration and develop capacity development programs thereby enabling a positive environment for professional evaluation progress. As the number of VOPEs has increased so has the coalition of international donors. Currently there are 31 international donors collaborating with regional and national associations of evaluators with the unified purpose to promote evaluation capacities in individual countries by sharing of best practices and broadening perspectives. Mr. Rugh continued by explaining that although the two levels have differing initiatives they both benefit from direct involvement with EvalPartners. International level initiatives are mostly concerned with funding strategies and effort in regards to governmental programs and funding evaluations, whereas national and regional VOPEs are encouraged to recognize and support initiatives while encouraging learning through peer-to-peer interaction. National and regional VOPEs are also concerned with mapping the use of evaluation by the government and conducting positive deviance studies and establishing a network of evaluators in gender and human rights. Mr. Rugh concluded by stating an important factor aiding the evaluation environment is the inclusiveness of academia, civil society, government and donors, as each sector brings valuable insight to the intent of evaluation.

Institutional Capacities

Ms. Natalia Kosheleva, Chairperson of the International Program Evaluation Network (IPEN) and also current Chairperson of IOCE, provided a detailed

summary of the strengthening of VOPEs' institutional capacities working group discussions. Particular effort was made to illustrate the various components of leadership as VOPEs essentially serve in a leadership capacity by carrying the responsibility of establishing organizational elements such as an ethics code, succession planning, ensuring collective leadership, advocating for evaluation, and assisting with the formation of policy. Ms. Kosheleva mentioned that the development and enhancement of already existing programs that support VOPE leadership communities through the use of e-learning, peer coaching, and critical review of evidence based case-studies, will encourage VOPE leaders to think more strategically. As a result, strategic planning will encourage VOPE leadership to develop a process of inquiry that facilitates self-assessment of their own leadership culture and capacity within the realm of democratic and open evaluation. Ms. Kosheleva noted that as VOPEs are volunteer organizations, consideration of how to effectively motivate and maintain the volunteers is of significant interest. The establishment and effective management of a database indicating the experience of the members of the association will also help identify and develop the evaluation skill and knowledge base. Identification and management of a knowledge base that also includes analytical case studies of practice in national level evaluation in addition to a review of the current state of evaluation will assist with the development of a common framework for VOPE assessment. Furthermore, the sharing of these case studies online with other VOPEs experiencing similar issues will serve to enhance governance and improve structure as a result of newly established guidelines based on these case studies. Lastly, as many aspects of VOPE organizational management are interlinked, a toolkit providing information about the effective management of VOPEs should be developed, and in particular with special emphasis on financial management.

Box 1 Sharing of Good Practice

Ukraine

The motivation and continued interest of volunteers is best facilitated through face-to-face interaction, enthusiasm, creative and open atmosphere. An early mutually agreed upon decision making framework helps to avoid conflict and ensure legitimacy of the VOPE. When conflict and divergent views do arise use them to identify weak points in the organization and facilitate improvement. Do not over rely on volunteers as many activities require guidance of specialist and cannot be completed on a volunteer basis.

Morocco

Voluntary commitment of highly motivated citizens is essential for a successful VOPE. The sustainability of individual VOPEs is reliant upon methodical approaches that embrace continuity. Development of a strategy of leverage to create the conditions to positively influence the context of evaluation and accountability in specific countries is useful. Awareness, advocacy and capacity building for individual VOPEs can be achieved through consistent use of social media channels.

Honduras

Enhance the potential for VOPE members to upgrade themselves professionally with academic certification as monitoring and evaluation specialists. Encourage clear understanding of organizational philosophy for newly selected members. Virtual communication that includes distribution of professionally relevant content and events contributes to members' training and participation. However, encouragement of face-to-face networking with other evaluation organizations in the region as an interaction tool provides professional insight.

Peru

Gradual and systematic increase in human capacity has been facilitated by an e-network and resource center open to the public. Interaction and dialogue between VOPE members and academia are actively encouraged. Social investment in Peru has recently included the creation of an Inclusive Development Ministry with an evaluation emphasis. Decentralisation of activities to provinces has helped to effectively manage human resource allocation.

Indonesia

Construction of a network of allies who are various stakeholders for advocacy and opportunity has proved useful. Capacity building activities that are structured and based on needs are more effective. Awareness and strategic utilisation of the three components of evaluative behaviour: context, capacity, and culture, is advantageous to individual capacity.

Sri Lanka

A bi-annual newsletter and website has helped to inform members of activities and current evaluation trends and standards. The organisation of fee-based workshops and conferences led by subject specialists on evaluation has contributed to funding in addition to the establishment of an endowment fund. Sustainability has been the result of consistent maintenance of independence and integrity.

Individual Capacity

VOPEs play a significant role in the enhancement of evaluation skills and knowledge at the individual level via engagement with academia and through assistance with the allocation of scholarships and internships with institutions that offer evaluation courses. Academic collaboration between VOPEs and higher education already exists in several countries, with the intended purpose of enhancing the professionalization and quality of evaluation. Significant academic contributions on behalf of VOPEs include co-curricular development, placement of qualified instructors or co-teaching, and institutional arrangements. Challenges to complete these institutional arrangements can arise from the prolonged process of administration and chancellor approval in recognizing evaluation courses and study programs. Educational modules that are pre-tested and that embody core competencies to teach self-development and sharing of experiences as demonstrated through monitoring and evaluation have been proven useful to both course participants and institutions. VOPEs can also play an integral role in assisting student exchange between these universities and facilitating internship programs for graduate students and new evaluators with local and donor agencies. In addition to traditional face-to-face learning, individuals can benefit from VOPE enhanced e-learning experiences such as regionally modified courses available on the www.MyMandE.org platform. Such online platforms can be useful for enabling peer-to-peer engagement that ultimately leads to collaborative strategic planning as well as locating monitoring and evaluation resources via personalized search tools. EvalLab and FailFaire are two such online resources that provide evaluators a platform for improving their capacity through sharing and discussion of mistakes. VOPEs should consider appropriate licensing for online activities such as webinars as well as the development of a tool kit that encompasses e-learning platforms and issues. Lastly, VOPEs can play a vital role in enhancing individual evaluation capacity through the mapping and analysis of competency initiatives based on study results, these competency based initiatives can be reinforced further through VOPE-led training and workshops.

Equity and Gender

A cross-cutting theme across all working groups was that of equity and gender. VOPEs can play a critical role in strengthening the capacity to achieve equitable development results through advocating for implementation of gender equality and social equity focused evaluation at all levels of engagement. Additionally, VOPEs can be influential in helping governments realize their responsibility and accountability to vulnerable groups. National data systems that address these groups specifically have proven useful to highlight various disparities amongst certain populations. Finally, VOPE representatives expressed an interest in developing evaluation toolkits as a reference and culturally adapting them to highlight issues of equality and equity as well as facilitating South-South exchange for countries that share similarities.

Outcomes

Ms. Tessie Catsambas, AEA (American Evaluation Association) representative to the IOCE, provided a synthesis of the working group sessions with an overview of the variations of leadership and their importance to VOPEs. The sessions identified the key elements of relevant leadership models and competencies as essential to the organizational success of VOPEs. A Leadership Roles model that identified the various components of successful VOPE leadership was discussed with special attention towards the alignment of these components with the specific goals and objectives of the individual VOPE. Specific components such as how to construct an ethics code, how to embed long-term planning and sustainability into the organization, how to promote evaluation advocacy and influence policy, and how to promote collective leadership formed the framework of the leadership roles model. A second model based on Leadership Competencies was also discussed and examined how VOPEs benefit from building skills associated with strategic visioning, motivation of staff, team and conflict management. An array of initiatives that materialized as a result of discussion around these two models included the support of VOPE leader communities that would aid in the enhancement of leadership skills utilizing different methodologies and approaches such as e-learning and peer coaching in addition to the development of a process of inquiry that

clearly identifies culture and capacity while embracing democratic and open evaluation. Considerable interest was expressed in enhancing all aspects of volunteer management, partially due to the fact that VOPEs are managed by volunteers, to include motivation of volunteers potentially with the assistance of a toolbox or database of experience to build a knowledgebase was also expressed.

In addition to promoting the institutional capacities of VOPEs through the elements of leadership and motivation, others components such as financial management, knowledge generation and management, and structure and governance were also determined essential. Several suggestions to improve the financial management of individual VOPEs included enhanced peer-to-peer interaction that shares common strategies for financial sustainability, a toolkit that specifically addresses issues of financial management, and an international fund for VOPE development. Knowledge generation received particular focus with an emphasis on the use of analytical case studies in national evaluation practice that help to reveal the current state of evaluation for various countries, such case studies and surveys would be helpful in establishing a common framework for VOPE assessment that can be shared internationally. Different aspects of governance were identified including human resource management that enhanced a VOPE's capacity through clear descriptions of the roles and responsibilities of the volunteers, incentives, and mechanisms for conflict resolution. Structural components of governance as recognized by the working groups, included strategic planning, succession management, a diversified governing board representative of different constituencies, and a separation of power between the board and the management committee. A third domain of governance

that included systems of reporting and self-evaluation, potentially with pre-established guidelines based on case studies, could be shared interactively online and thereby provide a potential link to other VOPEs sharing similar issues of assessment.

Ms. Catsambas concluded by emphasizing three potential overlying initiatives for strengthening VOPEs, the first consisting of a VOPE management toolkit containing different modules addressing various needs such as financial management, leadership, and e-learning, developed in different parts of the world in local languages. Additionally, a peer-to-peer online learning tool that facilitates the matching of VOPEs, thereby enabling sharing and learning as well as encouraging South-South exchange and lastly, a collaborative effort for further expansion of the knowledge base through the continual development of new case studies and surveys that can be used to guide future management and practice. With consideration of the concluding remarks, scopes of work for task forces that will move several of the EvalPartners initiatives forward were identified under the following themes: toolbox development, peer-to-peer exchange and learning, knowledge formation and resource management, enabling environment advocacy, and gender and equity. Specific tasks under these themes were further clarified and included such assignments as developing an overall strategy to include internal monitoring and evaluation, a work plan and timeline for outputs and budgets, definitions of individual roles and intended results, and communications between task force volunteers and external audiences. Materials produced from the task force will be used to further develop the current three year visioning and work planning strategy (2013-2015) and cumulate in the International Year of Evaluation intended for the year 2015.

Figure 1: Components of VOPE Institutional Capacity



Institutional Capacities in Voluntary Organizations

Mr. Jean Quesnel, former Director of the Evaluation Offices of UNICEF, CIDA, and IADB, shared theoretical as well as practical guidance as to how to strengthen institutional capacities within VOPEs. Mr. Quesnel began by stating a clearer understanding as to why individuals become involved with VOPEs is essential both from a supply and demand perspective. For evaluation practitioners in particular, many are involved for personal learning, growth, and professional recognition as well as to establish a formidable collective voice as a group that can be used to impact positive change. It is also helpful if all stakeholders involved in the evaluative process have a clear and common understanding and agreement of the contemporary concept of evaluation thereby enabling quality results and benefits for all parties involved. Mr. Quesnel continued by indicating that institutional capacities can be strengthened as a result of collaboration of VOPEs at the national, regional, and global levels. A global organizational body is best suited to facilitate strategic cross-national partnerships and cross-fertilization of ideas in addition to acknowledging common professional standards amongst evaluators. The enhancement of public awareness and use of evaluation to support good governance is also best supported at the global level whereas adaptation of evaluation methods to the local culture is best guided by national and regional expertise. The VOPEs at all levels must create and effectively utilize strategic alliances with partners who both provide the evaluations and those who use the evaluations to collectively improve their capacities. Partnerships that include teaching and training institutions can also ensure better evaluation quality. Mr. Quesnel mentioned that the establishment of volunteer organizations takes time and is best formed with a bottom up approach that recognizes the different roles evaluation has played throughout previous eras. He indicated that evaluation has evolved from simple applied research in the 1960s to more recently being recognized as an internationally acknowledged profession that utilizes evaluation for learning and results-based accountability and now currently to enhance good governance.

Mr. Quesnel suggested that an understanding of the various phases of VOPE development can also enhance the overall capacities of the voluntary organization. Mr. Quesnel explained four phases of VOPE development that typically begin with assembling a community of practitioners who advocate for evaluation and create an awareness of the process. After formation of the initial community of evaluators the VOPE is typically concerned with sharing good practices in a systematic way that leads to harmonious agreement as to how evaluation is to be conducted ideally allowing ownership of the evaluative approaches and techniques. After VOPEs establish agreement for the associated processes of evaluation the next phase is typically to group evaluation themes into sectors and thereby provide methodological guidelines and training specific to the sector. Finally, professionalization of evaluators that includes establishment of norms and standards, a code of conduct, levels of accreditation, member competency and certification verification, will all enhance the quality and credibility of the evaluation profession.

Explanation of the three levels of professionalization of evaluators included: (1) credentialisation that demonstrates minimum competencies, (2) certification, which indicates a professional has successfully passed examination requirements and (3) licensing which legally authorizes one to practice the profession. The professionalization of evaluators also faces the challenge of traditional legacy that will need to be mitigated. In some instances evaluators may even be seen as a threat to decision makers who fear the evaluation function may over take other functions in the decision making process. Mr. Quesnel expressed the need to keep the evaluation process inclusive thereby suggesting professional licensing may not be the best option for the overall purpose of evaluation. He continued by stating optimal performance of the individual VOPEs can actually be facilitated through inclusive membership in addition to maintaining a multi-dimensional perspective of evaluation that maintains respect for local value systems. An organizational foundation that is built upon existing capacities rather than creating new ones while encouraging positive incentives is

also key. Several challenges exist for management of VOPEs including understanding the overall context of the evaluation, maintaining motivation, and sustaining leadership that effectively ensures reasonable tasking as well as maintenance of values and ethics. Lastly, the VOPE has an important role in advocating for

government to create and use feedback mechanisms including a critique of the evaluation structure that not only facilitates learning but can also potentially result in re-engineering the process to enable better accountability and transparency.

Figure 2: Advantages of Evaluator Professionalisation

- Increased credibility of the evaluation function and evaluation staff
- Increased reliability and methodological rigor within the evaluation community
- Increased available training opportunities
- Increased skill respond to evaluator competencies as training is being offered
- Self-responsibility for continuing improvement of evaluation skills
- Access to available broad talent pool

Institutionalizing Sustainable Learning Strategies

Representatives from the International Program for Development Evaluation Training (IPDET), The Center for Learning on Evaluation and Results (CLEAR) Anglophone Africa, and the My M&E online learning platform shared their experiences in establishing successful and sustainable development evaluation learning institutions.

Linda Morra, Co-Director of IPDET, began by highlighting several key considerations that have helped IPDET maintain its quality brand and face-to-face training service as well as how IPDET has consistently overcome challenges. Strategic considerations of sustainability were incorporated from the initial planning phases of the IPDET program as minimal funding was available and the target audience of the training was not expected to be able to completely support the program through tuition fees. For the funding that was secured, preference was given to donors who provided multi-year support which enabled administrative staff to not be preoccupied with donor reporting and proposals, thus enabling them to focus on establishing the program. Currently, all donor supported funding is applied directly to scholarships for individuals in less developed countries who wish to attend. Much of the associated operational costs are

now minimized through strategic partnerships that provide assistance with facilities, marketing, and access to qualified expert trainers. Such partnerships have not only helped to establish a framework of support but are instrumental in raising awareness, developing competencies, and achieving professional recognition, all of which have helped to increase participation in the program. Ms. Morra pointed out the importance of specifically targeting the intended audience for marketing purposes, in the case of IPDET managers of evaluation and evaluation units, yet not limiting this audience to one dimension of evaluative thought by providing ample diversity amongst the attendees.

Deliberate facilitation of a diverse pool of attendees with different skills and experience has proven advantageous for learning outcomes. Consideration of adult and executive education principles that provide hands on applied learning opportunities that specifically enhance their skill set has also contributed to program success. Short workshop duration that provides professionals with the opportunity to integrate the workshops into their schedule and employment responsibilities is essential. Ms. Morra also noted that although most participants already possess a university degree, attendees prefer to have a certificate after completion

of the course. Institutions that provide training in evaluation should utilize the evaluative process for improvement as well. IPDET has implemented several levels of evaluation into their program to include individual workshop evaluations and an annual independent evaluation of which the results are made public to ensure transparency; tracer evaluations are conducted between longer intervals to reveal change over time.

Ms. Morra concluded by stating that perhaps the most important element of the program is the sense of comradeship within the IPDET alumni community. Program graduates often continue communication with their workshop cohorts via the IPDET listserv after completion of the course for both professional and personal purposes. Integrated extracurricular events during the trainings help to facilitate these friendships and professional community networks. It is estimated that 80% of IPDET participants learn about the program through word of mouth marketing and social media channels. Therefore consistently generated relevant online content is essential to engage the established community of IPDET graduates and encourage new participants to the program.

Stephen Porter, Acting Director of CLEAR Anglophone Africa (based at Wits University in Johannesburg), followed Ms. Morra's remarks by sharing his thoughts about institutionalizing sustainable learning strategies through innovative intermediation primarily at the regional level. Significant changes are rapidly occurring within the development sphere as a result of political, economic, social, environmental, and technological factors, all of which have a considerable impact on the context of development. Commissioned evaluations that are not adjusted for these factors within the local context are therefore not utilized effectively. CLEAR's strategy and practical experiences with VOPEs in adapting to these ever-changing contexts that surround development evaluation is based on the concept of innovative intermediation, whereas VOPEs act as a broker between those who are in need of evaluation for evidence based decision making (demand) and those who undertake the evaluation (supply). It is in the capacity as broker that VOPEs are most effectively able to induce change at the systems level for evaluation.

Mr. Porter pointed out that VOPEs are dually challenged with the tasks of organizing evaluations that encourage collaborative solutions as well as effectively assisting institutions at a systems level to make appropriate changes for evaluation. These challenges can be mitigated by VOPEs through enhanced demand articulation of the values and challenges within the shifting development context. In Africa, for example, contextual changes are beginning to have a profound impact on development funding ultimately resulting in a shift towards endogenous development as a result of empowered citizenry and an increasing tax base. Evaluations that consider these changes in funding as well as reflect an increasingly youthful and urban population are more effective. Additional challenges as a result of contextual changes include market failure, whereas gaps arise between supply and demand as a result of a lack of knowledge on behalf of the demand side and ultimately lead to an unknowingly lower quality of evaluation service and results. Additionally, knowledge fragmentation as a result of the various role players in evaluation discriminating different information and types of practice can be alleviated through VOPE innovation intermediation.

Mr. Porter reiterated the importance of VOPEs by stating several additional ways they can enhance evaluation through innovation intermediation such as co-developing competencies and standards of evaluation practice with government ministries, thereby helping them to identify exemplary examples of evaluation and enable competent evaluators. VOPEs can also broker networks amongst the various types of organizations involved in evaluations as well as between different governments with similar challenges and goals through the exchange of best practice. Recognition of gaps from the demand perspective, offering solutions to address them and linking this new knowledge, theory, and practice with learning institutions will enhance innovation process management and help to contextualize knowledge practice. Mr. Porter concluded by emphasizing that VOPEs can serve as entry points for capacity development and formulate innovative concepts prior to market stimulation and policy formation as they have the foresight to recommend evaluations adjustments within the changing context. Lastly, Mr. Porter noted the possibility of VOPE-funding stakeholders who may exercise control over the

evaluation agenda and the possibility of evaluators who may perceive VOPEs as a competitive threat.

Marco Segone, Senior Evaluation Specialist for UNICEF, offered a third perspective on sustainable learning strategies by providing an overview of the MyMandE.org online knowledge management system. Mr. Segone began by illustrating the importance of utilizing new technology and innovation as a cost effective strategy to reach out to isolated global communities by providing them access to quality evaluation knowledge and training as well as allowing these communities to reciprocate and contribute to evaluation networks by submission of videos and research. In addition to publically available and free of charge e-learning courses and webinars, website visitors have access to an extensive online resource library that provides handbooks, manuals, videos, online toolkits training, and a listing of evaluation related employment vacancies. Analytics reveal MyMandE.org content has been downloaded over 800,000 times by over 220,000 visitors and accessed from approximately 168 countries to date. Feedback has indicated that MyMandE.org is considered user friendly partly because of simplified design and navigational tools that enable easy access to high quality relevant evaluation content through interactive channels.

Current improvements to the website were based on user feedback that indicated a need for multi-language capabilities that extend the reach of the content and more in-depth and potentially localized training. As a result, regionally led e-learning that is taught by local experts in the regional language is being implemented. The localization of content also serves as an effective

equity strategy and will provide a more diverse representation of instructors as opposed to the current pool that is primarily from the northern countries. Regional VOPEs are currently in the progress of developing e-learning content in Arabic, Spanish, Russian and French, with important consideration for future conversion of content originally generated in the local language to be translated into English so that localized information is shared globally. To date, all 33 experts who have instructed the e-learning courses or webinars have done so free of charge under the condition that the website content is free and available in the public domain. These instructors have facilitated e-learning courses with the themes of equity-focused evaluation, national evaluation capacity development and emerging practices in development evaluation. Completion of the online courses are structured around three actions: viewing video content, reading pre-selected text, and assessment. The majority of e-learning participants currently come from Africa. However there are significant numbers of participants registered from Asia and Latin American and the Caribbean, most of whom are representing NGOs. Per unit costs to facilitate the e-learning courses average 10 USD per student, with that cost significantly decreasing as the course enrollment increases; all courses are available to the public free of charge. Mr. Segone concluded by reiterating the importance of strategic partnerships in ensuring MyMandE.org's success and emphasized the efficiency and effectiveness of online knowledge management systems to clearly address gaps in evaluation.

Equity-focused and Gender-responsive Evaluation

Ms. Belen Sanz Luque, Chief of Evaluation for UN Women, presented on the concept and strategic importance of gender and human rights-responsive evaluation. Three main elements were emphasized during the presentation: clarification of what is the international framework for gender equality and equity-focused human rights evaluation, why this equity-focused and gender-responsive evaluation is

important, and how to integrate these dimensions into existing evaluation.

Ms. Sanz Luque began by stating that the concept of gender equality is enshrined by the human rights framework and is therefore an international norm. Clarification of often misused terminology was highlighted as gender equality, which encompasses equal rights, opportunities, and responsibilities for men

and women, was contrasted with the concept of social equity, which places an emphasis on maintaining access to equal opportunities, services, and rights, especially when they are avoidable. Special consideration was made to distinguish the difference of obtaining and accessing these rights as opposed to confusing the concept of equality with generating similar identities. The right to equality was further divided into two dimensions, formal equality and substantive equality. Formal equality refers to what is defined by the law, whereas substantive equality is concerned with the exercise of those rights, the latter being more difficult to influence because it is impacted by social norms and values. Substantive equality is of particular concern as legal frameworks are often not enough to induce positive change through an equity development approach.

Ms. Sanz Luque noted that the concepts of gender equality and social equity are also integrated into the human rights framework adopted by the UN, with the primary intention of making progress towards the realization of human rights. The current strategy of implementing these human rights recognizes a double set of stakeholders within society: the duty-bearers, those who are responsible for upholding the rights; and the rights holders. Several principles exist within the human rights framework that are of particular use to duty-bearers as they develop and conduct evaluation, such as empowerment of citizens to know their rights and exercise them, awareness of the most vulnerable and inaccessible groups so they can be accommodated, and accountability by rights holders to claim their rights and ensure states follow pre-determined obligations. Particular attention should be made for policies to address cultural attitude and practice and avoid the categorization of groups as homogeneous, as there are considerable differences based on several factors

such as religion, age, and ethnicity, which in turn may promote discrimination during the evaluative process. In addition, investigation of the intersectionalities of these factors and how they are important to a particular group of people as well as how they intersect should be considered.

Ms. Sanz Luque pointed out that despite a high level of global commitment and established framework to support gender equality and social equity compounded with underlying evidence that social policies are not successful unless they take issues such as denial of access by certain sub-groups into account, much progress remains to be made. Also currently evident is an observed apprehension by policy makers to enact upon the change process as to how social policies need to be redesigned from an evaluation perspective with the purpose to fully achieve equitable development. Careful consideration of how these policies that are in place have analysed structures that contribute to inequality and discrimination and the specific types of populations being affected by the discrimination should be examined. Finally, the evaluations associated with these policies are most effective when they maximize participation and inclusiveness as well as empower stakeholders. Ms. Sanz Luque concluded the session by stating that evaluation, with the intent to promote and influence change, is a strategic tool that enables decision makers to illuminate parts of the development policy that may not be seen otherwise as it empowers different stakeholders, and forces the evaluator to be reflective, thereby contributing to a more effective process and minimizing reoccurring patterns of exclusion.

Presidents of regional and large-country VOPEs as well as directors and representatives from bilateral and multilateral agencies concluded the forum by sharing testimonials and comments on future concerns and strategies to enhance national evaluation capacity development. Reoccurring themes amongst national VOPE leadership included the realization of the importance of seeking and prioritizing international collaboration, not only as a group but individually, based on similar needs and interests. VOPE representatives also expressed gratitude in the formal establishment of a global community that is committed to advance evaluation theory and practice with the common purpose of encouraging the use of evaluation to influence public policy and development. As international collaboration becomes a higher priority for these VOPEs there will be an increased need for international cooperation policy from a regional VOPE perspective as well as clarification of the most effective entry points to generate demand for evaluations.

Representatives from bilateral and multilateral organizations followed by sharing their comments from an international community support and donor perspective. Key highlights of their session included the need to better articulate and manage the change process within evaluation and advocating within the international community for the value added component of the evaluative process. Enhancement of national evaluation capacity is currently a focal point of the UN and special attention is being made to address concerns associated with evaluations that are conducted independently and in isolation that often yield less than desirable results. Effort is being made by the UNDP and other UN organizations to consider both internal and external evaluator perception and enhance sharing

of best practice for evaluative process improvement. Caroline Heider, Director-General of the Independent Evaluation Group of the World Bank, emphasized the current change in demand for evaluation, which was primarily donor driven in the past, to the current strong demand for evaluation results by decision makers at all levels to provide evidence of program effectiveness. Ms. Heider suggested a capacity development and participatory approach are most effective for fostering an enabling environment for evaluation and can help identify what issues remain to be addressed. At present the World Bank is supporting a program that showcases learning from failure in the hopes of establishing an environment that is more open about failure and facilitates learning from mistakes. Ms. Carrie Thompson, Deputy Mission Director of The United States Agency for International Development (USAID), Regional Development Mission for Asia (RDMA), noted that a key element of USAID evaluation policy is to increase local capacity to undertake the evaluative effort and effectively use the associated results through enhanced management systems and improvement of personal skills. Mr. Martin Sommer, Head of Evaluation of the Swiss Agency for Development and Cooperation (SCD), continued by emphasizing the two key points of value addition and self-reflection. Mr. Sommer noted that all stakeholders are not equally aware of the importance of evaluation and therefore VOPEs must actively promote the relevance of evaluation by stating why the evaluative process is important. Furthermore, Mr. Sommer suggested that self generated evaluation that enables reflection should be an integral component of the professional evaluators work culture.



CHIANG MAI DECLARATION

CIVIL SOCIETY WORKING IN PARTNERSHIP FOR BETTER EVALUATION

1. We, participants of the EvalPartners International Forum on Civil Society's Evaluation Capacities, meeting in Chiang Mai, Thailand, 3-6 December 2012, are united by a shared commitment to evaluation as an effective instrument for promoting and supporting equitable human development. Representing national, regional and global Voluntary Organizations for Professional Evaluation (VOPEs), as well as organizations for development cooperation, we recognize that we are united by a new alliance with equity and social justice as central values, founded on shared principles of partnership, innovation, inclusivity and human rights, and common goals as explained below.
2. Development efforts work best where they are led and managed by countries themselves, tailoring approaches to their own situations and needs. With this in view, we recognize that country-led evaluation systems and functions are vital in contributing to development interventions that are effective, efficient and responsive, achieve desirable development outcomes and improve the quality of life of all.
3. Civil society organizations in general, and VOPEs in particular, must play a key role in influencing and enhancing the demand for evaluation and the use of evaluation results; in developing the capacity of national and local authorities, as well as communities, NGOs, academia and the private sector, to endorse and support evaluations of their own policies and programmes.
4. Since the early 1990s, the number of VOPEs has increased globally, from a handful to about 135 in 2012. Realizing the great potential and expertise represented by this growth, we commit ourselves to cooperating to further enhance the capacities of Civil Society Organizations - notably Voluntary Organizations for Professional Evaluation, especially nascent and emergent ones - to contribute to local, national and global sustainable development processes through evaluation. We believe that Civil Society Organizations and Voluntary Organizations for Professional Evaluation are especially well-positioned to engage strategically and meaningfully in national development processes by influencing and supporting the further development of evaluation systems at national and local levels. By influencing policy makers, other key stakeholders and public opinion, they can help to ensure that public policies, programmes and processes are informed by sound evidence and lead to effective and equitable development results.

5. We commit ourselves to working together to achieve the following changes:
 - VOPEs are stronger. Their institutional and organizational capacities are enhanced;
 - VOPEs are more influential. They are better able to play strategic roles in strengthening the enabling environment for evaluation within their countries, and so help to improve national evaluation systems and promote the use of evaluation evidence in developing policies geared towards effective, equitable and gender-equality responsive development results.
 - VOPEs develop sustainable strategies to enhance the evaluation skills, knowledge and capacities of their members, and of evaluators more widely, to manage and conduct credible and useful evaluations.

6. We will hold each other accountable for making progress and regularly reporting towards these commitments that will be implemented through the 2013 action plan and the strategy towards declaring 2015 the International Year of Evaluation, as discussed in Chiang Mai, as well as joint actions beyond 2015. We accept that sustained cooperation and adherence to these common goals and principles will call for continued and dedicated support by each and every partner. We approach this undertaking with a shared sense of responsibility and accountability; with an enthusiasm to learn from one another through dialogue and shared information; and with respect for the values of diversity, integrity, gender equality and our shared humanity.

Chiang Mai, Thailand, December 2012

EvalPartners International Forum on Civil Society's Evaluation Capacities Chiang Mai, Thailand 3-6 December, 2012

Agenda -- Abbreviated version

Monday 3rd December: VOPEs' capacities to play meaningful roles in influencing enabling environments

Session objectives	Speaker / Presenters
Session 1: Welcome and Opening Plenary	
Welcome all participants and contextualize EvalPartners	<p>Welcome:</p> <ul style="list-style-type: none"> Peeradet Thongumpai, Vice President, Thailand Evaluation Network Colin Kirk, Director, UNICEF Evaluation Office <p>Opening:</p> <ul style="list-style-type: none"> Marco Segone, Co-chair, EvalPartners, Co-chair UNEG TF on Evaluation Capacity Development Soma de Silva, Co-chair, EvalPartners/IOCE President Riitta Oksanen, EvalPartners Advisory Group, Co-chair OECD/DAC TF on Evaluation Capacity Development, and Government of Finland
Session 2: EvalPartners and National Evaluation Capacity development (video-recorded) Keynote speaker	
Present EvalPartners expected results and strategies, as well as the role of VOPEs in the framework of National Evaluation Capacity Development	Marco Segone, Co-chair, EvalPartners; and Co-chair, UNEG Task Force on National Evaluation Capacity Development
Session 3: The role of VOPEs in influencing an enabling environment for evaluation (video-recorded) Talk show	
<p>Share good practices and lessons learned of VOPEs' practical cases in influencing National Evaluation Systems, Policies and/or function Why govt. involved the VOPE? What has been the advantage? What was the contribution of the VOPE? What are some lesson's learn?</p> <p>Need to get material from Morocco to Nermin, Marie and Issaka so they are familiar with the case and can interpret to others</p>	<p>Morocco:</p> <ul style="list-style-type: none"> Boubker Lafqui Titouani, Directeur de la législation et du Contrôle Parlementaire, Chambre des Représentants Youssef El Mrabet, Conseiller auprès du Chef du Gouvernement Ahmed Bencheikh, President, Moroccan Evaluation Association (AME) <p>South Africa:</p> <ul style="list-style-type: none"> Jabu Mathe, Evaluation and Research, Performance Monitoring and Evaluation Department, The Presidency Raymond Basson, Chair, South African Monitoring and Evaluation Association (SAMEA) <p>Sri Lanka:</p> <ul style="list-style-type: none"> Velayuthan Sivagnanasothy, Secretary, Ministry of Traditional Industries and Small Enterprise Development and Vice Chair of the Asia Pacific Community of Practice on Managing for Development Results. Prof. Nilanthi Bandara, President, Sri Lanka Evaluation Association (SLEvA)
Session 4a: The role of Civil Society Organizations (CSO) in using evaluative evidence to influence public policies Market place, 1 st rotation	
Share good practices and lessons learned, and facilitate mutual learning, dialogue and networking, about	<p>VOPE case studies</p> <ul style="list-style-type: none"> AME (Morocco) – Ahmed Bencheikh (French) - Marie MES (Malaysia) – Aru Rasappm + Joo Lim Scott

VOPEs' practical cases in influencing National Evaluation Systems and/or Policies	<ul style="list-style-type: none"> • MonEvCoP (Tajikistan)– Gulshod Sharipova - Natalia • RÉNSE (Niger) – Boureima Gado - Issaka
Session 4b: The role of CSO in using evaluative evidence to influence public policies Market place, 2 nd rotation	
Marketplace continues, with different VOPEs sharing from their case studies	More VOPE case studies <ul style="list-style-type: none"> • SénEval (Senegal) – Moctar Sow - Issaka • AEA (USA) – Rodney Hopson - Scott • KES (Kenya) – Jennifer Mutua - Natalia
Session 5: How to strengthen VOPE's capacity to influence an enabling environment for evaluation Working groups: Brainstorming	
Brainstorm on potential innovative initiatives to strengthen VOPE's capacity to influence an enabling environment for evaluation.	Six working groups organized by language/region: <ul style="list-style-type: none"> • French speakers - Marie • Spanish speakers - Pablo • Russian speakers - Natalia • Others from/interested in Africa - Issaka • Others from/interested in Asia/Pacific - Shubh • Others from/interested in Europe/America/anywhere else - Murray
Session 6: Towards a strategy/work plan to strengthen VOPEs' capacities to influence an enabling environment for evaluation Working groups: Prioritizing	
Based on the previous brainstorming session, to prioritize and detail a 2013-2015 strategy and a 2013 Work Plan to strengthen VOPEs' capacities to influence enabling environments for evaluation	(Same working groups as in Session 5)
Evening	Welcome ceremony with Traditional Thai performance, and delivering of the 2012 EvalPartners Award to Jean Quesnel

Tuesday 4th December: VOPEs' institutional capacities

Session's objectives	Speaker/ Presenters
Session 7: Synthesis of proposed strategy/work plan to strengthen an enabling environment for evaluation¹ Plenary	
Present the proposed 2013-2015 strategy and a 2013 Work plan to strengthen VOPE's capacity to influence an enabling environment for evaluation	Enabling Environment Working Group
Session 8: Institutional capacities in voluntary organizations (video-recorded) Keynote speaker	
Share theoretical, as well as practical, guidance to inspire VOPEs representatives on how to strengthen institutional capacities in their own VOPEs	Jean Quesnel, Credentialed Evaluator, Former Director of the Evaluation Offices of CIDA, IADB and UNICEF
Session 9A: Strengthening VOPEs' Institutional capacities Marketplace, 1 st rotation	
Share good practices and lessons learned, and facilitate mutual learning, dialogue	VOPE case studies: <ul style="list-style-type: none"> • RISE (Cote d'Ivoire)– Mamadou Coulibaly - Nermin

¹Note: At beginning of each day the EvalPartners Management Group will present a synthesis of the main points from the previous days' sessions, including preliminary prioritized ideas to be included in the eventual workplan (to be summarized on Thursday and further developed by the MG on Friday).

and networking, about strengthening VOPEs' Institutional capacities.	<ul style="list-style-type: none"> • REDMEBOL (Bolivia) – Rosario Aquím Chavez - Pablo • UEA (Ukraine) – Iryna Kravchuk - Natalia • SLEvA (Sri Lanka) – Nilanthi Bandara - Patricia
Session 9B: Strengthening VOPEs' Institutional capacities Marketplace, 2 nd rotation	
Share good practices and lessons learned, and facilitate mutual learning, dialogue and networking, about strengthening VOPEs' Institutional capacities.	VOPE case studies: <ul style="list-style-type: none"> • SAEP (Albania) – Fation Luli - Marie • PEN (Pakistan) – Ayesha Khan - Pablo • Phil M&E Net (Philippines) – Roderick Planta - Patricia
Session 9C Strengthening VOPEs' Institutional capacities Marketplace, 3 rd rotation	
Share good practices and lessons learned, and facilitate mutual learning, dialogue and networking, about strengthening VOPEs' Institutional capacities.	VOPE case studies: <ul style="list-style-type: none"> • RéNSE (Niger) – Boureima Gado – Marie & Nermine • Red EvalPerú (Peru) – Carlos Salazar-Couto - Ada • AES (Australasia) – David Roberts - Murray • CoE/South Asia – Shiv Kumar - Shubh
Session 9D: Strengthening VOPEs' Institutional capacities Marketplace, 4 th rotation	
Share good practices and lessons learned, and facilitate mutual learning, dialogue and networking, about strengthening VOPEs' Institutional capacities.	VOPE case studies: <ul style="list-style-type: none"> • TEN (Thailand) – Charoenchai Khompatraporn - Soma • REDHPRESS (Honduras) – Laura Elena Suazo Torres - Inga • CoE/Nepal – Gana Pati Ojha - Murray • EREN (Egypt) – Maha El Said – Doha
Session 10: Strengthening VOPEs' Institutional capacities Plenary	
Synthesizing good practices and lessons learned	Will structure the synthesis under leadership, motivating volunteers, structure and governance, communication, and financial management
Session 11: How to strengthen VOPEs' Institutional capacities Working groups	
Brainstorm on potential innovative initiatives to strengthen VOPE's Institutional capacities. Begin with affinity analysis on poster paper.	Working groups divided by sub-theme <ul style="list-style-type: none"> • Leadership - Murray • Motivating volunteers - Natalia • Structure and Governance - Nermine • Communication - Pablo • Financial management – Martha
Session 12: Towards a strategy/work plan to strengthen VOPEs' Institutional capacities Working groups	
Based on the previous brainstorming session, to prioritize and detail a 2013-2015 strategy and a 2013 work plan to strengthen VOPEs' Institutional capacities	Working groups divided by sub-theme <ul style="list-style-type: none"> • Leadership - Murray • Motivating volunteers - Natalia • Structure and Governance - Nermine • Communication - Pablo • Financial management - Martha

Wednesday, 5th December: Institutionalizing sustainable learning strategies

Session's objectives	Speaker/ Presenters
Session 13: Towards a strategy/work plan to strengthen VOPE's Institutional capacities Plenary	
Present the 2013-2015 strategy and a 2013 work plan to strengthen VOPEs' institutional capacities.	Institutional Capacity Working Group
Session 14: Institutionalizing sustainable learning strategies (video-recorded) Keynote speakers	
Present different options on how to institutionalize sustainable learning strategies	<ul style="list-style-type: none"> • Linda Morra, Co-Director, IPDET • Stephen Porter, CLEAR Anglophone Africa (University of the Witwatersrand) • Marco Segone, M&E e-learning
Session 15: Strengthening VOPEs' capacities to enhance evaluators' skills (video-recorded) Plenary	
Share good practices and lessons learned of VOPEs' practical cases in strengthening VOPEs' roles to broker academic collaboration to build evaluators' skills.	<ul style="list-style-type: none"> • Soma de Silva, Chair, Teaching Evaluation in South Asia (TESA) • Luis Soberón, E-master on evaluation, ReLAC • Martha McGuire, Consortium University Canada
Session 16A: Strengthening VOPEs' capacities to enhance evaluators' skills Marketplace, 1 st rotation	
Share good practices and lessons learned, and facilitate mutual learning, dialogue and networking, about strengthening VOPEs' capacities to enhance evaluators' skills.	VOPE case studies: <ul style="list-style-type: none"> • F3E (France) – Laurent Denis - Marie • BMEN (Brazil) – Marcia Paterno Joppert – Patricia • CES (Canada) – Martha McGuire - Scott • IPEN/Kazakhstan – Jamila Asanova – Inga
Session 16B: Strengthening VOPEs' capacities to enhance evaluators' skills Marketplace, 2 nd rotation	
Share good practices and lessons learned, and facilitate mutual learning, dialogue and networking, about strengthening VOPEs' capacities to enhance evaluators' skills.	VOPE case studies: <ul style="list-style-type: none"> • InDEC (Indonesia) – Dwiagus Stepantoro + Umi Hanik – Patricia • SAMEA – Nermine • EES (Europe) - Maria Bustelo - Murray • Kyrgyz M&E Net – Tatiana Tretiakova – Inga
Session 17: How to strengthen VOPEs' capacities to enhance evaluators' skills Working groups: brainstorming	
Brainstorm on potential innovative initiatives to strengthen VOPE's capacity to enhance evaluators' skills. Highlights from what we have heard so far, and own experiences and ideas	Working groups by sub-topics: <ul style="list-style-type: none"> • academic collaboration - Soma • scholarships + internships - Issaka • competencies / credentialing - Martha • workshops organized by VOPEs - Murray • e-learning – Marco
Session 18: Towards a strategy/work plan to strengthen VOPEs' capacities to enhance evaluators' skills Working groups: prioritizing	
Based on the previous brainstorming session, to prioritize and detail a 2013-2015 strategy and a 2013 Work plan to enhance evaluators' skills	Working groups by sub-topics: <ul style="list-style-type: none"> • academic collaboration - Soma • scholarships + internships - Issaka • competencies / credentialing - Martha

	<ul style="list-style-type: none"> workshops organized by VOPEs - Murray e-learning – Marco
Evening session	<i>Working session with Regional VOPEs –</i> <i>What are the challenges, practices and lessons learned in operating a regional VOPE?</i> <i>How can regional VOPE's support country VOPEs?</i> <i>What can regional VOPEs bring to EvalPartners?</i>

Thursday, 6th December: Equity-focused and gender-responsive evaluations and 2013 workplan

Session's objectives	Speaker/ Presenters
Session 19: Towards a strategy/work plan to strengthen VOPEs' capacities to enhance evaluators' skills Plenary	
Present ideas generated yesterday that contribute to the 2013-2015 strategy and a 2013 work plan to strengthen VOPEs' institutional capacities.	Evaluators' Skills Working Group
Session 20: Equity-focused and gender-responsive evaluation (video-recorded) Keynote speaker	
Present the concept and strategic important of equity-focused and gender-responsive evaluation for equitable development results	Belen Sanz, Head, Evaluation Office, UNWomen; and Chair, UN Evaluation Group (UNEG)
Session 21: Strengthening VOPEs' capacities to make evaluation work for equitable development results Market Place	
Share good practices and lessons learned of VOPEs' practical cases to make evaluation work for equitable development results	Case studies: <ul style="list-style-type: none"> Enid Kaabunga, AGDEN Natalia Kosheleva, IPEN Tessie Catsambas, AEA Alejandra Faúndez Meléndez, ReLAC Inga Sniukaite, UNWomen
Session 22: Towards a strategy/work plan to strengthen VOPEs' capacities to make evaluation work for equitable development results Working groups	
Develop a 2013-2015 strategy and a 2013 Work plan to strengthening VOPEs' capacities to make evaluation work for equitable development results. What are the standards we need to follow in order to bring a gender equity perspective into every aspect of EvalPartners' life?	Working groups led by MG members : <ul style="list-style-type: none"> Nermine Wally, AfrEA Natalia Kosheleva, IPEN Tessie Catsambas, AEA Marcia/Pablo, ReLAC Inga Sniukaite, UNWomen
Session 23: Towards a consolidate strategy/workplan to strengthen VOPE's capacities Plenary	
Synthesizing priorities that have been presented by the working groups during the past 3 days, present the draft comprehensive 2013-2015 strategy and	Tessie Catsambas, AEA + IOCE Secretary

<p>2013 work plan Three dimensions</p> <ul style="list-style-type: none"> • Synthesizing Priorities • Strategy • Work plan <p>Equity cuts across the three areas – give Inga time to present or incorporate what has come up in the morning sessions</p>	
<p>Session 24: Take home messages and follow-up of regional and big country VOPEs from the Forum (video-recorded) Plenary Roundtable</p>	
<p>Take home messages and follow up of regional and big-country VOPEs from the EvalPartners Forum No slides What have I taken from this? What will I recommend when I get back to Canada? What is the most important thing you will do?</p>	<ul style="list-style-type: none"> • Rodney K. Hopson, President, AEA • David Roberts, President, AES • Nermine Wally, President, AfrEA • Ryokichi Hirono, Chair, Interim Organizing Committee, APEA • Martha McGuire, President, CES • N Shiv Kumar, Representative of CoE Secretariat • Maria Bustelo, President, EES • Ziad Moussa, Chair, EvalMENA • Natalia Kosheleva, President, IPEN • Luis Soberón, ReLAC e-learning coordinator
<p>Session 25: The role of the international community in supporting National Evaluation Capacity Development and VOPEs (video-recorded) Plenary Talk show</p>	
<p>Provide feedback by the international community to the proposed EvalPartners' 2013-2015 strategy and 2013 workplan</p>	<ul style="list-style-type: none"> • Belen Sanz, Chair, UNEG • Caroline Heider, Director-General and Senior Vice-President, IEG, World Bank • Riitta Oksanen, Chair, OECD/DAC Task Force on national Evaluation Capacity Development • Indran Naidoo, Director, UNDP Evaluation Office • Martin Sommer, Swiss Agency for Development and Cooperation (SCD) • Carrie Thompson, USAID • Scott Bayley, AusAID
<p>Session 26: Closing Plenary and signing of EvalPartners' Declaration</p>	
<p>Highlight main outcomes of the Forum, the way forward and commit to the EvalPartners principles by signing the EvalPartners' Declaration</p>	<p>Soma de Silva and Marco Segone, Co-chairs, EvalPartners</p>

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