



PRESENTATION AT 13TH ODA EVALUATION WORKSHOP

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Why is evaluation capacity important?

Stronger
capacities
for
evaluation

Better
evidence
base for
decision-
making

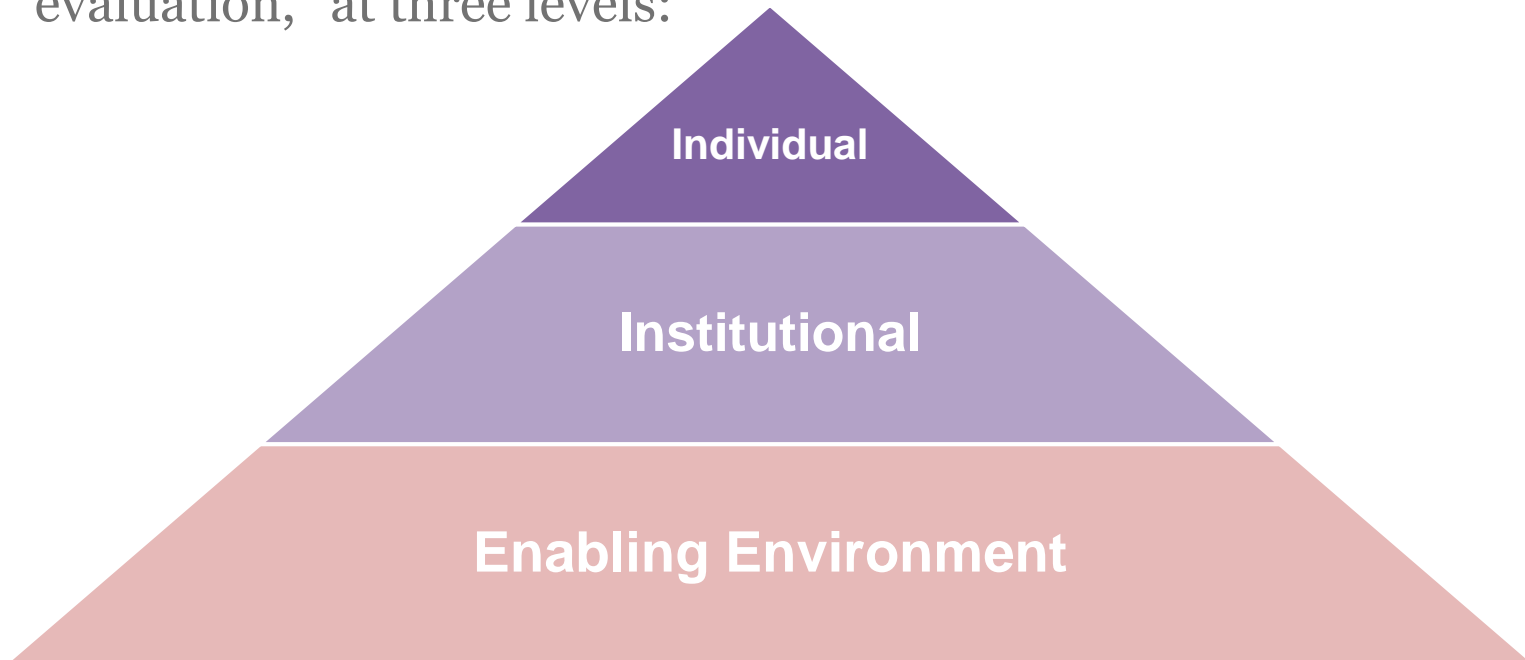
More
effective
public
programmes
and services

Better lives,
sustainable
development



Evaluation capacity

- Evaluation capacity is not *just about technical skills*, but involves strengthening *institutions and systems*, and developing an *enabling environment* for evidence-based policy making.
- Evaluation capacity development (ECD) can be defined as: “unleashing, strengthening and maintaining capacities for evaluation,” at three levels:





What is blocking us?

Developing evaluation capacity requires a will to take action and overcome resistance.



Some frequent arguments against....





Doing evaluation will give you a headache!

It will ruin your day and create tension and unnecessary work!
Why get caught up in trying to get into questions whether it works
and why – you don't want to put yourself through that!



You already know it works!

Team members are happy! Your boss likes you!

Why evaluate something that is going so well?



Your contribution can't be quantified.

You really can't evaluate results in this programme. Evaluation may work in other programmes/sectors/countries/organisations - but *this* simply cannot be evaluated!



Standard arguments to avoid evaluation

As part of our continuing efforts to facilitate the work of busy project managers, we submit herewith a selection of some of the most common responses to proposals that an evaluation be conducted. Please note, that none of these arguments will be accepted by the Evaluation Secretariat

1. Our project is different.
2. It will cost too much.
3. We don't have the time.
4. The project (activity) is too small.
5. It wasn't in the implementation plan.
6. We've never done it before.
7. The government (institution) won't like it.
8. Give me the money.
9. We don't have the authority/responsibility.
10. There is no need for an evaluation.
11. It's an ivory tower exercise.
12. Let's get back to reality.
13. It's not our problem.
14. Why change it; it's working all right.
15. We're not ready for it yet.
16. It isn't in the budget.
17. The Desk Officer/TSA Advisor/Govt. representative/CTA/Counterpart is new/has recently been changed.
18. The Desk Officer/TSA advisor/CTA/Counterpart has left.
19. The Director/CTA/Counterpart has not yet been appointed.
20. The counterpart staff is still in training/on fellowships
21. We're doing all right without one.
22. It's newer been tried before.
23. There must be an ulterior motive.
24. Who's trying to teach me my job?
25. That may work in any other organisation/region/country/technical field it will never work here.
26. I'm not convinced it will help.
27. "They" just want to "get us"
28. Think of the disruption it will cause.
29. It can't be done objectively.
30. It's too much trouble to change.
31. We've always done it this way.
32. We did what we said we'll do.
33. We executed what was in the Programme Document
34. We have already been evaluated.
35. We don't have any problems.
36. There's been a change in the government.
37. The financial crisis put us behind schedule.
38. We were just audited
39. The Ambassador says it's one of his/her best projects.
40. It's a pilot project
41. It's a model project
42. It's an experimental project.
43. The project is too young.
44. The project is almost over.
45. Construction has not been completed.
46. The equipment has not yet arrived.
47. The equipment has not yet been installed.
48. Legal status has not yet been provided.
49. We can't find the original workplan
50. I wasn't the responsible officer when the project started.
51. The government is satisfied with the project.
52. The government hasn't yet supplied its inputs.
53. The project is not evaluable.
54. We don't have the data.
55. The project design is too vague.
56. It's a local holiday.
57. It's the rain season
58. Let the Auditor General do it.
59. Outsiders won't understand the complexities.
60. We evaluate all the time ourselves.
61. I'm due for home leave.



Contributes to improved planning and design.

Evaluation can contribute to learning about development and point the way towards better design and planning of development interventions.



Helps hold authorities responsible.

Evaluation can provide information to civil society and the general public which can play an important role in holding public institutions and development partners accountable for development results.



Development evaluation is flexible.

Can be done throughout the programme life cycle.

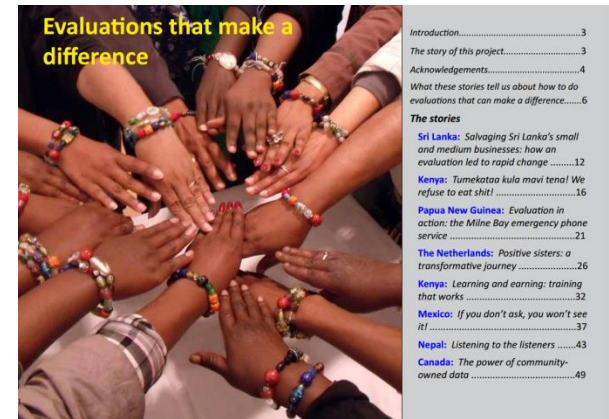
A variety of evaluation approaches available.

Can be adapted to fit a specific context.



What can support and guide us?

- Prove the utility! Evaluations that really led to change.
- The global evaluation movement
- SDGs and COP 21
- UN and NEC Bangkok declaration





Some key lessons

- Capacity development must be **owned and driven from within.**
- **There is no “blue print”:** While countries can learn from each other and build on international experiences and norms, each change process is different and must be tailored to fit local needs, context and interests.



African CoP on MfDR Annual Meeting



Some key lessons (continued)

- Evaluation capacity involves both **supply and demand**: capacity to produce quality evaluations and demand for evidence.
- Work on **institutional cultures and incentives** to address both.
- Need to look at the **evaluation system** – beyond individual evaluations, isolated skills, training.



Training in Lebanon/ Photo World Bank



Some key lessons (continued)



*Community radio programme, Senegal.
Photo/World Bank*

- Most countries now have **some capacity**, which is often under-used.
- **Build capacity by using it:** opportunities for participation in ongoing evaluations, i.e. collaborative or joint evaluations with international partners can build experience and skills.
- The ultimate goal is to meet **your organisation's learning and accountability needs.**



How can development partners support strengthening of evaluation capacities?

- **Taking action within a strategic framework**
 - Providing a clear strategic vision.
 - Making the context a starting point.
 - Taking partner ownership and leadership seriously.
- **Delivering effective support**
 - Aligning and co-ordinating support.
 - Translating policy aspirations into practice.
 - Making better use of technical assistance.
 - Focusing funding of international initiatives and events.
- **Focusing on results and longer term**
 - Being transparent, open and concerned about value for money.



DAC Evaluation Network is supporting the change agenda

- Broad agreement that evaluation capacity development needs to support the move towards country-initiated and led evaluations.
- Evaluation capacity development task team
- Sharing resources : evaluation plan inventory, DEREc, norms and standards for inspiration
- Networking

**Donor-centric,
imposed from
outside**

**Collaborative,
joint evaluation**

**Country
initiated, led,
beyond aid**

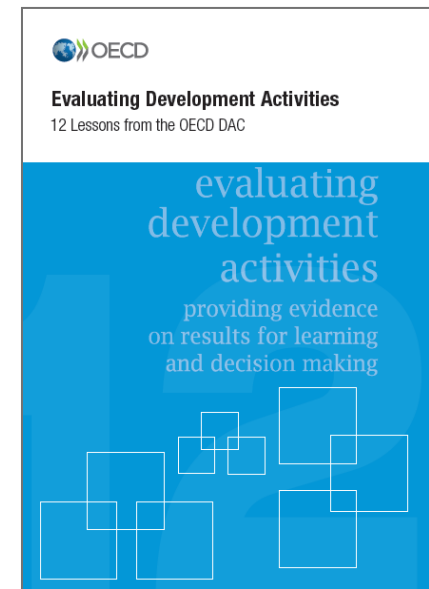




Strengthen the evaluation culture

12 lessons:

- The strategic framework for learning and accountability
- Delivering evaluations effectively
- Strengthening the culture of learning





Strengthen the evaluation culture

12 lessons:

1. Base development policy decisions on evidence
2. Make learning part of the culture of development co-operation
3. Define a clear role for evaluation
4. Match ambitions with adequate resources
5. Strengthen programme design and management systems
6. Ask the right questions and be realistic about expected results
7. Choose the right evaluation tools
8. Work together
9. Help strengthen partner country capacities and use them
10. Act on evaluation findings
11. Communicate evaluation results effectively
12. Evaluate the evaluators



Thank you!

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