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AFRICA EVALUATION INDABA

ONLINE SERIES

Finding a Way Together

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

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Centers for Learning on Evaluation and Results
ANGLOPHONE AFRICA

THE AFRICA EVALUATION INDABA

Over the years there having been growing calls to transform the evaluation landscape in Africa. But what exactly needs transforming? How is evaluation located within the historical context of asymmetrical global power relations and aid dependency? What needs to be done to dismantle the systems and structures so that evaluation does not become complicit in entrenching existing inequalities?

Over seven days in November 2020, through panel discussions and audience engagement, the seven-session webinar series aimed to critically reflect and build an understanding on what is meant by transforming evaluation, as well as to collectively agree on steps towards a realisation of a transformed evaluation practice for the African context.

The Africa Evaluation Indaba aimed to:

- Unpack what is meant by transforming evaluation practice, in the broader context of decolonial thinking and the dismantling of systems and structures of power, race, gender and class.
- Envision what a transformed evaluation practice would look like.
- Propose practical steps in transforming evaluation practice in Africa.

KEY MESSAGES OF THE AFRICA EVALUATION INDABA 2020

- **M&E in Africa needs to transform to transcend colonialism and its destructive effects.**
- **Made in Africa Evaluation (MAE) needs to do more to realise its potential and bolder action is urgently needed.**
- **The ways in which inequality is perpetuated in the evaluation economy need to be disrupted, especially with regard to commissioning practices.**
- **Ethical data governance is the next frontier and needs more concerted consideration.**
- **Climate proofing needs to be front and centre of innovations in M&E approaches, and driven through better adaptive management.**
- **Growing M&E communities of practice in Africa requires that engagement, collaboration and knowledge sharing be treated as important priorities.**

THE SESSIONS

Excellent presentations by experts and practitioners in the field were followed by animated audio and 'chat-box' responses from the many participants hailing from Africa and all over the world. The following themes were covered:

- **Session one:** Transforming evaluation: the race, power, gender and class struggle
- **Session two:** Debating Made in Africa Evaluation: taking the agenda forward; opportunities for Africa-rooted practices
- **Session three:** The Global Evaluation Initiative (GEI). Coordinated by the IEG of the World Bank and the IEO of UNDP
- **Session four:** Researching African Evaluation: Insights into the research on the African Evaluation Database (AfrED) Lessons learnt on quality, approaches, strategies, and funders of evaluations in Africa, as well as guidelines for future explorations
- **Session five:** Data governance in Africa: Responsible data in monitoring and evaluation
- **Session six:** Adaptive management and climate change
- **Session seven:** *Phambili Kunye* (Forward together): The long-term conversation and the road to development evaluation and training in Africa

SESSION ONE

TRANSFORMING EVALUATION: THE RACE, POWER, GENDER AND CLASS STRUGGLE

- **The structural inequalities around race, class, and gender that are rooted in colonialism persist in the evaluation field, and influence the systems and the methodology.**
- **Evaluation needs to transform. But what does this mean, and how is it done? CLEAR-AA wants to play a role as a transformative catalyst.**
- **Is there such as thing as an African, decolonised approach to evaluation?**

It is a troubling state of affairs. Most M&E knowledge is still commissioned, produced and consumed in Europe and North America. The wrong voices are telling the wrong stories. It is also perpetuated by African evaluators too – with so many colonial assumptions about race, class, gender, power, modernisation, dependency, and underdevelopment seeping into African M&E approaches and practices. The changes that the African M&E community is calling for are not being delivered. Important questions need to be asked: Who commissions evaluation? And for whom? What does transformation mean? Is there such as thing as an African, decolonised approach to evaluation?

All this is being made more visible during the Covid crisis. But this is also presenting an opportunity to Build Back Better.

There are different levels of transformation. For example, transforming methodological approaches could involve aligning them with sustainable development and the SDGs, climate-change responses, and social justice principles. But transformation

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at the deeper level is both necessary and more challenging. This involves addressing systems, systemic racism, structural power and asymmetries. Evaluation is value laden: the hegemonies of elites that are embedded within international development practice manifest in evaluation practice.

There is a need to train African evaluators, develop an African evaluation database, build institutions in Africa, and use networks to influence and collaborate.

So what can be done? There are some positive developments. Young, indigenous activists are already engaged in the transformation of evaluation, and participating more in scholarship and practice. They are comfortably wearing both their activist and evaluator hats. This needs to be built on, and concerted efforts to operate from an Africanist perspective need to be made. African people need to be trained in an Africanist approach. There needs to be rigorous self-criticism. African evaluators need to take up space and make their presence felt. They need to read, write, publish, showcase their work, and participate in conferences. 'They need to take their own chair to the table.'

The global South has to be centrally involved in any real efforts to transform evaluation: building bridges and networks inside and outside the field; transforming thinking about evaluation; adopting a flexible approach and refashioning existing tools; and using flexible methodologies that respond to different contexts and needs of particular communities. There needs to be a critical and creative approach. Local evaluators need to contribute to global research. The global North needs them, and they need to exercise the power that they have. Local evaluators need to be included as equal partners. African methodology needs to be included in terms of reference. There is a need to train African evaluators, develop an African evaluation database, build institutions in Africa, and use networks to influence and collaborate.

SESSION TWO

DEBATING MADE IN AFRICA EVALUATION (MAE): TAKING THE AGENDA FORWARD – OPPORTUNITIES FOR AFRICA-ROOTED PRACTICES

- **In spite of the progress, and the greater recognition of MAE – particularly in the last 20 years – it is still largely invisible and not occupying the central space that it should be.**
- **The general lack of culturally specific assessments has wide-reaching consequences: for communities that are not acknowledged and for the credibility and validity of evaluations.**
- **Bolder action is needed to develop practices to mainstream African approaches to make them methods of choice.**

The majority of evaluations on interventions in the global South are still commissioned by donors in the Global North: roughly 70% are international donors and 30% NGOs and governments. In the evaluation economy, international companies are contracted to perform evaluations, who then subcontract local African evaluators, often only for understanding the context and data collection. African evaluators and MAE remain largely remain invisible in data and reports. Most surveys are 100 percent from a Western perspective about what is being asked and how it is being asked. The commissioning guidelines of commissioning donors and agencies do not make mention of the MAE approach. In addition, the lack of culturally specific assessments leads to measurement disjuncture. People from marginal groups do not



receive credit for their knowledge, which leads to underreporting of what people know and miscategorisation. The most egregious consequence is that marginalized people must shift from their world view to fit into another and essentially alter their conception of who they are as people to participate in an assessment activity.

MAE has stated a compelling case and evolved the evaluation field in important ways. AfrEA has played a crucial role in disseminating research and ideas to stakeholders globally through contributions to the African Evaluation Journal, its own guidelines, and the provision of online training. But the operational space remains pretty unchanged.

African evaluators and the M&E community need to be more aggressive in persuading and lobbying donors and all stakeholders (including academics, philanthropists, the media and government) about the importance of MAE internationally and locally. They need to challenge the world view of international statisticians and theorists and demonstrate that if assessments are in misalignment with the population being served, this affects validity – the most important thing that needs to be ensured. If funders and donors are pushing approaches that are generating invalid data, they have to be called out. Donors and commissioning agencies need to be influenced to include MAE at the level of policy. Local evaluators also need to be persuaded. They need to decolonise their own mindset – African evaluators working for big agencies are often also in a colonial mindset. Evaluation design needs to change. They need to articulate and substantiate the validity of some indigenous practices and traditions such as story-telling, more participatory approaches, references to ancestry and other cultural practices. Simulated evaluations can be performed to showcase the argument for it, and MAE principles can be applied in evaluations even if they do not form part of the design.

At the level of the evaluation economy, African evaluators need to start operating beyond the subcontracting space, and be able to compete with international companies for the big contracts. Approaches to selection need to be scrutinised: How are evaluators hired? How is experience determined? Universities also need to play an important role in using and publishing valid results from indigenous contexts. Governments should recognise the value of evaluators in their own country, who need to be recognised as experts and leaders, not just research assistants. Young people need to be supported and encouraged. African evaluators need to write more, publish more, engage more with universities, and embed the principles and concepts of MAE in training programmes and higher education. CLEAR-AA can play a crucial role in advancing this agenda and in developing a community of practice.

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SESSION THREE

THE GLOBAL EVALUATION INITIATIVE (GEI)

This session marked the launch of the GEI and was coordinated by the Independent Evaluation Group (IEG) of the World Bank and the Independent Evaluation Office (IEO) of UNDP.

- **M&E is essential for governance and development of evidence-based policies; it's a powerful tool.**
- **Through its partnership model, GEI aims to facilitate optimal sharing and pooling of M&E resources.**
- **The Initiative provides an opportunity to Build Back Better after the disruption of the Covid-19 pandemic.**

GEI is an inclusive partnership responding to the global demand for better Monitoring & Evaluation. It aims to draw on the strengths of partnership and not function as a monolithic organisation. GEI is responding to old problems in new ways. It is working on the principle that M&E is essential for governance and the development of evidence-based policies. It is committed to promoting a culture of evaluation, and to provide guidance and support to strengthen systems and to support learning. It is an idea that has come of age to draw together diverse actors to work in a more coordinated way. It is to work towards closing the gap between the huge need for effective evaluation and limited resources. The core focus is on the country level – to adapt global knowledge to countries' own circumstances, environments and needs. M&E needs to be able to show governments the strengths and weaknesses of their programmes and interventions, whether the most vulnerable people and communities are being supported, and what is and is not working. It is an excellent tool for Building Back Better.

The GEI is connecting with a wide range of partners all over the world: donor agencies, other bilateral organisations, DFIs, and dedicated M&E organisations such as CLEAR-AA. All parties have ongoing capacity-building initiatives. The GEI in Africa will focus on responding to the local realities of countries and the sharing of expertise and leveraging local and global expertise.

Government evaluators from Benin, South Africa, Uganda and Cabo Verde gave accounts of the current challenges they face in the field of M&E. In Benin, the recent strengthening of the national evaluation system has been slowed down due to the disruptions caused by the pandemic; key among the challenges in South Africa is that when 'doing more with less', evidence is so important, and there is a need to take decisive action when evidence shows that something is not working; in Uganda, M&E systems are strong, though processes have been slowing down during the pandemic and resources are getting redirected – but the country is willing and able to share capacity and provide peer learning through the networks facilitated by the GEI; and Cabo Verde has recently transitioned to being a middle-income country, and is using its well-developed M&E system to reorientate itself to being less dependent on external funding.



Young and emerging African evaluators have an important role to play. The youth is one of Africa's greatest assets, and the number of young evaluators is growing. They can contribute to knowledge and to setting up and strengthening local systems and resources. GEI can also help them to strengthen their own networks.

Donor agencies (such as SIDA) and partners can also use GEI to improve local capacity development in evaluation. They can make sure that local evaluators are on their evaluation teams, include the strengthening of local M&E capacity development in their programmes, and through direct support. Evaluation is a key part of democratic governance, but it is often overlooked. GEI can help to foreground it, to strengthen the culture of evaluation and to respond more directly to local needs by supporting the shift form donor-driven to country-driven demand. Strong evaluation capacity is key to the follow-up agenda of 2030. Ultimately, the expectation is that GEI contributes demonstrably to better lives of poor and vulnerable people.

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Regarding strengthening local evaluation capacity, the WFP has actively introduced more local evaluators into its programmes in sub-Saharan Africa – with local evaluators very active in South Africa, Namibia, Benin and Lesotho.

In line with the objective of evaluation contributing to democratic governance, GEI can also help to build M&E in governments' planning processes and in civil society.

SESSION FOUR

RESEARCHING AFRICAN EVALUATION: INSIGHTS INTO RESEARCH ON THE AFRICAN EVALUATION DATABASE (AFRED) LESSONS LEARNT ON QUALITY, APPROACHES, STRATEGIES, AND FUNDERS OF EVALUATIONS IN AFRICA, AS WELL AS GUIDELINES FOR FUTURE EXPLORATIONS

- **So much research and scholarship done on the continent is invisible. International databases underreport publications from the continent, and African science is often unseen.**
- **The AfrED database was constructed in response to this, with three chief objectives: improving the visibility and accessibility of African scholarship, evaluation training, and advancing scholarship in the field.**
- **Once scholarship is visible and accessible it becomes an extremely useful tool for education and training.**

AfrED is a database initiative jointly developed and run by the Centre for Research on Evaluation, Science and Technology (CREST) at Stellenbosch University, and CLEAR-AA at the University of Witwatersrand. The AfrED project started in 2017 and is flourishing as a centralised repository of evaluation reports and journal articles on M&E. The database was constructed for three chief purposes: for visibility, evaluation training, and advancing scholarship. The objective of the database is to curate and secure data and documents to ensure

that nothing gets lost, and to make visible indigenous evaluations and institutions that can be difficult to find. Once scholarship is visible and accessible it becomes an extremely useful tool for education and training. The idea is for students to look at African examples of case studies and examples that are more relevant to African challenges.

Authors do not always self-identify as evaluators. The aim is to publish more in peer-reviewed journals. The AfrED team are looking at a roughly 15-year time horizon to develop the resource at a granular level, and it will be completely open access. AfrED is an important platform for promoting and accessing peer-reviewed work. The best evaluation reports can be highlighted. Another plan is to put up a blogspace describing research and findings.

How do organisations develop standards for evaluation? How is evaluation reporting regulated? How do the commissioners of evaluation ensure the quality of their evaluations reports? Why is there such a small number of African evaluators?

Currently the database is housing 4,068 documents (849 articles, 3,029 reports, and 190 postgraduate theses). It is linked in real time to the underlying database, offering basic and advanced search functions. Searches can be performed through metadata (author, topic, country, titles, date) as well as research questions. It is possible for users to save and export research results, and all reports and theses have been downloaded and saved on the server. Over time, scholarship from many other African universities will be included.

The database is particularly useful for conducting sectoral syntheses – such as health and water – to see how patterns of evaluation are shaped across sectors. It can be useful for providing data on who commissions and manages evaluations, and to see the specific tools, approaches and methods used. Masters and PhD students can use the database for research to answer some of the key academic questions that are being asked. Many are addressed in the book The evaluation landscape in Africa, published by CLEAR-AA in 2019. Other crucial questions are: How do organisations develop standards for evaluation? How is evaluation reporting regulated? How do the commissioners of evaluation ensure the quality of their evaluations reports? Why is there such a small number of African evaluators?

How the database gets used in the M&E field and its value for education and training will prove its importance. African governments, development partners and civil society need to draw on AfrED to improve and strengthen national evaluation systems. CLEAR-AA itself and the wider academic community need to use AfrED to build on existing research and to continue to put Africa on the map in relation to evaluation practice. A growing Afrocentric body of knowledge, and writing and publishing need to emanate from its use.

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SESSION FIVE

DATA GOVERNANCE IN AFRICA: RESPONSIBLE DATA IN MONITORING AND EVALUATION

- **Ethics is at the heart of responsible data management. Data ethics involve the issues of data privacy, data security, data governance, and data sharing.**
- **There needs to be an exploration into how M&E practitioners can improve data management and how they can play a role in improving data governance practices at the institutional and national levels.**
- **Key issues are the understanding of privacy laws, research ethics, managing consent, protecting data along the lifecycle and the increasing use of non-traditional data sources.**

Data is the new oil. Responsible data use and data governance are vital. With such an abundance of data and such a diversity of sources and methods, ways of determining the quality and validity of the data encountered need to be identified; the effects of biases arising need to be mitigated; how the data collected are processed and used needs to be considered; and standards and protocols need to be put in place. There can be a tension between responsible data governance and client requirements. The whole ecosystem needs to have a common understanding about standards and protocols.

It is crucial to observe ethical practice at all stages of the data lifecycle: design and planning, collecting and accessing, transmitting and storing, cleaning and analysing, sharing, visualising and communicating, and retaining, maintaining and destroying. There need to be parameters that ensure users are ethical, fair and utility focused, with the ethical element at the heart of it. Priority areas and gaps in the practical aspects of responsible data management need to be identified, as do data governance processes that improve accountability. There need to be clear principles that ensure the safeguarding of all individuals – particularly children and the most vulnerable people in society.

Good-quality data collections can be used to inform government policy-making and target-setting. But this involves abiding by laws and regulations and working in line with the ethics of responsible governance. When sharing data with other departments and organisations, there need to be agreements around how data will be used and the conditions of sharing.

There is growing interest in the big data economy, but the implications of using social platform data and big data are not always understood. The challenges of big data, such as algorithms and machine learning need to be studied and addressed. Because of the rapid scale and speed of data generation it is easy to get lost.

It is crucial to observe ethical practice at all stages of the data lifecycle: design and planning, collecting and accessing, transmitting and storing, cleaning and analysing, sharing, visualising and communicating, and retaining, maintaining and destroying.

Improving data governance forms a key part of the drive to make evaluation more fit for purpose. With ethics at the heart of responsible data governance, what does it mean to be an ethical practitioner in Africa and how is the field built appropriately?

It is also necessary to look at how to leverage the power of non-traditional data sets, such as social media, apps, blogs, sensors, satellites. This makes it possible to get more data in real-time, and can be used to enhance public decision-making – in crucial areas such as food security, public health and disaster management. This frequently involves partnering with the private sector. Ethical and safeguarding issues when interfacing with social media platforms need to be addressed. The issue of consent is a crucial one. There needs to be a balance between the more granular data where there needs to be more accountability, and more aggregated data, where individuals are more protected

Improving data governance forms a key part of the drive to make evaluation more fit for purpose. With ethics at the heart of responsible data governance, what does it mean to be an ethical practitioner in Africa and how is the field built appropriately? CLEAR-AA is a committed convenor and steward in this space. Responsible data governance needs to be included in the data training programme. CLEAR-AA is developing a user guide that can cater for beginners in the field as well as sophisticated practitioners. This is a challenge because of Africa's diversity and complexity but is an important part of building a community of practice.

The RDiME Alliance: A community of practice at work

The *RDiME Alliance* is a community of practice that will work on data governance in the African continent. A working group has been set up and is in the process of developing a practice guide for good data governance, with a focus on Monitoring and Evaluation (M&E). It is part of a CLEAR-AA and MERL Tech initiative to convene a group of interested M&E professionals and data governance experts in order to dig deeper into this topic and to work together to provide guidance for evaluators related to responsible data governance and management. It builds on discussions that CLEAR-AA and MERL Tech hosted in June 2020 about responsible data, remote monitoring, and the use of administrative data during Covid.

SESSION SIX

ADAPTIVE MANAGEMENT AND CLIMATE CHANGE

- **M&E should produce timely data on the effects of climate change, which can be used to inform governments' policies and actions to manage and mitigate the effects.**
- **There needs to be an emphasis on the learning element of M&E, involving a move from single-loop learning to double- and triple-loop learning.**
- **Adaptive management programmes need to be integrated into the processes of sectors and local communities that bear most of the brunt of climate change on a daily basis.**

Key elements of adaptive management for climate change are learning and flexible M&E plans. To ensure the best ways of providing rapid feedback there needs to be a flexible and iterative approach to the way questions and problems are defined, framed and described, and also to understanding causes, reporting, synthesizing and determining the nature of appropriate support. There is more of an emphasis on learning, as opposed to more mechanistic reporting requirements against set targets and indicators. Evaluation involves an ongoing enquiry into the relevance and appropriateness of interventions.

In 2020 CLEAR-AA carried out a study to explore how data and evidence are being used for climate change management in Tanzania, Uganda and Zambia. Key study findings were:

- There was limited development of national adaptation policies, strategies and frameworks to support adaptive management of climate change.
- There was poor integration and mainstreaming of climate change adaptation into national development planning processes.
- Adaptation decision-making is not shared across government departments, communities and other stakeholder agencies.
- Overall there is limited collaboration and coordination; generally the state's capacity to plan, finance and implement adaption is weak.
- There is a limited capacity to generate technical information.
- Data sources are very fragmented; M&E systems are designed more for accountability rather than active and iterative learning.
- There is often a disjuncture in the understanding of values and goals among different stakeholders and technical experts that could clash with traditional beliefs and indigenous knowledge systems.

Recommendations for better adaptive management would include: strengthening state leadership to promote better collaboration; developing adaptive management programmes and policies with theories of change that outline appropriate adaptive management actions to be implemented by relevant stakeholders for coping with the challenges presented by climate



M&E needs to change to better support adaptive management of climate change interventions. Adaptive management should be the collective work of national government, stakeholders from all sectors and local communities.

change; and improving collaborative learning. There needs to be an integration of indigenous knowledge systems and contextual community information into the information matrix for climate change. And overall, country M&E systems need to be strengthened.

M&E needs to change to better support adaptive management of climate change interventions. Adaptive management should be the collective work of national government, stakeholders from all sectors and local communities. There needs to be a collaborative response to climate change challenges. The adaptive management programmes need to be monitored and evaluated to ensure the responses are appropriate to the huge challenges that climate change is presenting. Climate change, and related evidence and evaluation need to occupy a more central position and be embedded in governments' policies and programmes. Evaluators need to better understand policymaking and be assertive in entering into this space. M& E needs to be 'de-bureaucratised' and 'de-institutionalised' to challenge the status quo, rather than perpetuate it.

An excellent resource that deals with these issues is *Using evidence in policy and practice* (Goldman and Pabari).

Organisations like CLEAR-AA can document good examples and help people navigate through the often overwhelming volume of knowledge.

SESSION SEVEN

PHAMBILI KUNYE (FORWARD TOGETHER): THE LONG-TERM CONVERSATION AND THE ROAD TO DEVELOPMENT EVALUATION AND TRAINING IN AFRICA

This session brought the Indaba to a close. It included: emerging young evaluators and a representative from the South African Monitoring and Evaluation Association (SAMEA) recapping the previous sessions and highlighting the key takeaways; a commissioner from the World Food Programme giving insights into Africa evaluation from the perspective of a large commissioning agency; participants being given an opportunity to share insights and ideas; a presentation on CLEAR-AA's Development Evaluation in Africa Training programme; and the session ending with the CLEAR-AA director asking for concrete suggestions for taking the MAE Agenda forward.

Action steps! Viva! Forward! Phambili!

- Move out of your comfort zone, take up space and be prepared to take risks.
- Bring donors and development partners on board to ensure that M&E occupies a more central space.
- Determine and advance the research agenda that closes any identified gaps.
- As part of the activism role ensure that crucial developmental issues are being addressed – such as climate change.



- Continue to foreground the MAE agenda, busting myths and ensuring culturally sensitive approaches.
- Continue having dialogues like this.
- Commissioners need to consider the procurement of regulators.
- Evaluation needs to be seen and understood as part of a complex system of governance including planning, policy and results based management.
- Knowledge of and sensitivity to the country context is key to successful outcomes.
- Some UN agencies (mainly from Africa and the Middle East) are insisting on the inclusion of young and emerging evaluators in evaluation teams.
- There must be concerted efforts for collaborations with francophone Africa (specifically Clear-FA).
- The current climate emergency needs to be tackled head-on: there is a ten-year window for avoiding the most catastrophic consequences.

MESSAGE FROM AN EVALUATION COMMISSIONER

Commissioners should be open to innovation and new ways of doing things. But evaluators need to demonstrate that the new approach in design and methodology is justified and valid. Evaluation practice is like any other professional labour market, made up of a number of players (individual evaluators, evaluation firms as businesses, funders of evaluations, independent researchers, higher education institutions, and advocates, activists and VOPEs). Commissioners (for example in the UN universe where so much money is spent on programmes) do not really care about where their evaluators come from – they just want to know they are the best. So African evaluators need to demonstrate that they are the best in a particular market, and then they will get work. They need to counter any negative perceptions that their work could in any way be less than the best.

CLOSING REMARKS FROM DUGAN FRASER, DIRECTOR OF CLEAR-AA

Evaluation needs to be reinvented, with new energy that envisages an evaluation that is decolonised, fit for purpose, that responds appropriately to the climate emergency. To do this, the conversation needs to keep going through monthly discussions, ongoing and well-sequenced indabas, bringing in EvalYouth, AfreA and all other stakeholders.

Coaching and mentoring programmes to develop a new cohort of young black African evaluators need to be implemented, together with the provision of support for professional practice and leadership in the field. Africa-rooted stories, approaches and methods need to be documented.

There needs to be space for making mistakes and learning from them.

And CLEAR-AA is here to help make all this happen!

‘Build our capacity to decolonise our vision of tomorrow. Free our future from our experience of yesterday.’

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WEBINAR SPEAKERS

Session 1

Candice Morkel: Deputy Director, CLEAR Anglophone Africa

Khalil Bitar: EvalYouth Global Network Chair

Mjiba Frehiwot: Research fellow at the Institute of African Studies at the University of Ghana

Session 2

Mokgophana Ramasobana: Independent Consultant

Adeline Sibanda: Managing Consultant at ADESIM Developments

Nozipho Ngwabi: Evaluation Researcher at CREST Stellenbosch University

David Sul: Founder and Principal of Sul & Associates International

Session 3

Alison Evans: Director-General, Independent Evaluation Group, World Bank Group

Oscar Garcia: Director, Independent Evaluation Office, UNDP

Anthony Okoto Ose: Minister for Monitoring and Evaluation, Ghana (recorded video message)

Carla Alexandra Oreste do Rasário Fernandes Louveira: Vice-Minister of Finance of Mozambique (recorded video message)

Rossetti Nabbumba Nayenga: Deputy Head and Technical Monitoring Officer (Agriculture) of the Budget Monitoring and Accountability Unit, Government of Uganda

M. Abdoulaye Gounou: Head of the Office for the Evaluation of Public Policies and Analysis of Government Action of Benin

Gilson Pina: National Director of Planning, Ministry of Finance from Carbo Verde

Pernilla S. Rafiqui: Research Advisor, Swedish International Development Association (SIDA)

Godfrey Mashamba: Director-General (DDG), Evaluation, Evidence and Knowledge Systems, Department of Planning, Monitoring and Evaluation (DPME)

Fazeela Hoosen: Co-chair, AfrEA YEE Network

Sarah Longford: Deputy Director, Department of Evaluation, World Food Programme (WFP)

Session 4

Steven Masvaure: Research and Learning Programme Lead, CLEAR-AA

Takunda Chirau: Evaluation Systems Programme Lead, CLEAR-AA

Johann Mouton: Director of the Centre for Research on Evaluation, Science and Technology at Stellenbosch (CREST), Stellenbosch University

Nozipho Ngwabi: Evaluation Researcher at CREST, Stellenbosch University



Session 5

Jerusha Govender: Founder and Manager Data Innovator, Trialogue

Monet Durieux: Senior Associate, Genesis Analytics

Linda Raftree: Independent Consultant and Co-Founder, MERL Tech

Talitha Hlaka: M&E Communications Officer, CLEAR-AA

Ilse Flink: Researcher, VVOB, Rwanda

Jessica Musila: Founder and Lead Consultant, Shomer consulting, Kenya

Desiree Jason: Director for Policy and Programme Evaluation, National Department Social Development

Rachel Sibande: Programme Director, Data for Development, United Nations Foundation

Session 6

Dugan Fraser: Director, CLEAR-AA

Patricia Rogers: Chief Executive Officer at Better Evaluation

Steven Masvaure: Research and Learning Programme Lead, CLEAR-AA

Session 7

Dugan Fraser: Director, CLEAR-AA

Rhoda Goremucheche: Capacity Strengthening Programme Lead, CLEAR-AA

Grace Igweta: Regional Evaluation Officer, WFP

Siyabonga Sibiya: Researcher, CLEAR-AA

THE WRITING COMPETITION

At the Indaba participants were invited to produce a 600-word opinion piece on one of the following topics:

- What does a transformed African evaluation practice look like to you?
- Can you "train" evaluators in Made in Africa Evaluations (MAE)– and what should such a curriculum contain?
- What conversations should we be (but are not) having around transforming evaluation in Africa?
- What are some practical steps we can take towards transforming evaluation practice in Africa?

Submissions were judged on originality, quality and whether the ideas could be viable contributions to Made in Africa Evaluation. The three finalists were:

- **Gculisile Khumalo** – A preview of a transformed African evaluation practice: A transition from a standardised evaluation practice
- **Taruna Gupta** – Get a seat at the table
- **Ncamiso Khanyile** – Transforming Evaluation in Africa: some practical steps