



KWAZULU-NATAL PROVINCE

OFFICE OF THE PREMIER
REPUBLIC OF SOUTH AFRICA



EVALUATION CAPACITIES IN THE PROVINCE OF KWAZULU NATAL: SOUTH AFRICA

06/06/2024

FUTHI MAZIBUKO

GROWING KWAZULU-NATAL TOGETHER



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1. What are the main challenges that each region faces in the development of evaluation capacities?
2. Which tools or initiatives have proven to be most effective in strengthening the use of evidence in decision-making in your region?
3. Considering the diversity of cultural, economic, and political contexts in different regions, which lessons do you consider most relevant from the initiatives implemented in your respective regions to address the challenges in capacity development? How can these lessons guide future efforts?



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Where do we come from?



Departments

2019/20 Evaluations

13 Departments
54 Municipalities
15 State Owned Entities

Only 6 Evaluations Recorded



WHAT ARE THE MAIN CHALLENGES THAT ARE FACED BY THE PROVINCE?

1. Lack of capacity and resources:

- Departments highlight the human and financial resources necessary for effectively integrating NEPF principles into evaluation processes (84.6%). As a result, insufficient capacity and resources hinder the implementation of robust evaluation methodologies, training programs for evaluators, and adoption of evaluation tools aligned with NEPF standards. This challenge underscores the importance of securing adequate resources to support evaluation activities and build the capacity of evaluation teams. The biggest threat that comes with this is no implementation of evaluations in LG except in Metropolitan areas.
- The current Local Government Organogram only include IDP Unit (strategic planning), Performance Management (monitors implementation of IDP), the evaluation aspect is not included. (Municipal structures do not have evaluation units and dedicated officials dealing with municipal programme evaluation).
- No evaluations being conducted: At the Local Government level there might be evaluations that are conducted and these could be what they call satisfaction surveys

2. Limited awareness and understanding:

- This challenge indicates a lack of knowledge and comprehension regarding NEPF principles among staff involved in evaluation processes (61.5%). Without a clear understanding of NEPF principles, evaluations may not align with national evaluation standards, leading to inconsistencies and inefficiencies in evaluation outcomes. It also suggests a need for targeted awareness-raising efforts and capacity-building initiatives to enhance stakeholder understanding.
- It was sighted with concern that, lack of understanding of the evaluation function by municipal management and seniors can affect the institutionalization of evaluation in local government

3. Training and Skills Gap:

- 30.8% of departments highlight challenges related to the lack of training and skills necessary to integrate NEPF principles effectively into evaluation processes. A skills gap among evaluators can hinder the implementation of rigorous evaluation methodologies and the utilisation of evaluation tools aligned with NEPF standards. Investing in training programs and capacity-building initiatives is crucial for enhancing the competency of evaluation teams and promoting adherence to NEPF principles.
- There is a noted capacity gap and knowledge gap between PME expert and the system developer.



WHAT ARE THE MAIN CHALLENGES THAT ARE FACED BY THE PROVINCE?

4. Lack of coordination and collaboration:

- 23.1% of departments identify challenges related to the lack of coordination and collaboration among stakeholders involved in evaluation processes. Inadequate coordination and collaboration can result in duplication of efforts, inefficiencies in data collection and analysis, and fragmented evaluation outcomes. This is evident during the times of disaster. Strengthening coordination mechanisms and fostering collaboration among stakeholders are essential for ensuring coherence and synergy in evaluation efforts.

5. Inadequate data quality and availability:

- Findings show that 23.1% of departments cite challenges related to the quality and availability of data required for evaluations conducted under NEPF principles. Poor data quality and limited availability hinder the credibility and reliability of evaluation findings, potentially compromising the effectiveness of decision-making based on evaluation results. Addressing this challenge requires investments in data management systems, data collection methods, and strategies for improving data quality and accessibility.

6. Poor political and leadership support:

- 23.1% of departments express difficulties stemming from political leaders and senior management's lack of support for integrating NEPF principles into evaluation processes. Therefore, without strong political and leadership support, efforts to institutionalise NEPF principles may face resistance, leading to delays or inadequate implementation of evaluation policies and guidelines. This challenge underscores the importance of garnering high-level commitment and advocacy for integrating NEPF principles across departments.



WHAT ARE THE MAIN CHALLENGES THAT ARE FACED BY THE PROVINCE?

7. Poor institutional culture:

- 23.1% of departments identify challenges related to the existing institutional culture that may not prioritise or support adopting NEPF principles in evaluation processes. A culture that does not value or prioritise evaluation can impede efforts to embed NEPF principles into organisational practices..

8. Resistance to change:

- 15.4% of departments face resistance to change, which hampers efforts to integrate NEPF principles into evaluation processes. Resistance to change can impede the adoption of new evaluation approaches, methodologies, and tools aligned with NEPF principles. Overcoming resistance requires change management strategies, stakeholder engagement, and clear communication about the benefits of integrating NEPF into evaluation practices

9. Lack of evaluation policies and guidelines:

- 15.4% of departments note the absence or inadequacy of evaluation policies and guidelines, which complicates efforts to integrate NEPF principles. Moreover, without clear policies and guidelines, departments may lack the necessary frameworks to guide evaluation activities in alignment with NEPF principles.
- Poor use of evaluations for evidence decision making: Developing and disseminating comprehensive evaluation policies and guidelines is essential for standardizing evaluation practices and promoting consistency across departments.



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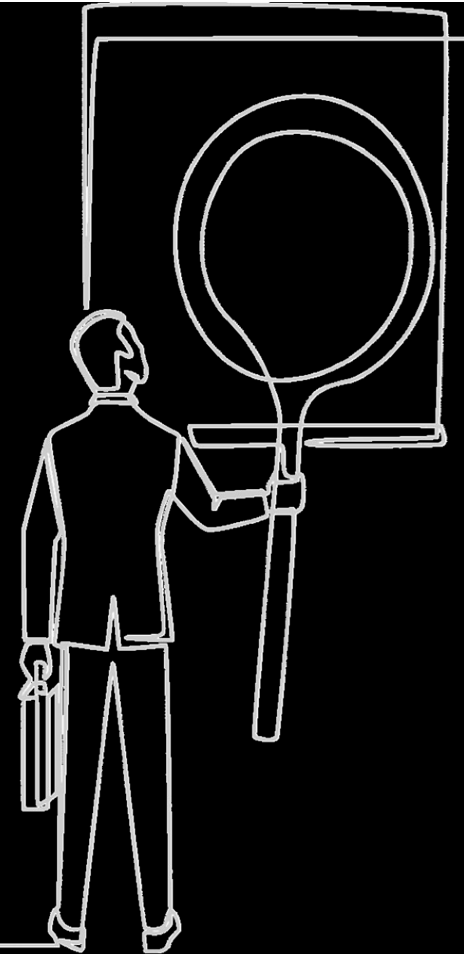
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WHICH TOOLS OR INITIATIVES HAVE PROVEN TO BE MOST EFFECTIVE IN STRENGTHENING THE USE OF EVIDENCE IN DECISION-MAKING IN YOUR REGION?

CAPACITY DEVELOPMENT PLAN

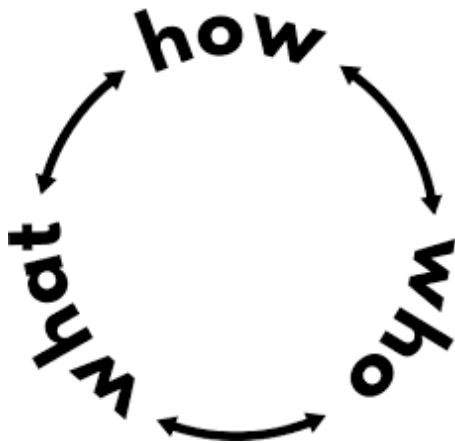
- Embedded in the Provincial M&E Framework.
- Medium Term Strategic Framework Priorities, Government Wide ME Framework, National Evaluation Policy Framework, Department of Planning Monitoring and Evaluation Guidelines

The United Nations Development Program (UNDP) defines CD as “the process through which individuals, organisations, and societies **obtain**, strengthen, and maintain the capabilities to set and achieve **their own development objectives over time.**”





CAPACITY DEVELOPMENT PLAN



- Who? Know the recipients for capacity development support. This includes individuals (Evaluators, Programme Managers, potential sponsors, etc), organizations (All spheres of Government), networks (Collaborations with other sectors) and systems (such as set of organisational structures, management processes, standards, strategies, plans, indicators, information systems).

- How? Need driven, Skills transfer, Peer to Peer learnings, Learn by doing, Trainings and Workshops.
- What? Technical and operational capacity.



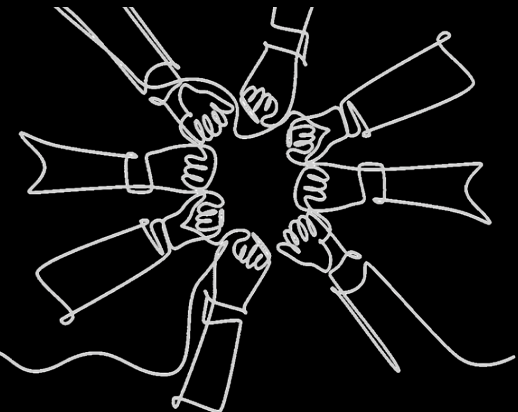


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- The Provincial Evaluation Steering Committee serves as a provincial-level committee comprised of evaluators, with the Office of the Premier's M&E Unit fulfilling the secretariat role. The stakeholders involved in the evaluation process encompass entities such as the Department of Planning, Monitoring, and Evaluation (DPME), the eThekweni Metro, all 13 Departments of KwaZulu-Natal (each represented by one delegate), the University of KwaZulu-Natal (UKZN), and a member from the Provincial Planning Commission (PPC). The committee operates within the framework of its Terms of Reference (TOR), with members appointed by the Director-General (DG) to serve on the committee.
- Members of the PESC are required to act as the evaluation champions within their respective departments and areas of expertise to mainstream evaluations and build evaluation capacity within the province and for dissemination of the results.
- The PESC may, as needed, identify specific task teams to address specific issues and/ or undertake rapid evaluations. Facilitate and undertake monitoring and evaluation training and capacity development.
- Reports to the executive structure of the province and oversight structure (Provincial Planning Commission appointed to provide advise to the Premier on policy, planning and M&E matters
- PESC convenes quarterly meetings where it reviews and deliberates on the progress of evaluations conducted within the departments. These sessions provide a platform for peer review, discussion, and eventual approval of evaluation outcomes.

KZN PROVINCIAL EVALUATION STEERING COMMITTEE (PESC)





MUNICIPAL PROGRAMME EVALUATION ENGAGEMENT WORKSHOP

- Objectives of the Municipal Programme Evaluation engagement workshop:
 - Engage with the municipalities on the status of readiness to conduct evaluations.
 - Support local government in the implementation of Evaluation Framework.
 - Expand and strengthen evaluation capacity in the Local government sphere.
- Regionalized to three sessions of 1 day each (Southern, North and Midlands).
- A total of 105 officials participated in the engagement sessions, with 35 participants per region.
- Only 10/54 Municipalities in the province did not participate in all workshops
- Workshops were used as capacity building and pitched at learning and information sharing approach.



CAPACITY DEVELOPMENT INITIATIVES IN THE PROVINCE

- Developing evaluation skills that are sensitive to diversity within Province
- Recognition of the need to focus on generic evaluation skills as well as specialised evaluation skills linked to specific departmental needs and types of evaluations
- Identify and develop capacity where evaluation is limited or non-existent
- Focus on creating platforms/ fora to encourage peer-to-peer learning and networking as well as to enable external experts to provide support
- Sharing of good practices
- Championing the use of evaluation information in policy and programme conceptualisation and implementation
- ¹¹INSTITUTIONALISING EVALUATION IN THE PROVINCE!



CAPACITY BUILDING APPROACHES AND INITIATIVES

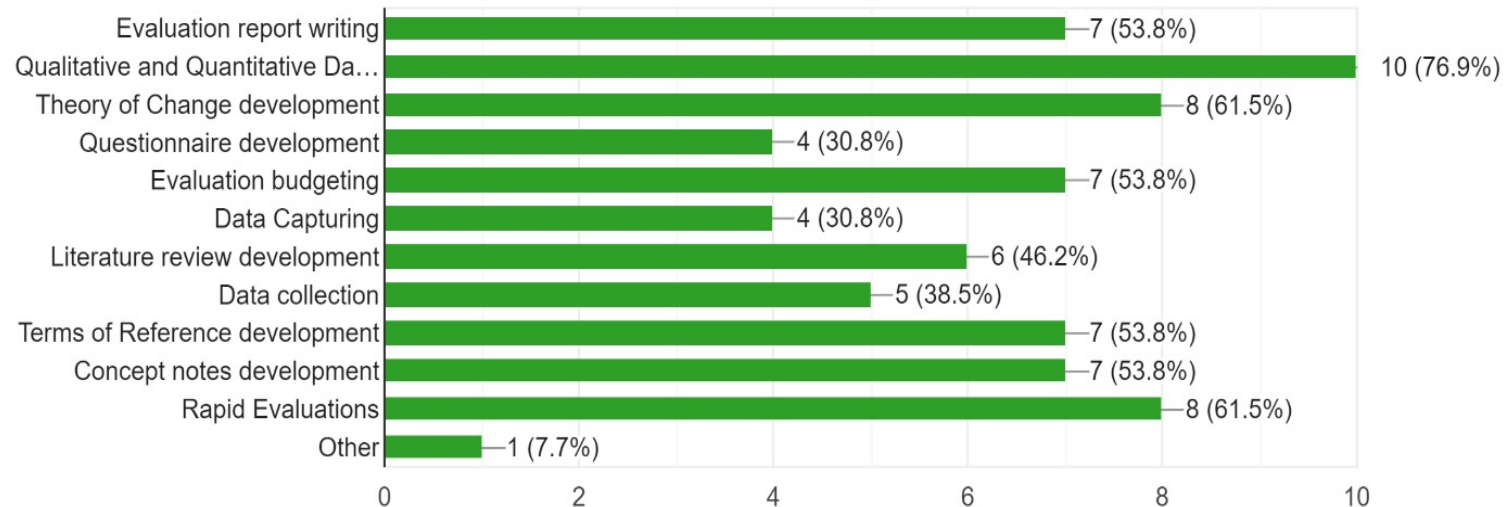
- Training needs grouped to thematic areas.
- Functional Steering committee.
- Embrace Technology (working closely with the Provincial Innovation Hub)
- Encourage a learn by doing approach with support assured.
- Take advantage of opportunities and prioritise the most vulnerable
- Collaborations and partnerships:
 - DPME
 - Stats SA
 - KZN Provincial Planning Commission
 - Moses Kotane Institute
 - UKZN
 - NSG
 - SAMEA
 - Twende Mbele
 - Provincial Departments
 - Local Government (Ethekwini Metro as member of PESC)
- Examples of activities/ initiatives
 - Commissioning Evaluation Training: (Seminar and NSG as a course).
 - SASQAF Training: Stats SA.
 - EXCEL L 1 and L2 OTP provided by SITA.
 - Excel and PowerBI Training: OTP and Microsoft
 - SPSS: UKZN and Ethekwini Municipality (Training for MILE) Provided by Prof Bob .
 - Provincial Evaluation Seminar: Networking and Learning.
 - Discussions/ presentations on different types of evaluations.
 - Evaluation progress reports and reflections at PESC meetings to inform future learnings, and peer reviews.
 - Appointment of student interns (exposure to professional evaluation and the training of the next generators of evaluators in the province).
 - **Municipal Programme Evaluation Engagement workshops.**
 - Integrated Indicator Framework Training: Stats SA
 - Super- Cross Training



CAPACITY DEVELOPMENT NEEDS IN THE PROVINCE

Indicate the top training needs of your department? (Select 1 or more)

13 responses



Despite existing capacity-building efforts, there's a recognised need for **SAME training** in specific areas such as evaluation report writing, data analysis software utilisation, and theory of change development. Addressing these gaps is crucial for building well-rounded evaluation expertise.



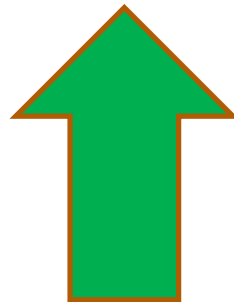
BENEFITS OF CAPACITY DEVELOPMENT IN THE PROVINCE

Where are we now?



2019-2024 Evaluations

62 Evaluations including 10
from EThekweni Metro



- Increased number of evaluations undertaken since the provincial evaluation cycle (2019)
- Notable participation across Provincial Departments
- Implementation of Improvement Plans across departments
- Some Departments have DEPs approved and funded
- Requests coming from Senior Management to evaluate programmes
- Efforts to improve implementation of the NEPF (Municipal Engagement workshops to get evaluations institutionalized in the local sphere
- Institutionalisation of evaluations in Provincial Entities (through mother departments and forums)



ADOPTED / PROPOSED SOLUTIONS

- Utilise workshops for learning, sharing knowledge
- Utilise Seminars for networking, learning and support
- Graduate programme to develop capacities from young and emerging evaluators
- Invite specialists to share knowledge in PESC meetings
- DPME to assist with Municipal Evaluation Guidelines (e.g Municipal Evaluation Plan)
- 84.6% of departments have undertaken formal training initiatives and short courses to enhance evaluation-related skills among personnel. The training programs cover a wide range of evaluation types, including implementation evaluation, outcome evaluation, and impact evaluation.
- There's also a focus on emerging areas like rapid evaluation, participatory evaluation, and gender-responsive evaluations. This indicates a comprehensive approach to skill development across different evaluation domains.



USE OF EVALUATIONS FOR EVIDENCE DECISION MAKING

- 4 of 13 departments occasionally and rarely used evaluation findings in the department's decision-making, indicating a potential underutilisation of evaluation outcomes.
- Similarly, 3 departments reported never utilising evaluation outcomes for decision making. While 7 of 13 departments disseminate completed evaluation reports occasionally, others do not. Reasons for non-dissemination include the newness of department evaluation concepts and resource constraints.
- Various methods are employed for disseminating evaluation findings, including department websites, presentations to steering committees or management, and direct emails. However, there needs to be more consistency across departments regarding dissemination practices.
- Likewise, 2 of 13 departments have published completed evaluation reports, typically on department websites or intranet platforms. However, others have not published any reports due to incomplete evaluations or resource limitations.
- 3 of 13 departments¹⁶ have dedicated repositories or warehouses for storing completed evaluations, others rely on platforms like MS Teams or are in the process of establishing knowledge management units to manage evaluation reports.



RECOMMENDATIONS

What can be done in future?



- Each department should aim to initiate at least two evaluations per year or complete at least one evaluation completed and signed off by the Executive Council (Exco).
- Develop targeted training modules to address specific evaluation needs identified within departments, focusing on evaluation report writing, data analysis software utilisation, and theory of change development, aligned with the revised NEPF guidelines to promote inclusivity and relevance
- Enhance leadership commitment and provide ongoing support to overcome institutional barriers to effective capacity-building, fostering collaboration between departments and relevant stakeholders to facilitate effective coordination and support for capacity-building initiatives.
- Prioritize regular and consistent stakeholder engagement through presentations, meetings, and other communication channels to raise awareness and garner support for evaluation processes, actively involving internal stakeholders, such as business units, in supporting department evaluation processes.
- Explore strategies to increase the active participation of stakeholders, including the public, in evaluation processes, ensuring that their perspectives are integrated into evaluation activities effectively and encouraging continued participation in external forums like the Provincial Evaluation Seminar/Brown Bag Sessions for learning and networking.
- Invest in knowledge management systems or dedicated repositories for storing and managing completed evaluations, facilitating easy access and retrieval of information.
- Ensure regular updates on evaluation progress and findings to relevant stakeholders through various communication channels to maintain engagement and awareness and consider making it mandatory for Annual Performance Plans to include project concept documents for new projects to enhance evaluation integration into planning processes.
- Departments should ensure that all completed evaluations are accompanied by improvement plans outlining specific dates, responsible individuals, and timelines for addressing each identified area of improvement.
- Transforming institutional culture to embrace a culture of evaluation requires targeted interventions, including advocacy, leadership commitment, and fostering a learning-oriented environment

THANK YOU

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KWAZULU-NATAL
TOGETHER

Evaluation Capacity Development at ADB

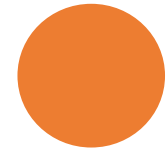
gLOCAL - IADB
June 06, 2024


Sonia Chand Sandhu
Principal Evaluation Specialist, IED

Independent
Evaluation ADB

Outline

1. Challenges in the Asia Pacific region
2. IEDs Initiatives towards evaluation capacity development (ECD)
3. Lessons for the future



A top-down view of a wooden desk. In the center is a spiral-bound notebook with blank white pages. A silver pen lies on the bottom right page. To the left of the notebook is a white water bottle with a flip-top lid. To the right is a paint palette with several circular wells. In the top left corner, there's a small bowl with some dried leaves. The entire scene is set against a light-colored wooden background.

1. Challenges for evaluation in the Asia-Pacific region

Challenges: Monitoring and Evaluation (M&E)

Institutional challenges:

- **Policy support:** In some cases, there is a lack of political will to support evaluation initiatives. This can lead to resistance to acceptance of evaluation findings, especially if they highlight shortcomings in current policies or programs.
- **Funding shortfalls:** Funding for M&E activities is often limited, which constrains the development of comprehensive evaluation systems such as within DMCs nodal agencies - such as in the Ministry of Finance or Planning.
- **Limited institutional frameworks:** Many countries lack robust institutional frameworks for M&E - shortage of dedicated M&E units within government agencies and insufficient coordination among different institutions. This also leads to persistent gaps on M&E capacities between national and provincial governments

Challenges: Monitoring and Evaluation (M&E)

Technical challenges:

- **Capacity and Expertise:** Shortage of skilled evaluators and M&E professionals, affects the quality of evaluations and the ability to implement evaluation methodologies and recommendations.
- **Data Quality and Availability:** In many parts of the Asia Pacific, data collection systems for reliable and timely data, evidence and capture of tacit knowledge underdeveloped, and significant issues with data accuracy.



5
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Independent
Evaluation



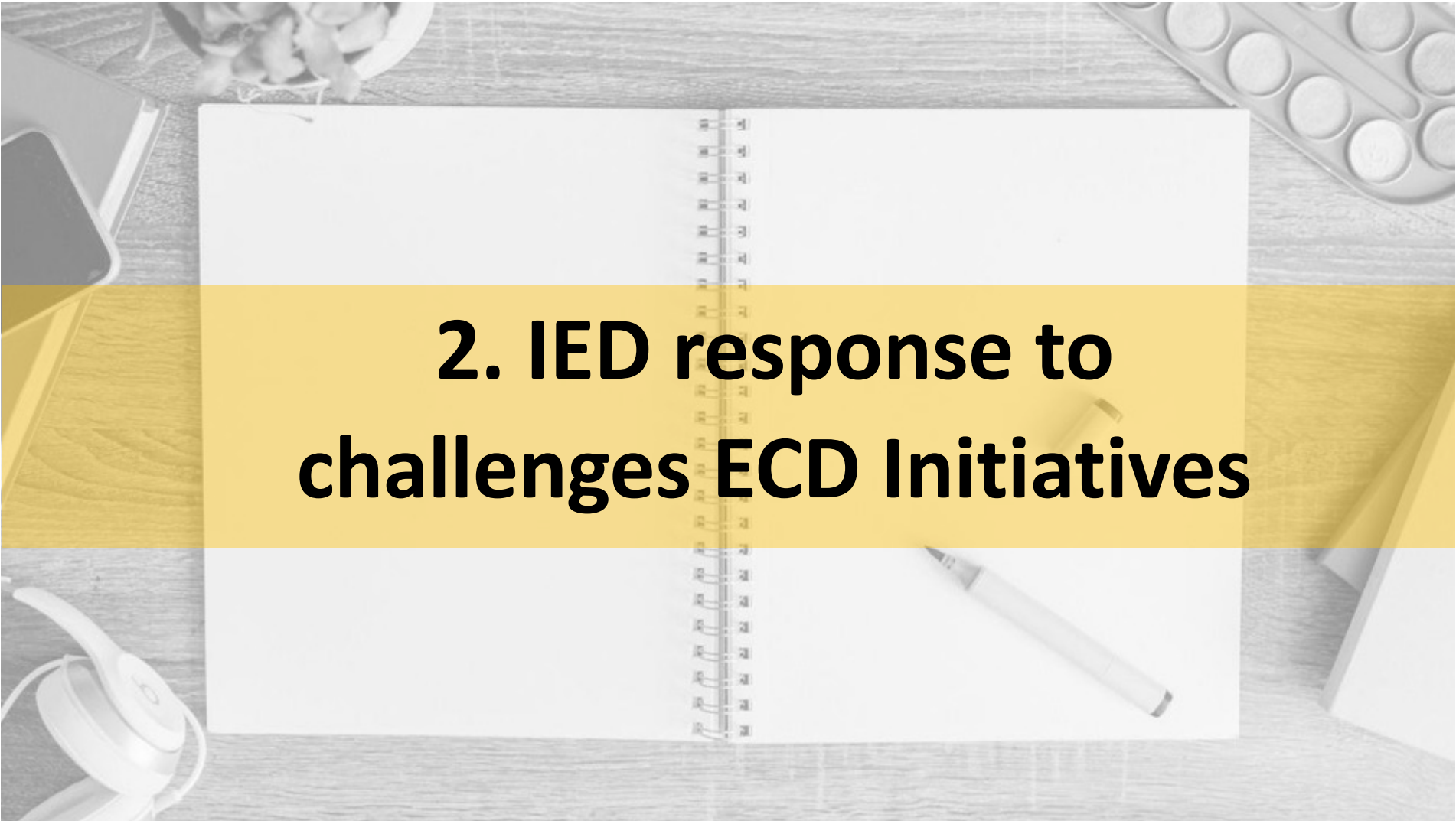
Challenges: Monitoring and Evaluation (M&E)

- **Methodological challenges:** Limited awareness and use of rigorous evaluation methodologies restricts the scope and depth of evaluations. This constrains harnessing impact of interventions.
- **Perception of Evaluation:** viewed as an external requirement among all stakeholders, rather than a tool for learning and improvement. This constrains stakeholders to fully engage in the evaluation process.
- **Cultural Sensitivity:** Evaluations that do not account for local contexts and cultural nuances may be challenged for relevance, and lead to misinterpretations and reduced effectiveness.



Challenges: Monitoring and Evaluation (M&E)

- **Regionally Diverse Contexts:** High diversity in terms of socio-economic conditions, governance structures, and development levels.
- **Realizing full potential of Regional Cooperation:** Regional cooperation and evaluation of transnational issues (e.g., environmental sustainability, migration, trade) require harmonized frameworks and collaborative efforts, that require inter and intra regional coordination that are difficult to establish and maintain.
- **Shortfalls in structured M&E programs in Academia:** Lack of adequate availability of monitoring and evaluation courses in academic programs/ universities and / other training agencies such as within the civil service.

A top-down view of a wooden desk. In the center is a spiral-bound notebook with a white cover. A silver pen lies on the right page of the notebook. To the left of the notebook is a white water bottle with a flip-top lid. To the right is a paint palette with several circular wells. The background is a light-colored wooden surface.

2. IED response to challenges ECD Initiatives

Evaluation Capacity Development Objectives

Key Objectives:

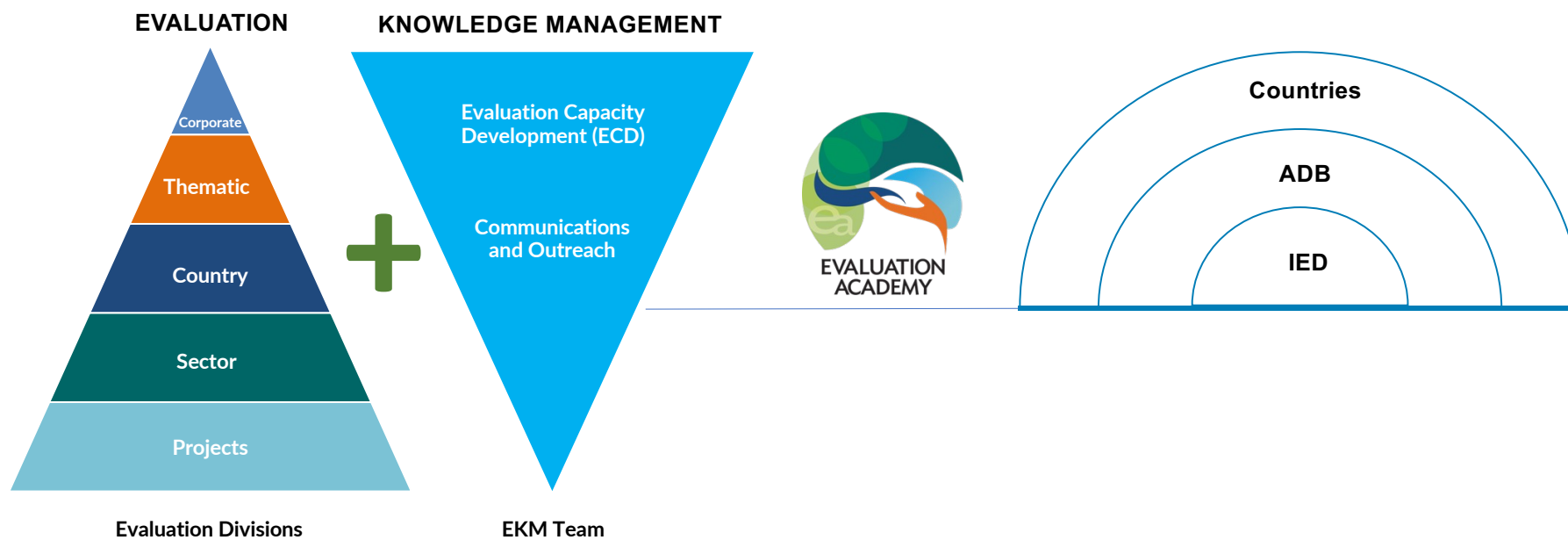
1. Improve project performance of ADB assisted projects
2. Strengthen M&E systems and evaluation capacity of developing member countries
 - Independent Evaluation Policy, 2008
 - Strong requests from Board members
 - IED Strategic Directions, 2023-2026
 - IED Evaluation Management Strategy and Action Plan, 2023-2026
 - IED 3-year rolling work program



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ECD Delivery Framework



ECD Stream 1: Improve Project Performance Through Evaluation

Objective: Improve project performance through better self-evaluation

- Application of ADB Evaluation guidelines
- Importance of M&E and credible evidence
- Capture lessons from evaluation and validation reports for future projects and programs

Implementation approaches

- Aimed at ADB staff and government executing/implementing agencies
- Mainstreamed in ADB's Project Development and Management training series, using evaluation as project management tool
- Introduction of e-learning module
- Establishment of alumni network
- Focus on creating champions and learning mindset within ADB depts

Challenges

- Quality of self-evaluation/project completion reports mixed
- Involving evaluators in ECD activities
- Expanding coverage to non sovereign operations
- Robust results framework to systematically capture utilization and impact

ECD Stream 2: Strengthen M&E Systems and Capacity of Member Countries

Objective: Strengthen M&E Systems and Capacity to support evidence-based policymaking

- PRC – M&E system in National Development and Reform Commission
- Dialogue: India-State Government on Madhya Pradesh – Center for Monitoring, Evaluation and Impact Assessment
- Pacific Regional support – development of diploma MEL course to be provided through regional university
- Shanghai International Program for Development Evaluation Training (SHIPDET) with regional partner

Implementation approaches

- Selectivity (strong government ownership; countries/sectors with strong ADB presence; well-defined scope)
- Focus on training the trainers
- Collaboration and Partnerships (AFDI/MOF China)

Challenges

- Resource intensive
- Start-up delays and limited traction
- Differentiation and value-add
- Measuring results
- Changes in government leadership and ownership



3. Lessons for the future

Moving Forward.....learning by doing

Capacity Building (IED and ADB)

- ✓ Larger goal of improving project performance and development effectiveness can be addressed by narrowing the gap in application evaluation criteria between executing and implementing agencies and ADB project teams by conducting project evaluation workshops with joint cohorts. **Application of evaluation criteria can thus be harmonized.**
- ✓ Develop and implement targeted learning, training, and capacity-building programs on evaluative knowledge and methodologies for specific stakeholders.
- ✓ **Tracer work can be strengthened to generate qualitative evidence on how capacity development initiatives are being internalized at the individual and organizational level**
- ✓ Training of Trainers needs to be systematically increased
- ✓ Increase use of, and enhance self paced learning tools and mechanisms.

Moving Forward.....learning by doing

Project designs (ADB) – Investments and Technical Assistance

- ✓ Promote policies interventions that enable regular evaluation and ensure adequate funding for these activities.
- ✓ **Improving Data Systems:** Enhance data collection and management systems to ensure the availability of high-quality data. Promote the use of technology and innovative methods for data collection and analysis.
- ✓ Harnessing knowledge emerging from ADBs TA projects

Partnerships

- ✓ Increase outreach by exploring, enhancing and strengthening partnerships: Pac-Mel program is an example to build on but similar models can be replicated.

Measuring ECD:

- ✓ Metrics and results framework for measuring the effectiveness of ECD program is a challenge but is urgently needed

Thank you

Independent Evaluation at ADB



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gLocal Evaluation Week 2024

Office of Evaluation and Oversight of the Inter-American
Development Bank

Moving the needle: Regional Perspectives on Evaluation Capacity Development

EUROPE

June 6th, 2024

*Prof. Dr. Reinhard Stockmann
Centrum für Evaluation
Universität des Saarlandes
Germany*

CEval Streams of Evaluation Capacity Building in Europe

Non-Academic Trainings offered by

VOPEs

- *Comprehensive training offers in Czechia, Finland, France, Italy, Poland, UK*

State Agencies

- *Irish Training Program for officials in the Dept. of Children and Youth Affairs*
- *Rijksacademisch, Netherlands*

Private Organizations

- *on-line, on-site courses to different evaluation topics*

Academic Trainings

- *12 Master Programs on Evaluation: France, Italy, Spain, UK, Belgium, Germany, Romania, Switzerland*
- *Evaluation modules in other disciplines like public policy, administration, sociology, economy*

Non-Academic Offers

- *in most cases no systematic comprehensive training, eclectic*
- *no certified degrees*
- *no quality control*
- *unclear range of offers*

Academic Offers

- *high fluctuation (Denmark and Finland failed)*
- *standards for training and further education in some countries (e.g. Germany)*

Commissioners do not ask for educational qualifications and certificates when issuing tenders.

What counts is years of experience!

Supply**academic**

- *Increasing the academic esteem at universities*
- *Standardized curriculum*

non-academic

- *Quality assurance (certification of training offers)*
- *Stronger engagement of VOPES*

Cooperation between Univ. & VOPES**Demand**

- *Change in awareness among commissioners*
- *quality rather than experience*
- *developing quality awareness*
- *pave the way for young evaluators (e.g. by mixed teams and plus points in tenders)*



Standards for training and further training necessary for quality assurance



Academic training indispensable for the professionalization of evaluation

Thank you very much for your
attention!

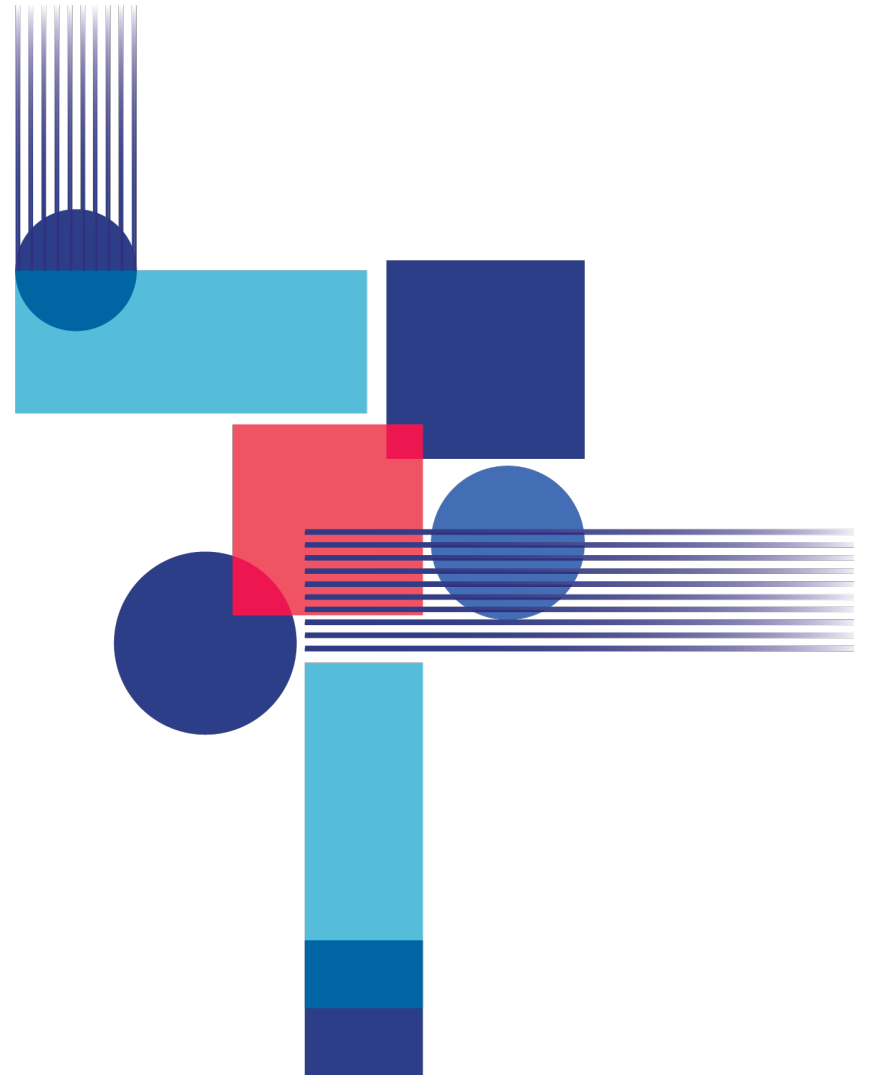


Prof. Dr. Reinhard Stockmann

Perspectives on Evaluation Capacity Development and OVE's ECD Program

June 2024

Josette Arévalo and Emil Salim



Content

- 1 Evolution, current state and challenges of evaluation training in Latin America
- 2 OVE's Evaluation Capacity Development Program

I. Evolution, current state and challenges of evaluation training in Latin America

Evaluation Capacity Development

4 key areas where evaluation capacity needs to be strengthened



Source: EvalAgenda 2020

Context Matters

The development of the evaluation field in the region has not been linear among nor within countries. It is a rather dynamic process, and M&E systems have differences that stem from the national context in which they are built.

3 generations of reforms in the LAC region have influenced the supply and demand of evaluation training

1980s: **ex-ante evaluation, CBA, efficiency**

1990s: **processes, effectiveness**

2000s-present: **results, impact, institutional strengthening**

Source: Arévalo, Rodríguez-Bilella and Olavarría, 2022. Opinions expressed in this article represent those of the authors and not necessarily those of IDB Group.

1st Challenge: concentration of academic programs

Growing but unequal offer of graduate programs:

Country	Graduate Programs			Centralized in capital city
	Diploma/ Specialization	Master's program	Total	
Argentina	2	3	5	No
Brazil	0	4	4	No
Chile	9	1	10	Yes*
Costa Rica	0	1	1	Yes
Mexico	10	1	11	No
Peru	3	0	3	Yes
TOTAL	24	10	34	

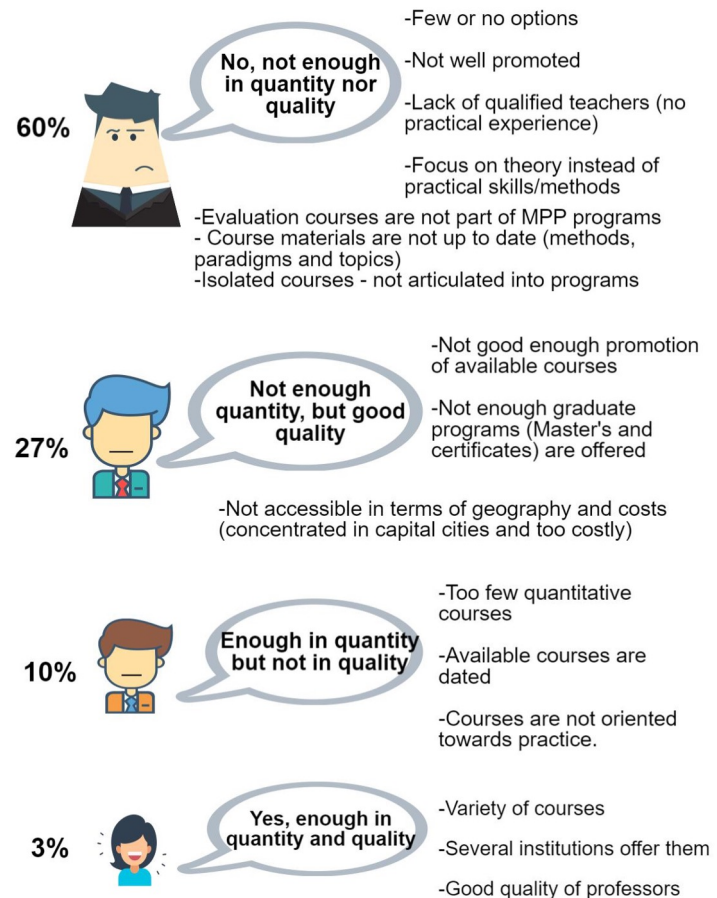
Source: Ghiano 2021.

* Centralized in-person programs. Virtual courses available

2nd Challenge: quantity and quality of training courses

Specific challenges of non-academic training programs:

- Irregular frequency
- Sporadic opportunities
- Heterogeneity
- Contextualization



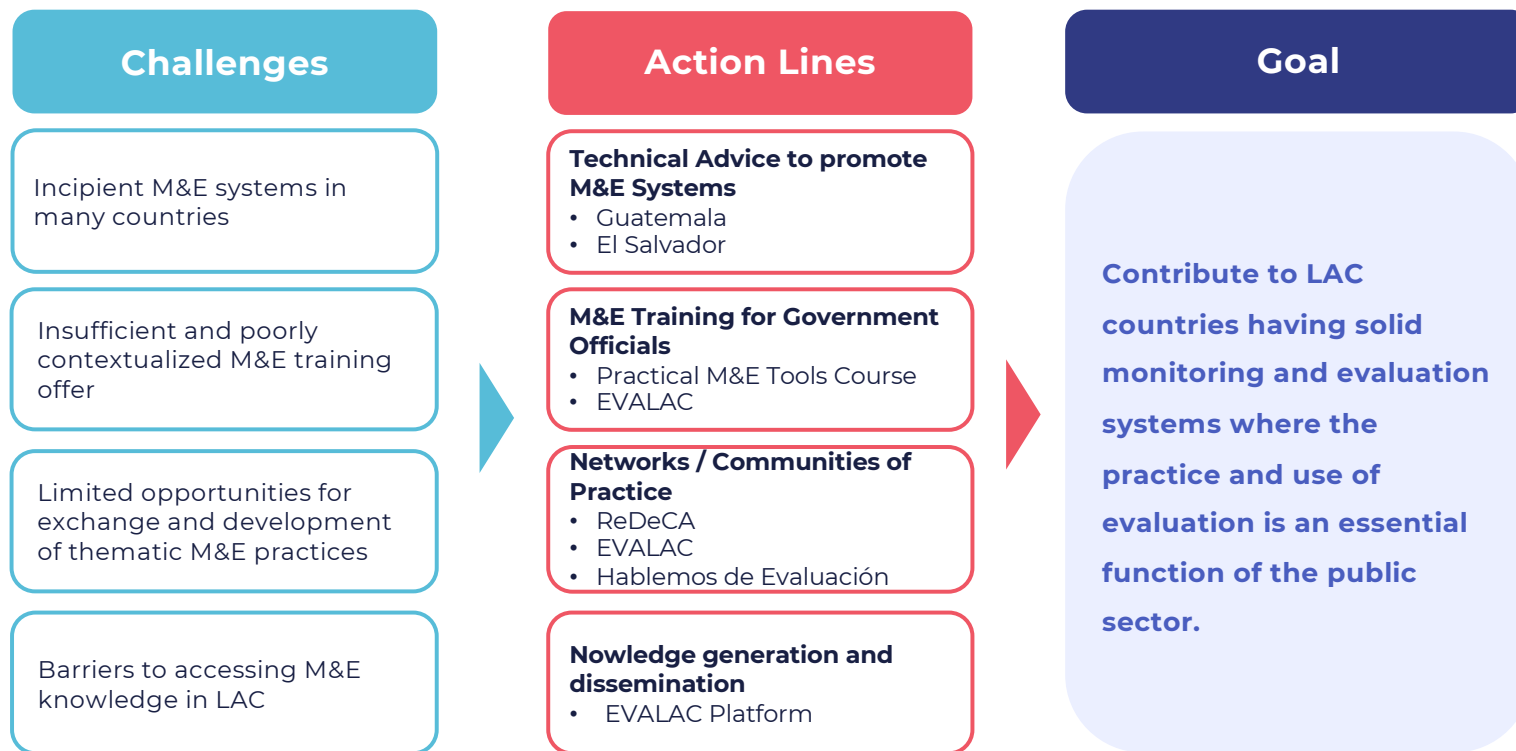
Source: EvalYouth LAC 2016 Survey

3rd Challenge: content depth and quality

- Heterogeneity in training contents and quality
 - Often isolated experiences with differences in the level of competencies and skills
- Non-university training alternatives (workshops, courses, and certificate programs) are not usually subject to quality assessments
- Limited contextualization
- Lack of complexity-oriented approaches

II. OVE's Evaluation Capacity Development Program

OVE's ECD Program Action Lines



M&E training



We **strengthen capacities** for LAC officials to use **contextualized M&E tools** through **face-to-face and online courses.**

Course: M&E practical tools

Objectives

- Generate a common M&E language
- Strengthen institutional links

4

editions

131

participants

EVALAC

Objectives

- Offer face-to-face, contextualized training in the languages of the region
- Create a space for the exchange of experiences

3

languages

78

participants

13

countries

Our partners: **Deval, CLEAR, GEI, WFP, UNICEF**

98%

of trained participants **use the knowledge** acquired in their jobs

Networks and communities of practice

We promote the **exchange of experiences** to find **solutions to shared M&E challenges** among evaluation stakeholders in the region through **virtual and face-to-face channels**.



ReDeCA

Network that brings together the M&E units of 25 LAC banks and development agencies to:

- Promote the strengthening of evaluation capacities
- Foster a space for the exchange of ideas, good practices and learning

EVALAC Community

Channel for exchange and continuous learning for EVALAC attendees to:

- Access to a variety of curated M&E resources in English, Portuguese and Spanish
- Share Information on M&E news and events

Hablemos de evaluación

Virtual sessions for dialogue and learning between Guatemalan officials

- 3 sessions in 2023
- More than 50 participants from 10 institutions in each session

Knowledge generation and dissemination



We ease the understanding and practice of M&E with **freely available content and tools** that are **adapted to the region's M&E needs** and the consumption habits of its users.

EVALAC Platform

Knowledge platform with tools that facilitate learning on essential M&E topics with a focus on the region.

Objectives

- Address M&E capacity building needs of officials in the region.
- Be a sustainable solution to expand ECD outreach in the region.

Learning resources



Tools



Library



Events

**Will be launched in Q4 2024.
Wait for news!**

The M&E training offer in LAC faces challenges regarding reach, content quantity and quality. OVE addresses these by offering context-specific trainings and by generating and disseminating knowledge considering the region's needs.

