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2018 Annual Report

CLEAR-AA

2018

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Centers for Learning on Evaluation and Results

ANGLOPHONE AFRICA

ANNUAL REPORT

2018



CLEAR ANGLOPHONE AFRICA (CLEAR-AA)
ANNUAL REPORT 2018

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Centers for Learning on Evaluation and Results
ANGLOPHONE AFRICA

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Abbreviations and acronyms

3ie	International Initiative for Impact Evaluation
ACBF	African Capacity Building Foundation
ACEPA	African Centre for Parliamentary Affairs
ADB	Asian Development Bank
AEN	Africa Evidence Network
AfDB	African Development Bank
AFIDEP	African Institute for Development Policy
AfrEA	African Evaluation Association
AfrED	African Evaluations Database
APNODE	African Parliamentarians' Network on Development Evaluation
AULA	African Union Leadership Academy
CALS	Centre for Applied Legal Studies
CLEAR-AA	Centre For Learning on Evaluation and Results – Anglophone Africa
CLM	Faculty of Commerce, Law and Management (University of the Witwatersrand)
CoGHSTA	Limpopo Department of Cooperative Governance; Human Settlement and Traditional Affairs
CSO	civil society organisation
DETPA	Development Evaluation Training Programme in Africa
DFAT	Department of Foreign Affairs and Trade, Australian government
DfID	Department for International Development
DSD	Department of Social Development (South Africa)
EALA	East African Legislative Assembly
ECD	evaluation capacity development
ECOWAS	Economic Community of West African States
EDP	Enterprise Development Programme
ETDP	Education, Training and Development Practice SETA
GAAP	generally accepted accounting principles
GIMPA	Ghanaian Institute of Public Management and Administration
HEI	higher education institution
HWSETA	Health and Welfare Sector Education and Training Authority
IDB	Inter-American Development Bank
IDC	Industrial Development Corporation
IEG	Independent Evaluation Group
ITAD	Monitoring and Evaluation for International Development
LDARD	Limpopo Department of Agriculture and Rural Development
LEDA	Limpopo Economic Development Agency
LEDET	Limpopo Economic Development, Environment and Tourism
M&E	monitoring and evaluation
MAE	Made in Africa evaluation
Mancom	management committee
MDTF	multi-donor trust fund
MOOC	massive open online course
NEF	National Empowerment Fund
NEP	national evaluation policy
NES	National Evaluation Systems
NYDA	National Youth Development Agency
OTP	Office of the Premier
PAP	Pan African Parliament
RAC	regional advisory committee
RBM	results-based management
SAMEA	South African Monitoring and Evaluation Association
SDC	Swiss Agency for Development and Cooperation
SEBS	School of Economic and Business Science
SEDA	Small Enterprise Development Agency
SEFA	Small Enterprise Finance Agency
SEP	Supporting Evaluation Practice
SETA	Sector Education and Training Authority
SIDA	Swedish International Development Cooperation Agency
SKMAR	Strategic Knowledge Management and Research
SLO	Strengthening Legislative Oversight
TA	technical assistance
TETA	Transport Education and Training Authority
ToC	Theory of Change
UCDG	University Capacity Development Grant
Unicef	United Nations International Children's Emergency Fund
VOPE	volunteer organisation for professional evaluation
WACIE	West Africa Capacity-building and Impact Evaluation
WBG	World Bank Group
WFP	World Food Program
WITS	University of the Witwatersrand
WSG	Wits School of Governance



FOREWORD

Professor Imraan Valodia

The progress made by CLEAR Anglophone Africa (CLEAR-AA) in recent years demonstrates its commitment to evaluation capacity development and promoting the use of evaluation evidence to improve programme performance with a particular emphasis on trying to expand this work into the region. The University of the Witwatersrand (Wits) has nevertheless decided to shift the focus of the centre going forward. University management and the advisory board agree that CLEAR-AA's activities should be better integrated into the university's vision of becoming 'A leading world-class research-intensive university, firmly embedded among international top league universities, by 2022.' Although we now envisage a more academic focus for the centre, its engagement in the region will continue.

In the year that has passed, I have shared the university's vision for CLEAR-AA to become a centre of excellence in training and research on monitoring and evaluation (M&E). CLEAR-AA is beginning to lay down strong foundations towards this vision in the following ways:

1. **A four-year research strategy** that will help increase the level of cutting-edge research.

2. **Partnerships with schools and faculties at Wits** to integrate our M&E training programmes across disciplines.

3. **Growing CLEAR-AA's short-course offerings** in professional development in the field of monitoring and evaluation.

4. **Knowledge management and development of new data and related resources in monitoring and evaluation.** For example, we have procured a digital library system that holds 2,600 evaluations across ten countries over twelve years, which will be a great resource for M&E students.

5. **A range of strategic institutional partnerships across the region** that draw from higher education institutions, through government M&E coordination units, to professional bodies of evaluators and development agencies. Professional networks such as the South African Monitoring and Evaluation Association (SAMEA), the African Evaluation Association (AfrEA) and the African Parliamentarians' Network on Development Evaluation (APNODE) also form part of CLEAR-AA's spectrum of partners and allow the centre to collaborate with other reputable institutions. These networks are critical to disseminating the learning and knowledge products emerging from CLEAR-AA's programmatic work.

I am confident that the foundational steps being taken in these five domains will position CLEAR-AA and the University of Witwatersrand as thought leaders in monitoring and evaluation studies. Becoming a recognised centre of excellence in how evidence from M&E influences public policy will help address sustainability challenges.

I would also like to thank all the staff who have worked so hard to build CLEAR-AA. Change is always unnerving and the board has endeavoured to engage with staff to find the best way to build the organisation. I am grateful for the dedication of all the CLEAR employees who continue to manage these changes smoothly. It is the enthusiasm and vision of the people who carry out the day-to-day work of the organisation that will ensure its continued growth and success.

Professor Imraan Valodia

Chairperson of the CLEAR-AA Advisory Board

Dean: Faculty of Commerce Law and Management (CLM), University of the Witwatersrand



DIRECTOR'S REPORT

Dr Laila Smith

CLEAR-AA provides high-quality, cost-effective research, diagnostics, technical assistance and capacity-building programmes. The centre provides these services through four strategic business lines: National Evaluation Systems (NES), Supporting Evaluation Practice (SEP), Strengthening Legislative Oversight (SLO) and Strategic Knowledge Management and Research (SKMAR).

What we see emerging from CLEAR-AA's programmatic work in furthering the institutionalisation of M&E is:

- An understanding of an African evaluation capacity development (ECD) ecosystem and how strategic stakeholders within it relate to one another through evaluation functions.
- The nature of emerging national evaluation systems in Africa and the engagement strategies needed to support them.
- Growing consensus among higher education institutions (HEIs) on the key competencies needed to support professional pathways and play a role in building post-graduate offerings that speak to these M&E skills.
- The role of African parliaments and parliamentarians in supporting an enabling environment for national evaluation systems.
- The steps to drive organisational reform through use of evaluation findings and innovative methodologies to carry out evaluations in Africa.

The CLEAR-AA Annual Report 2018 includes testimonials to the evidence above, reflecting a deepening in our understanding of the ECD ecosystem.

The past year has been a milestone in the development of the CLEAR-AA centre. As we continue to build capacity for better decision-making in the region, we ended the year by completing CLEAR-AA's five-year regional strategy. Guided by the principles of outcome-mapping, the centre enhanced its partnership framework to improve collaboration on how our partners can use centre interventions to influence change at a systems level.

CLEAR-AA tested various conceptual models across the continent in the process of developing a regional strategy. After significant work with East- and West-African parliaments, testing diagnostic tools in five countries (Kenya, Uganda, Zambia, Rwanda and Ghana), and running civil society organisation (CSO) workshops in three of these countries to ascertain the entry points for civil society into national evaluation systems, CLEAR-AA settled on a strategic approach to expanding its outreach into the region in a manner that reconciles its impact with sustaining its survival.

The CLEAR-AA Regional Strategy (see Figure 1) optimises finite financial resources and staff capacity and works intensively with two to three selected African countries that demonstrate the potential to move forward with developing their national evaluation systems.

This concentrated engagement draws from all four business lines and weaves together CLEAR-AA's various tools and methods into a multi-year country programme. This effort is embedded in a relationship approach across key country stakeholders and is the model CLEAR-AA feels will best harness the behaviour change needed to make evaluation systems work effectively. This approach also has the potential to promote invaluable learning from practice and to feed it into the CLEAR-AA research agenda (2019–2022).

Complementary to this deep dive is working in a bounded manner with countries that are already some way towards developing an NES and have identified specific capacity gaps that CLEAR-AA can help tackle through selected product and service offerings.

In order to disseminate its learning and enhance its influence from these country engagements, CLEAR-AA will continue to work with established regional networks, such as the African Parliamentarians' Network on Development Evaluation (APNODE), Twende Mbele and the African Evaluation Association (AfrEA), and multilateral institutions such as the World Food Program (WFP) and the United Nations International Children's Emergency Fund (Unicef).

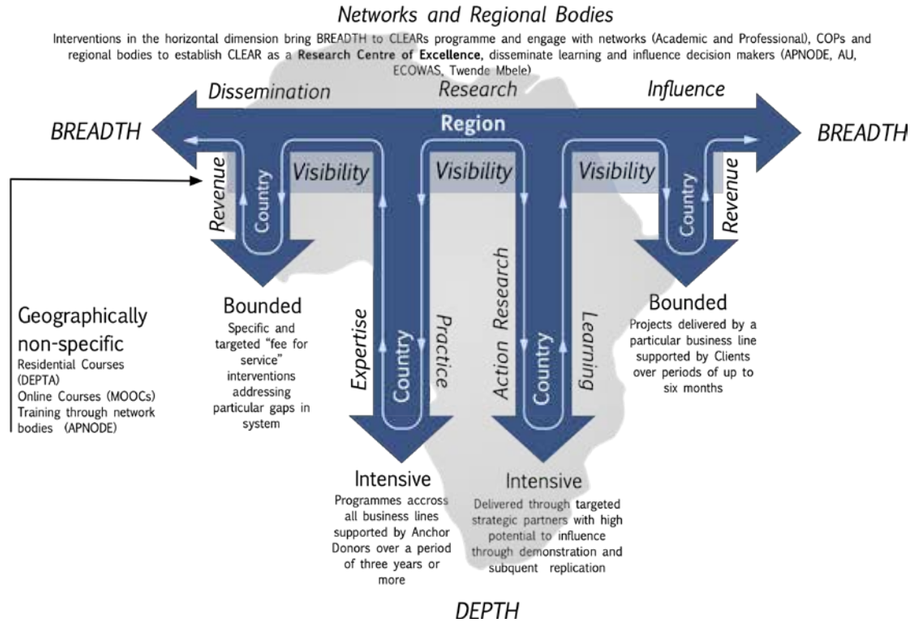


FIGURE 1: A snapshot of CLEAR-AA's Regional Strategy

We are blessed to be working in an emergent discipline within a continent that is growing in leaps and bounds in learning how to use evidence from M&E to better inform decision-making. While the last year has been trying on the CLEAR-AA team due to sheer exhaustion from exploration and experimentation, the outcomes, as you will see in this report, have been significant.

The conceptual leaps and testing of models and tools across a wide array of countries have allowed us to end 2018 with a sense of confidence that CLEAR-AA can make its mark in cutting edge practice that informs new knowledge contributions to this field.

Dr Laila Smith

February 2019

2018 AT A GLANCE

A timeline of business-line outputs

NES

NATIONAL EVALUATION SYSTEMS

SLO

STRENGTHENING LEGISLATIVE OVERSIGHT

SEP

SUPPORTING EVALUATION PRACTICE

SKMAR

STRATEGIC KNOWLEDGE MANAGEMENT AND RESEARCH

JANUARY

FEBRUARY

Workshop on CSO–government collaboration to understand how CSOs can help strengthen South African national and sub-national M&E systems.[1]

MARCH

Fieldwork starts for a **diagnostic study** to scope the state of national evaluation systems in Rwanda, Ghana, Zambia, Kenya and Uganda.

High-level dialogue with Pan African parliamentarians fosters a long-term collaboration to provide technical assistance to improve their capacity to track progress of parliamentary portfolio committees.

Scoping regional partners for parliamentary work in East Africa, and in Rwanda, Kenya and Tanzania.

APRIL

27 M&E officers from the Department of Social Development (DSD, South Africa) trained in **results-based management (RBM)**.

MAY

Comparative analysis with Twende Mbele of the national evaluation plans of Zimbabwe, Nigeria, Uganda, Kenya and South Africa.

JUNE

Write-shop to help draft a national evaluation plan for Ghana. CLEAR-GIMPA[2] helps coordinate a steering committee to conclude the draft.

JULY

AUGUST

Inception workshop for the East African Peer Learning Programme with parliamentarians from Kenya, Rwanda, Uganda, Tanzania and South Africa.

Training on oversight and use of gender and empowerment indicators in evaluations in partnership with ACEPA and UN Women at the 4th APNODE AGM in Libreville, Gabon.[6]

Development concluded of an executive NES course to be offered to government M&E officers, CSOs, VOPEs[3] and training providers.

Fieldwork commences for COMPASS, an annual index of the status of NESs of Rwanda, Uganda, Kenya, Zambia, Ghana, Tanzania and South Africa.

SEPTEMBER

Theory of change workshops in Rwanda and Uganda to develop a change process for the role of CSOs in national evaluation systems.

ECD[4] ecosystem-mapping workshops in Rwanda and Uganda to identify stakeholders in national evaluation systems.

Evidence-mapping project on prevention of violence against women and children in South Africa for researchers, government and CSOs.

East African regional planning workshop for joint development of training approaches to strengthen African parliamentary M&E systems.

Theory of Change workshop for CSOs in Kenya, to strengthen their role in the national evaluation system.

Co-coordinates streams on the ECD ecosystem, and the judiciary, executive and legislators, in preparation for the 9th International AfrEA Conference to be held in Ivory Coast in March 2019.

Workshop hosted by M&E focal points of EALA and ECOWAS to **foster cross-learning on M&E frameworks in African parliaments**, and enhance internal capacity for evidence-use.

Presentation on the objectives and mission of CLEAR-AA at the ECOWAS[5] Parliament in Abuja, Nigeria.

CLEAR-AA hosts a **parliamentary reflection session** that includes knowledge production and ecosystem-mapping of capacity-building stakeholders. Partners include AFDB, APNODE, ECOWAS, Twende Mbele, and parliaments of South Africa and EALA. ACEPA and AFIDEP.[7]

OCTOBER

CLEAR-AA agrees to implement a **full capacity-development cycle in collaboration with GIMPA** in the Ghanaian and ECOWAS parliaments.

Write-shop to review a draft evaluation curriculum developed with academic experts from six African universities.

ECD workshop for the Zambian public service with selected HEIs, Unicef Zambia and the Zambian Ministry of National Development Planning.[8]

CLEAR–GIMPA's post-graduate diploma in M&E admits 67 students in two batches from Ghana, Togo and the Gambia.

M&E framework for the university capacity development grant (UCDG) developed to guide technical support to Wits.

CLEAR–GIMPA launches a post-graduate degree in M&E, the first of its kind in West Africa in English.

NOVEMBER

Delivery of TOCx, a **Theory of Change (ToC)** course on the MOOC platform attracts 2,540 participants.[9]

Second DETPA, an annual 2-week training programme designed and delivered by CLEAR-AA for M&E practitioners, scholars, government officials and development partners involved in conducting and commissioning evaluations.[10]

39 academics from 11 countries and 23 universities attend a **write-shop** in Accra, Ghana **to review the first draft of the harmonised M&E curriculum for African universities**.

RBM training on the edX-managed MOOC platform to address the growing demand for M&E training in the region with 4,813 participants in the RBME101x course.

Harmattan School (Ghanaian version of DETPA) organised by CLEAR-GIMPA for focal M&E persons in the ministries and selected agencies has 55 participants.

Organisational research agenda to identify appropriate research themes, to fulfil the mandate of TETA.

Participation in **Joint Evaluation for Better Capacity workshop**, hosted by WFP in South Africa.[15]

DECEMBER

Training on building evaluation capacity at NES level to improve voluntary national reviews (VNRs) at the AU[11] in Addis Ababa, Ethiopia with representatives from 18 African countries responsible for implementation of VNRs.

Invited by Wits School of Public Health to jointly design a curriculum for a degree in Health Systems Management for 2nd-year students. Course outlines, outcomes and approaches are completed.

JANUARY

FEBRUARY

MARCH

Workshop for each of 9 **SA** provinces to help transport sector stakeholders prepare their skills plans for **TETA**.[12]

Conceptual framework, diagnostic instruments and reporting templates developed for national evaluation systems.

APRIL

MAY

Collaborative fieldwork with ITAD[13] starts in Kenya, Tanzania and Uganda **for evaluation of the Hewlett Foundation's transparency, participation and accountability strategy.**

JUNE

JULY

Finalisation of TETA's Sector Skills Plan to be used to allocate funding for skills programmes in the transport sector.

AUGUST

Evaluation of Limpopo Economic Development Agency (LEDA), commissioned by the Office of the Premier in Limpopo, to assess if development objectives for supporting SMMEs in the tourism industry had been met.[14]

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

1) **CSO:** civil society organisation 2) **CLEAR–GIMPA:** A partnership between CLEAR and the Ghanaian Institute of Public Management and Administration 3) **VOPE:** volunteer organisation for professional evaluation 4) **ECD:** evaluation capacity development 5) **ECOWAS:** Economic Community of West African States

6) **ACEPA**: African Centre for Parliamentary Affairs; **APNODE**: African Parliamentarians' Network on Development Evaluation 7) **AFDB:** African Development Bank; **EALA:** East African Legislative Assembly; **AFIDEP:** African Institute for Development Policy

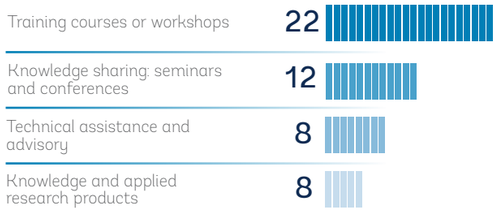
8) **HEI**: higher education institute; 9) **MOOC**: massive open online course; 10) **DETPA:** Development Evaluation Training Programme in Africa; 11) **AU:** African Union

12) **SA**: South Africa; **TETA:** Transport Education and Training Authority 13) **ITAD:** Monitoring and Evaluation for International Development 14) **SMME:** small, medium and micro-sized enterprises 15) **WFP:** World Food Program

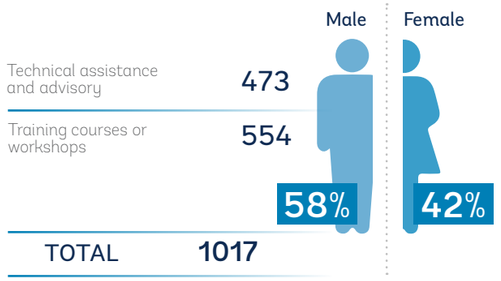
Key outputs in 2018

This infographic summarises the outputs generated by activities and interventions completed by CLEAR-AA in the course of the year. The graphics show the number of activities or interventions, participation disaggregated by type, gender and stakeholder type and the average rating out of 5.

ACTIVITIES AND INTERVENTIONS

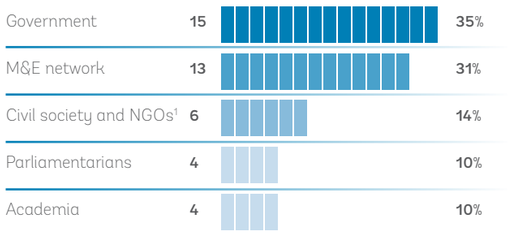


PARTICIPATION

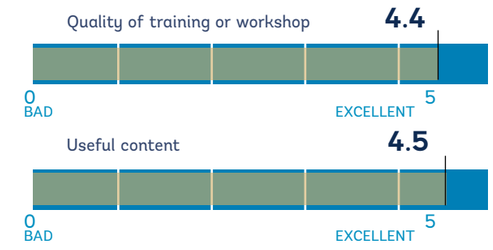


DISTRIBUTION BY CONSTITUENCY

M&E activity by stakeholder type



STAKEHOLDER RATING



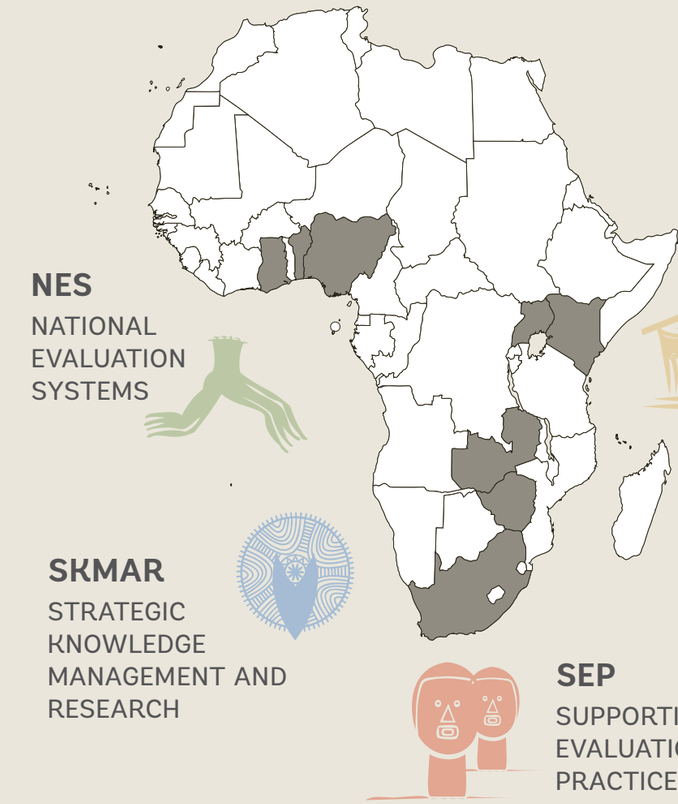
1) **NGO**: non-governmental organisation

FULFILLING OUR REGIONAL STRATEGY

BUSINESS LINES AND OUTCOMES

CLEAR-AA provides technical assistance and capacity-building programmes through four strategic business lines: National Evaluation Systems (NES), Supporting Evaluation Practice (SEP), Strengthening Legislative Oversight (SLO), and Strategic Knowledge Management and Applied Research (SKMAR).

The outcome reports in the following section highlight stories and activities from each business line that illustrate their contribution to the success of CLEAR-AA's Regional Strategy.



NES
NATIONAL EVALUATION SYSTEMS

SLO
STRENGTHENING LEGISLATIVE OVERSIGHT

SKMAR
STRATEGIC KNOWLEDGE MANAGEMENT AND RESEARCH

SEP
SUPPORTING EVALUATION PRACTICE

NES

NATIONAL EVALUATION SYSTEMS

Strengthens technical, institutional and cultural capacity of national evaluation systems.

NES works with stakeholders who are ready to systematise M&E practice to create appropriate training opportunities, effective policies and systems and support champions to to build systems for evidence use. Key stakeholders include government, national departments, volunteer organisation for professional evaluation and civil society organisations.

SLO

STRENGTHENING LEGISLATIVE OVERSIGHT

Improves the effectiveness of African parliaments to build evaluation systems, use evidence in oversight, strengthen legislation on evidence use and bring a culture of evidence-informed decision-making to citizens through representative democratic structures.

SLO works with elected representatives, portfolio committee members, researchers and other support staff and strategic management units within national and provincial legislatures to prioritise, select, interpret and make sound judgements using M&E data.

SEP

SUPPORTING EVALUATION PRACTICE

Aims to grow a cohort of African evaluation educators, trainers, scholars and practitioners to meet evaluation demands through working with higher education institutions and other ECD partners.

SEP develops and delivers tailored and open-enrolment programmes to build evaluation capacity in the region. It also supports collaborative efforts to strengthen ECD in higher education institutions and in the public and evaluation sectors

SKMAR

STRATEGIC KNOWLEDGE MANAGEMENT AND RESEARCH

Cuts across CLEAR-AA business lines and serves the knowledge community in the regional M&E sector.

Internal: Organisational support to drive quality assurance and codification of programmatic work, and coordinates the research agenda and production.

External: Evaluations to promote organisational learning and development; technical support to governments for organisational research and evaluation systems to extract the lessons learnt and cultivate a culture of evidence-use for decision-making; documents and shares lessons learnt with evaluation practitioners and providers of evaluation capacity.



■ **Left to right:** Matodzi Amisi, senior technical M&E specialist, Volker Schoer, senior lecturer, Wits University, Mokgophana Ramasobana, M&E officer and M&E technical specialist, Khotso Tsotsotso

NES National Evaluation Systems

The CLEAR–GIMPA partnership drives CLEAR-AA's programmatic work in the region

The NES outcome story is a snapshot of the country-level accomplishments achieved through a partnership with the Ghanaian Institute of Public Management and Administration (GIMPA), which began when CLEAR-AA started in 2011. This collaboration has enabled CLEAR–GIMPA to become a well-groomed delivery partner and player in expanding CLEAR-AA's footprint in West Africa.

Targeted behaviour change

To optimise the impact of interventions at a country level and expand programmatic work in the region requires sufficient demand as well as capacity on the part of the intervention country to absorb CLEAR-AA's work across several programmatic areas. The aim of working simultaneously with three key constituencies – parliamentarians, the executive and higher education institutions – within a single country is to enable the three discrete areas of programming to intersect and influence one another. CLEAR-AA chose CLEAR–GIMPA as its delivery partner in Ghana because of their long-standing collaboration at activity level.

Observed behaviour change

The first area of collaboration between CLEAR–GIMPA and CLEAR-AA was to further M&E offerings of a higher education institution (HEI) in Ghana to strengthen the supply side in response to growing demand from the senior management of the civil service.

In October 2018, to scale up SEP's Development Evaluation Training Programme in Africa (DETPA), CLEAR–GIMPA offered its own version of this course, the Harmattan School, for the second time, with 55 participants – all strategic clients who were M&E focal persons from ministries and selected agencies. Since its inception in February 2018 the post-graduate diploma in M&E has admitted a total of 67 students in two batches from Ghana, Togo and The Gambia.

The findings from a diagnostic completed on Ghana's M&E system in response to the demand for institutionalising norms and standards for M&E informed the content of a draft national evaluation policy (NEP). To drive the drafting process,

CLEAR–GIMPA helped coordinate a steering committee which comprised: the Ghanaian Ministry of Monitoring and Evaluation, the National Development Planning Commission (NDPC), the Ghana Monitoring and Evaluation Forum (GMEF), and the African Capacity Building Foundation (ACBF). Two write-shops were held, and by late November 2018, the NEP was drafted and ready for launch in early 2019 after cabinet approval.

In strengthening legislative oversight, CLEAR–GIMPA undertook two major diagnostic studies, one in the Ghanaian Parliament and another in Economic Community of West African States (ECOWAS) parliaments. Findings from these studies set the stage for M&E curriculum development to support tailored training to address capacity-building for parliamentarians on using evidence in decision-making.

In recognition of a strong political will within the country to expand its M&E architecture, Ghana has been invited to become a core country of the Twende Mbele management committee, a partnership of technical country champions that built national evaluation systems at the end of 2018. This has opened up invaluable peer-learning opportunities to expand Ghana's evaluation systems.

The behaviour change engendered at a country level through programmatic interventions among parliamentarians, the executive and higher education institutions was demonstrated when the executive of the Ghanaian state committed to building the capacity of its civil servants in order to institutionalise and embed M&E at a structural level. It was able to do so through home-grown M&E offerings at the post-graduate level offered by GIMPA.

The state administration has created posts for M&E focal points across all sectoral areas of the Ghanaian government. The people filling these posts attended the Harmattan School at CLEAR–GIMPA for two consecutive years to learn how to embed theories of change into their programme planning, ensure their indicators are measurable, inculcate cultures of learning from M&E evidence, and so forth.



Key institutions have committed **increased resources** and built skills to implement M&E systems. Tools, practices and policies have improved and there is **stronger participation by civil society** in national evaluation systems.

■ **Left:** Matodzi Amisi, senior technical M&E specialist (CLEAR-AA), NES Ecosystem-Mapping Workshop, Kigali, Rwanda, October 2018.

The result was a sense of cohesion within the civil service in wanting to enhance their M&E capacity to improve overall use of evidence in decision-making.

Key lesson

As a delivery partner, CLEAR–GIMPA has been an important entry-point in driving forward several programmatic areas initiated by CLEAR-AA. Because GIMPA is a training institute, it is well-placed to further institutionalise its post-graduate degree and executive short-course offerings. This area of collaboration has gained momentum and no longer requires CLEAR-AA support.

CLEAR-AA has realised, however, that the state ministry or an agency with the legitimacy and political clout to carry this responsibility forward is a more appropriate partner for growing the national evaluation system architecture.

This learning has informed CLEAR-AA's thinking around operating at a country programme level in selected countries in terms of where it anchors its partnerships. This is relatively straightforward to put into practice when there is an obvious candidate within a central government agency willing to take up this driving role, as was the case in the first half of 2018 through the M&E ministry. However, when the ministry lost one of its key champions, it became unclear where the hosting role for driving the NES forward should reside. In such instances, while they may not inspire the level of ownership needed to widen and deepen evaluation systems within the public administration, delivery partners outside the state may be the only option to preserve momentum.■

LINK TO THEORY OF CHANGE

NES plays an important role in establishing and strengthening national and sub-national evaluation systems. Proposed activities are pertinent to achieving business line outcomes:

- Institutions have committed increased resources and built skills to implement M&E systems;
- Better tools, practices and policies for national evaluation systems
- Stronger participation in national evaluation systems by civil society.

NES INTERVENTIONS

Training: Learning changes behaviour through retention and application of new knowledge and skills.

Workshops: Sharing of knowledge on what works and what does not. Peer-to-peer learning aligns personnel conduct with best practice.

Technical assistance (TA) plays a crucial role in demonstrating the value of M&E, which influences behaviour in personnel and clients.

NES PARTNERS

Access to ECD ecosystems: Twende Mbele, AfrEA

Support and co-create: Unicef, African Union Leadership Academy (AULA), Department of Performance, Monitoring and Evaluation (DPME, South Africa), Ministry of M&E (Ghana), Government of Zambia, CLEAR–GIMPA, Twende Mbele

Clients: M&E ministry (Ghana), Government of Zambia, Unicef Zambia

Delivery partners: CLEAR–GIMPA, World Food Program (WFP)

Develop, collate and disseminate ECD knowledge and learning: South African Monitoring & Evaluation Association (SAMEA), Twende Mbele, Africa Evidence Network (AEN), CLEAR centers

Funding and institutional support: Swedish International Development Cooperation Agency (SIDA), Twende Mbele, Clear Global

BUSINESS LINES AND OUTCOMES

SLO Strengthening Legislative Oversight

Building greater awareness in the African region towards systematising and institutionalising use of evidence in parliaments

In 2018, CLEAR-AA and Twende Mbele worked with the research support office of the Parliament of Kenya, as well as the parliamentary budget office, across a range of engagements that included participation in DETPA (July) and Kenya Monitoring & Evaluation Week (November). Through this engagement, the parliamentary budget office drafted an M&E framework for the Parliament of Kenya. In October, a regional learning workshop was held in response to requests from the parliaments of Rwanda, Zambia and South Africa to exchange information about M&E frameworks for parliamentary institutions in the region. These tools contribute directly to institutionalising the use of evidence within parliaments in the region.

Institutionalising use of evidence in parliaments

After a peer-learning event on frameworks for parliaments in the region, a number of countries have taken steps to systematise and institutionalise the use of evidence in parliaments.

- **Kenya:** Parliament is working to build support for its M&E framework.
- **Zambia:** Parliament has resourced and strengthened its monitoring and evaluation function to the status of a department.
- **Tanzania:** Parliament has engaged in a planning process to align evaluative tools.
- **South Africa:** Parliament has learned from Uganda how to use software to strengthen its M&E function.

Targeted behaviour change

Parliaments in the region need tools to institutionalise evidence-use in regionally effective ways: M&E frameworks are a positive step in the direction of ensuring effective and appropriate systems.

Active communication channels between key M&E staff in regional parliaments have enabled them to collaboratively identify common problems they have with institutionalising evidence use. Although no national parliament has a perfect system, several institutions are moving towards institutionalising evidence use.

These incremental changes align with the CLEAR-AA theory of change and are reasonable outcome-level results within the short time-frame of engagement in this work.

Observed behaviour change

The countries the SLO team worked with are more aware of the gaps in use of evidence in their respective parliamentary systems. Their understanding of the steps required to systematise and institutionalise use of evidence in parliaments has also improved.



Above: Ugandan parliament in Kampala with CLEAR-AA junior researcher Aisha Ali, M&E technical specialist, Hermine Engel and M&E officer, Linda Khumalo

Key lessons

- Peer learning can be a useful tool for contextualising good practice. In the parliamentary environment, with its diverse and complex institutions, sharing of common experiences among stakeholders is critical and often more useful than technical assistance.
- Incremental changes require an iterative and adaptive approach to the work: evidence use will not be institutionalised without many small steps towards demonstrating the value of M&E tools and approaches, gaining political buy-in, and continuing to demonstrate effectiveness and relevance. ■

SLO plays an important **advocacy** role by working with political leadership in key countries to contribute to **political change**. It also looks at the legislative component of national evaluation systems, which is critical to systematising good practice.

LINK TO THEORY OF CHANGE

SLO plays an important advocacy role by working with political leadership in key countries to contribute to political change. It also looks at the legislative component of national evaluation systems, which is critical to systematising good practice.

SLO works with elected representatives and parliamentary institutions in key countries, and with regional and global networks, to build on good practice for evaluation use.

SLO INTERVENTIONS

Training: SLO trains parliamentarians on evidence use

Technical assistance (TA): SLO works with parliaments to strpostengthen technical capacity (through tools for evaluative practice in oversight) and M&E systems, frameworks and practices. TA may include peer-learning for planning and evaluation processes.

SLO PARTNERS

Access to ECD ecosystems: APNODE, Pan African Parliament (PAP), Twende Mbele, EALA, ECOWAS, UN Women

Support and co-create: ACEPA, AFIDEP, CLEAR–GIMPA

Clients: Transport Education Training Authority (TETA, South Africa), WFP

Delivery partners: CLEAR-GIMPA, Twende Mbele

Develop, collate and disseminate ECD knowledge and learning: AfrEA, ACEPA, APNODE, EALA, Twende Mbele, CLEAR centers

Funding and institutional support: SIDA, Twende Mbele, CLEAR Global

SEP Supporting Evaluation Practice

Universities in Africa are uniquely placed to define the parameters of high quality post-graduate teaching and learning in M&E and lead harmonisation of curricula towards greater professionalism and results



Although universities are responding to a high demand across Africa for post-graduate qualifications in M&E, the absence of standards or guidelines to assist universities presents some of the biggest concerns – those of quality assurance and quality education in M&E.

In 2016, CLEAR-AA embarked on a collaborative curriculum development project to produce standardised academic frameworks for post-graduate M&E qualifications in Africa that could be commonly agreed to across numerous universities; competency frameworks were produced to underpin these. The project also aimed to ensure that in-country institutional arrangements were in place at universities to support broad utilisation of the frameworks, for instance, identifying which institutions would play a regulatory role.

A framework for post-graduate M&E qualifications

There is growing commitment by the 19 universities involved in the project to using the frameworks to build their post-graduate qualifications in M&E. Some of the universities have no programme at all; others are in the process of reviewing their offerings.

The framework and guidelines for developing a post-graduate M&E diploma curriculum enables universities to design a programme even if they do not have specialised M&E curriculum design skills and resources. A key partner of the project, the African Capacity Building Foundation (ACBF), provides support to selected universities to pilot the harmonised curriculum and test its effectiveness.

Growing consensus about which disciplines are fundamental to post-graduate M&E qualifications has fostered relationships between universities who have been convened by CLEAR-AA around this project and has also presented the possibility of an academia-based community of practice.

Targeted behaviour change

The aim of the initiative is to produce a set of guidelines and a framework for universities to use to design, or ensure the quality of, their post-graduate qualifications in M&E. The project also seeks to harmonise the post-graduate M&E curriculum across the continent to make it easier to assess the quality and extensiveness of qualifications. This is intended to help potential students decide where best to invest their time and money to build their skills and competencies.



■ Collaborative curriculum development write-shop, October 22–25, 2018, Accra, Ghana



■ **Left:** Panellists at DETPA's **Decolonising the Evaluation Curriculum** seminar: From left, Dr Kambidima Wotela, Dr Nombeko Mbava, Ms Adeline Sibanda, Prof. Bagele Chilisa and moderator, Ms Candice Morkel (CLEAR-AA)

Observed behaviour change

Although the project has not yet reached its final phase, there is a growing realisation of the importance and need for harmonised curriculum and competency frameworks for post-graduate qualifications in M&E for Africa. Some partners and stakeholders in the collaborative process have noted the value of the process to a degree that those who participate in it voluntarily feel this is justified by the importance of the project for M&E in Africa.

After the collaborative write-shop, various stakeholders approached CLEAR-AA with piloting proposals. This indicates appreciation and early signs that key stakeholders intend to align their M&E offerings to widely accepted quality standards.

Key lesson

Higher education institutions (HEIs) play a key role in ensuring that M&E practice is professionalised, and that supply meets demand. However, strengthening HEIs through collaboration and agreement is a long-term endeavour because of the rigidity of academic bureaucracies and the regulations that determine how universities work and where they commit their energies. A collaborative project such as this one requires the convening authority and resources of an organisation such as CLEAR to ensure sustainability.■

LINK TO THEORY OF CHANGE

SEP offers support to higher education institutions for quality post-graduate qualifications in M&E and continuous professional development to ensure adequate skills and resources are in place to meet the demand for evaluation practice in the region. SEP partners primarily with higher education institutions, private and public institutions, as well as VOPEs, to strengthen the capacity of national evaluation systems.

SEP INTERVENTIONS

Curriculum development and training: Develops customised, sector-specific and general curricula to serve specific clients as well as provide open-enrolment opportunities such as the annual DETPA programme.

Advocacy: Builds the power of M&E evidence to effect social change.

Research on "what works" in ECD to improve programmatic work, particularly curriculum development and training.

SEP PARTNERS

Access to ECD ecosystems: DPME, Unicef

Support and co-create: Wits, Clear–Gimpa

Clients: Department of Social Development (DSD), Centre for Learning, Teaching and Development (CLTD), Unicef, CLEAR Global (PrIME)

Delivery partners: CLEAR-GIMPA, Twende Mbele

Develop, collate and disseminate ECD knowledge and learning: AfrEA, CLEAR centers

Funding and institutional support: SIDA, Twende Mbele, International Initiative for Impact Evaluation (3IE), Unicef, CLEAR Global

SKMAR Strengthening Knowledge Management and Applied Research

An evaluation in Limpopo Province, South Africa, yields valuable lessons for both institution and evaluators

In August 2018, CLEAR-AA finalised an evaluation of the Limpopo Provincial Government's Enterprise Development Programme (EDP) that was commissioned by the Limpopo Department of Economic Development, Environment and Tourism (LEDET) and the Limpopo Office of the Premier.

CLEAR-AA adopted a developmental approach to the work and used lessons learnt from conducting utilisation-focused evaluations. The result of this was that the provincial government as well as the economic development implementing agencies benefited from the evaluation, and also received technical assistance.

Scope of work

The evaluation included interviews with the following agencies and government departments:

- Limpopo Economic Development Agency (LEDA)
- Small Enterprise Development Agency (SEDA)
- National Youth Development Agency (NYDA)
- Small Enterprise Finance Agency (SEFA)
- Industrial Development Corporation (IDC)
- National Empowerment Fund (NEF)
- Limpopo Department of Agriculture and Rural Development (LDARD)
- Limpopo Department of Cooperative Governance, Human Settlements and Traditional Affairs (CoGHSTA)
- Limpopo Department of Social Development
- Office of the Premier (OTP) in Limpopo

In the conceptual stages of the evaluation CLEAR-AA facilitated a dialogue that included implementing agencies, government and EDP beneficiaries. This triggered discourse among key provincial economic development stakeholders about underlying social problems i.e. low business activity and high unemployment in Limpopo province.

A review of the existing programme design highlighted the importance of good programme design and flagged critical aspects to be integrated into the evaluation. The review also prepared stakeholders for use of the evidence that arose from the evaluation.

Throughout the evaluation process, CLEAR-AA identified and pointed out where weaknesses in aspects of the programme and the institution itself contribute to weak M&E systems. CLEAR-AA also used programme data to show the importance of strengthening these aspects.

Once the evaluation was complete, CLEAR-AA helped plan and facilitate dissemination of the results. Because the evaluation was registered on the National Evaluation Plan (NEP) in South Africa's national evaluation system, it was subject to specific requirements and standards that included wide dissemination of results, management response to the evaluation, development of an implementation plan, and, at a later stage, a progress report against the implementation plan. The provincial government was aware of these requirements and their limited capacity to fulfil them and asked CLEAR-AA to facilitate the dissemination and implementation plans.

SKMAR facilitates the use of evaluation in evidence-based policy-making or decision-making, by providing **evaluation services and technical assistance** to institutions in the private and public sectors.



Above: Presentation on the work of CLEAR and APNODE to the ECOWAS Parliament. Left to right: Dr Nedson Pophiwa (Senior M&E Technical Specialist, CLEAR-AA); Sen. Mbassa Ndine (APNODE Chairperson); Mr Boubacar Aw, Director, CLEAR-Francophone Africa (FA)

Targeted behaviour change

By conducting this evaluation, CLEAR-AA aimed to facilitate discourse among the various agencies, on the relevance of programme design and the importance of continuous oversight.

Observed behaviour change

On the recommendations of the evaluation, during the annual meeting early in July 2018, the Member of the Executive Council (MEC) and Head of Economic Development Department announced a reallocation of the economic development budget of R450 million from the provincial economic development agency Limpopo Enterprise Development Agency (LEDA), to a branch of the more effective Small Enterprise Development Agency (SEDA), a national agency operating in the Limpopo office.

Key lesson

Conducting an evaluation of a programme with multiple stakeholders can be complex when formulating a theory of change. To accommodate each of the stakeholders, CLEAR-AA had to consider multiple versions of the theory of change, each with its own logic and assumptions. ■

LINK TO THEORY OF CHANGE

SKMAR conducts evaluations, provides technical assistance, and identifies and captures lessons learnt, which are shared with African practitioners. SKMAR also facilitates research and learning and ensures that all CLEAR-AA business lines have the tools they need to capture and codify knowledge.

SKMAR INTERVENTIONS

Curriculum development and training: Develops customised, sector-specific and general curricula to serve specific clients as well as provide open-enrolment opportunities such as the annual DETPA programme.

Advocacy: Builds the power of M&E evidence to effect social change.

Research: Research on "what works" in ECD to improve programmatic work, particularly curriculum development and training.

SKMAR PARTNERS

Support and co-create: Wits Business School (WBS),

Clients: Transport Education Training Authority (TETA), Education, Training and Development Practice (ETDP) SETA, Office of the Premier in Limpopo

Develop, collate and disseminate ECD knowledge and learning: AEN, CLEAR Centres, CLEAR Global (codification)

Funding and institutional support: SIDA, CLEAR Global

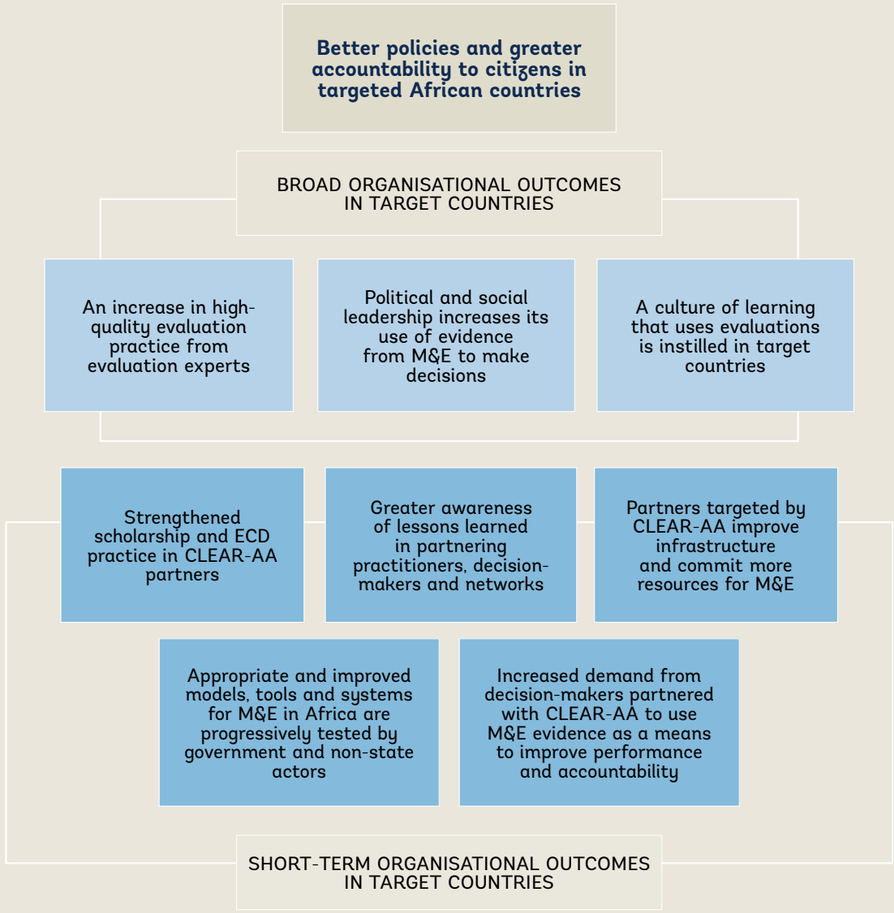
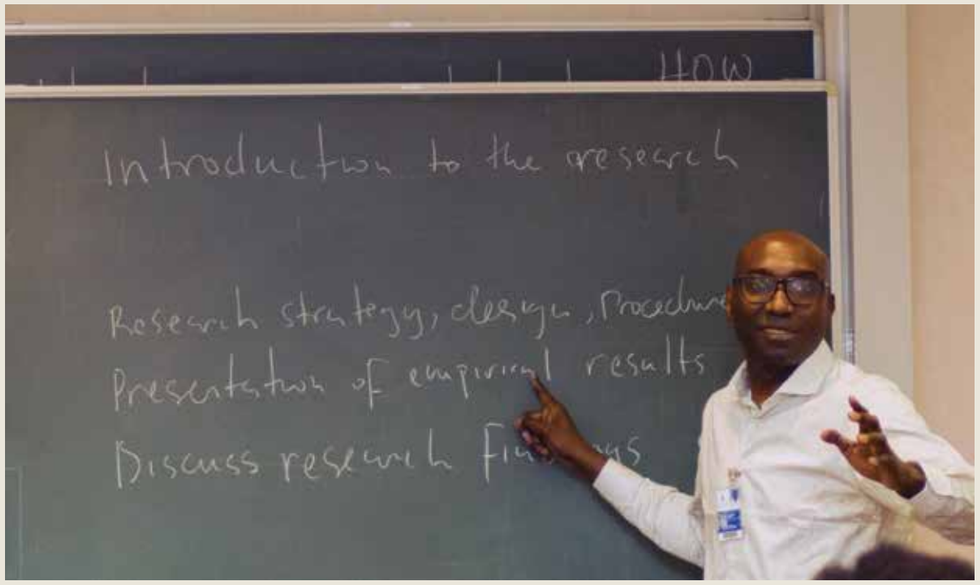


Figure 2: The CLEAR-AA Theory of Change



Above: Dr Kambidima Wotela, Senior Lecturer, Wits School of Governance presenting at DETPA 2018

CLEAR-AA'S CONTRIBUTION TO KNOWLEDGE

THE RESEARCH AGENDA:
Developing CLEAR-AA's Research Strategy (2019–2022)

In 2018, CLEAR-AA undertook to review and write a new Research Strategy (2019–2022) to guide the areas of priority for research in the centre. The strategy uses CLEAR-AA's theory of change (see figure 3) as an analytical lens to frame research questions to inform what CLEAR-AA engages in programmatically so that the centre's applied research can feed this research agenda over the next four years.

Research associated with CLEAR-AA's programmatic work conducted in 2018 can be grouped into the following thematic areas:

Strengthening demand for M&E: The target audience of our knowledge production comprises commissioners of evaluations, decision-makers, senior managers, parliamentarians and civil society. In 2018, CLEAR-AA staff and associates embarked on a book chapter project – Evaluation Landscape in Africa.[1] The project draws evidence from the African Evaluations Database (AfrED) and in part seeks to understand where demand for M&E arose between 2005 and 2015, how it was commissioned, where the evaluators came from, and which methods were used most frequently.

Development and effectiveness of national evaluation systems: CLEAR-AA carried out country diagnostics across five countries in 2018 to understand the foundations of the ten evaluation functions in a given country, and the relationship between different constituencies that work in and around these respective functions. The COMPASS is an impact-tracking tool for monitoring and evaluation in Anglophone Africa. It provides a snapshot of the core dimensions for tracking the evolution of M&E systems in a given country. Compass tracks: government-wide and parliamentary M&E systems, and gauges the degree of professionalisation of evaluation and how enabling the environment is.

In 2018, data collected during CLEAR-AA's country diagnostics revealed the gaps in evidence that enable assessment of progress in key areas relating to demand and supply.

Appropriate M&E tools and systems is an area of research that draws from CLEAR-AA's evaluation practice. It builds on emerging 'Made in Africa' theories that promote culturally sensitive and contextually appropriate practice. A blog entitled 'From infancy to maturity: Constraints to the Made in Africa evaluation (MAE) concept',[2] based on a seminar hosted during DETPA in 2018, provides comment and evidence of the failures to embed indigenous knowledge in evaluation practice.

Use of evaluation evidence: This dimension of CLEAR-AA programming looks at how recommendations from evaluations are used to drive organisational change. Applied research feeds into the technical assistance that aims to institutionalise improved practice. Through Hewlett financing, the CLEAR-AA Evaluation Systems advisor, Ian Goldman and Mine Pibari, a CLEAR-AA research associate, began co-editing a book entitled *The Evidence in Policy Making*. Several CLEAR-AA staff worked with researchers and policy-makers to draft seven country case studies on evidence-use in policy-making and implementation for the book.

Strengthening monitoring, evaluation, research and learning capacity: On the supply side of M&E capacity development, CLEAR's linkage between curriculum development and building competencies provides the foundations for strengthening skills development in evaluation practice. Substantive research was undertaken to drive a network of thought leaders and academics from 23 African universities across the continent to collaboratively draft a curriculum framework for M&E education. This has informed how various universities plan to move towards implementation to cement more clear-cut professional pathways in this burgeoning practice. ■

1 Edited by Caitlin Mapitsa, Nedson Pophiwa and Precious Tirivanhu.

2 From Infancy to Maturity: Constraints to the "Made In Africa Evaluation", Mokgophana Ramasobana.

2018 Publications

Blaser Mapitsa, C., 2018. Local Politics of Xenophobia. *Journal of Asian and African Studies*, 53(1). pp.3-19.

Goldman, I, Byamugisha, A, Gounou, A, Smith, L, R, Ntakumba, S, Lubanga, T, Sossou, D, Rot-Munstermann, K. 2018. The emergence of government evaluation systems in Africa: The case of Benin, Uganda and South Africa. *African Evaluation Journal*, 6(1).

Lado S, Blaser-Mapitsa C, and Tirivanhu P. 2018. Agenda 2030 in Motion: challenging the assumptions of what constitutes good evaluative progress on the Sustainable Development Goals (SDGs). *African review of Economics and Finance (AREF)*.

Mapitsa, C.B., and Khumalo, L. 2018. Diagnosing monitoring and evaluation capacity in Africa. *African Evaluation Journal*, 6(1), pp.1-10.

Smith, L and Morkel, C. 2018. Trends in supply and demand for evaluation in Africa, a view from CLEAR-AA. *Evaluation Matters, IDEV*, Volume 1, pp. 40-50.

Tirivanhu P, Robertson, H., and Waller, C and Chirau, T. 2018. Assessing Evaluation Education in African Tertiary Institutions: Opportunities and Reflections. *South African Journal of Higher Education*. (23) 4.

2018 Conferences

Amisi, M. (September, 2018). Evidence 2018 panel discussion: The role of Monitoring and Evaluation in EIDM. African Evidence Network, Johannesburg, South Africa.

Amisi, M., Goldman, I. (September, 2018). Evidence 2018 panel discussion: Cross Governmental, Sharing Institutional insights into Evidence Informed Policy-making Approaches in Africa. African Evidence Network, Johannesburg, South Africa.

Goldman, I. (September, 2018). Evaluation of South Africa's National Evaluation System. African Evidence Network, Johannesburg, South Africa.

Goldman, I (November, 2018). Evaluation in a fast-changing world, Opportunities and challenges. Unicef Evaluation Learning day, New York, United States of America.

Goldman, I (November, 2018). Evaluation for decision making: Types of evaluations, timelines and engagements. Unicef Evaluation Learning day, New York, United States of America.

Mapitsa, C and Polzer-Ngwato, T. (August, 2018). Reframing Social Cohesion: Lessons from Public Sector Evaluations. Africa in the World Conference, Johannesburg, South Africa.

Mapitsa, C. (September, 2018). Evidence 2018 panel discussion: capacity development to use evidence in decision-making. African Evidence Network, Johannesburg, South Africa.

Pophiwa, N. (September, 2018). How to enhance knowledge production across the CLEAR centres. CLEAR Global Forum, Stockholm, Sweden.

Ramasobane, M. (October, 2018). Assessing training transferability on CLEAR-AA's participants of the 2017 development training programme in Africa. 13th European Evaluation Society Biennial Conference, Thessaloniki, Greece.

Smith, L. 2018 (June, 2018). Why is it so difficult to learn from practice to guide municipal strategic intervention? The place of evaluation in the City of Johannesburg. Workshop. Practices of the State in Urban Governance, Johannesburg, SA.

Smith, L. (September, 2018). Thematic session III: Partnership for impact in Africa. AfDB Evaluation Week conference, African Development Bank, Abidjan, Côte d'Ivoire.

Smith, L. (October, 2018). AfrED Book. 13th European Evaluation Society Biennial Conference, Thessaloniki, Greece.

Knowledge products

Blogs

From Infancy to Maturity: Constraints to the "Made In Africa Evaluation" (MAE) Concept (Part 2). By Mokgophana Ramasobana.

Civic Collaboration In Motion: CSOs Explore Space For Results-Driven Collaboration With Government. By Susan Lado.

Engaged learning, critical thinking and knowledge sharing – lessons from the ETDP evaluation. By Khotso Tsotsotso and Siyabonga Sibiya

Policy briefs

The National Evaluation Policy Landscape in South Africa. By Takunda Chirau, Caitlin Blaser-Mapitsa and Cara Waller (Twende Mbele)

KEY LESSONS FROM EVALUATION CAPACITY DEVELOPMENT (ECD) WORK

CLEAR-AA's Evaluation Capacity Development (ECD) model was developed as a means to codify the centre's approach to ECD. The model emphasises the following:

- **A systems approach** to strengthening M&E capacity within institutions.
- **Activity–service integration** to allow for collaborative design of a tailor-made 'learning-by-doing' approach, which ensures the effectiveness of interventions through collaborative application while contributing to knowledge on how change happens.
- **Integration of learning across all activities.** CLEAR-AA interventions are grounded in effective theory, drawing from the critical academic disciplines that inform M&E systems in an African context. At the same time, CLEAR-AA contributes to building bodies of knowledge based on its experience in building capacity, understanding the nature of institutions in the region and participating in driving systems of change. ■

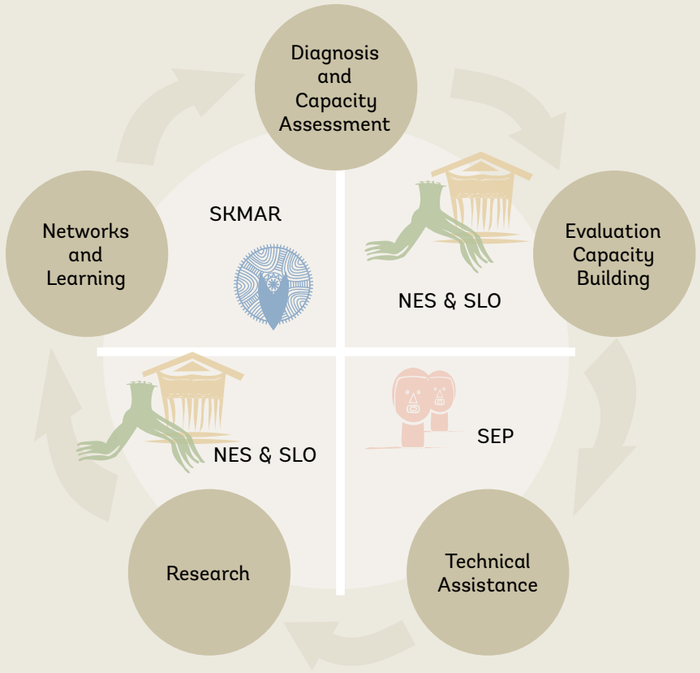


Figure 3: The ECD model and CLEAR-AA business lines

NES National Evaluation Systems

Diagnostics of national evaluation systems in Rwanda, Uganda, Kenya, Ghana and Zambia

Understanding the different functions of evaluation systems and how they relate to each other is crucial when defining a range of sub-systems. Diagnostics provide a detailed analysis of the capacity of an evaluation system and the ways in which different stakeholders interact within it.

Diagnostic studies carried out by CLEAR-AA have sought to analyse these functions in evaluation systems in Uganda, Rwanda, Zambia, Ghana and Kenya. CLEAR-AA's **Ten Functions of a national evaluation system** (see diagram below) was used as a holistic conceptual framework to determine areas of strength and weakness within each country's evaluation system.

A standardised diagnostic tool was developed to collect data from countries and build a body of country case studies to feed into comparative research. From a research perspective, data collected in Ghana, Zambia, Rwanda, Uganda and Kenya from key stakeholders such as parliamentarians, CSOs, voluntary organisation of professional evaluators (VOPEs) and civil servants, provided insight into how their M&E systems work. Data were then consolidated into draft diagnostic reports, which were presented by CLEAR-AA in each respective country.

In-country data validation was done through ecosystem mapping where further data were collected to augment the reports. This was aided by the CLEAR-AA ecosystem-mapping tool depicted in the diagram below.

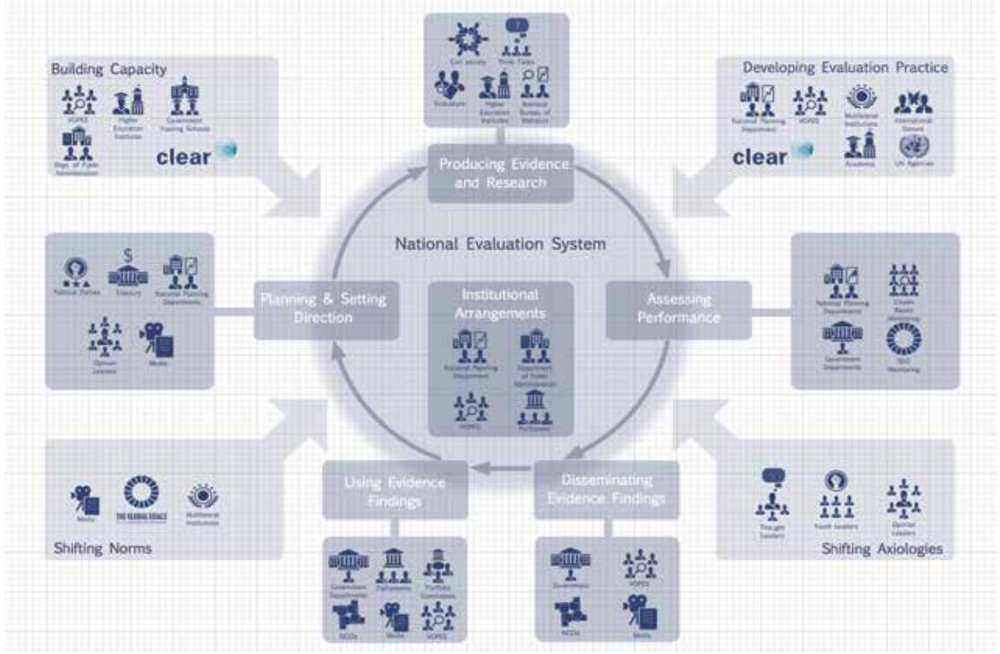


Figure 4: Ten Functions of a national evaluation system



■ **Above:** Laila Smith, CLEAR-AA Director; Gabriella Perez, CLEAR LAC; Jason Mayfield, CLEAR Global and Joakim Molander, Head of Budget and Programme Performance at the International Institute for Democracy and Electoral Assistance (IDEA). Stockholm Evaluation Week 2018.

For CLEAR AA, development of this framework and an accompanying diagnostic and decision support tool were useful for working more deeply through a multi-year country programme intervention that draws on the ECD model outlined above. The ecosystem-mapping tool:

1. **Provides a framework for diagnostic tool development** with interested partners for assessment, diagnosis and eventual decision-making about the development of evaluation systems.

2. **Communicates the CLEAR-AA approach** in selected countries to develop partnerships and collaborative initiatives with relevant stakeholders.

3. **Develops partnerships** with stakeholders around a common understanding.

4. **Ensures consistency in organising principles** while measuring progress in the evolution of national evaluation systems

5. **Draws on, synthesises, and regionalises current conceptual frameworks on building national evaluation systems** to work towards the CLEAR-AA mandate on thought-leadership.

The CLEAR-AA team also had the benefit of carrying out customised training on theories of change among CSOs in Uganda, Kenya and Rwanda on the tail of the abovementioned ecosystem-mapping sessions; these were integrated into the country diagnostic validation sessions. These trainings raised important questions about the capacity of CSOs to participate in the NES and contribute to the broader evaluation ecosystem in individual countries.

Lessons learnt

The Ten Functions was a useful facilitating framework for getting to the deeper layers of a country's national evaluation system. The tool was valuable in surfacing tacit dimensions of the NES functions, such as shifting norms and shaping value systems. This helped move conversations beyond the surface technical issues such as logistical limitations. The facilitating tool was useful for stakeholders to understand their respective roles in relation to the ecosystem of the NES. Experiences from workshopping the tool in Kenya, Uganda and Rwanda revealed the benefits in identifying anchor stakeholders for each function, and teasing out how they relate to one another across functions. In this way, the tool helped stakeholders, such as civil society organisations, government officials and parliamentarians realise where they needed to collaborate to achieve gains in the various functions of the system and the inter-relatedness in the parts of the system. This engagement helped reveal where the major strengths in existing country systems were as well as highlighting where the major gaps were.

From a research perspective, the original aspirations in using the diagnostics to provide a comparative perspective across countries proved more difficult. Country participants wanted to see greater rigour applied to the research at the country level through supplementing the diagnostics with quantitative research in order to authenticate the qualitative claims made by the researchers as well as to make it easier to assess the levels of maturity of evaluation systems across the functions within a single country. Further work in this area, with greater time and resources will help improve the research objectives that the tool can serve at a country level before the outcomes of this research can be used comparatively at a regional level. ■

KEY LESSONS FROM
ECD WORK

SLO Strengthening Legislative Oversight

East African Peer Learning

When the ECD model was implemented in an East African peer-learning initiative it underscored the importance of an integrated approach to capacity development that includes network strengthening and advocacy to support skills-building and technical assistance work.

The CLEAR-AA team working with parliamentarians piloted each step of the ECD model in a consortium of parliaments in the East African region. In 2018, activities included a diagnostic, training, technical assistance, and research.

The diagnostic took the form of a scoping visit across five countries to better understand their capacity needs for using M&E evidence to better inform their oversight and representative functions, the landscape of partners and organisations working in the area, and plan the intervention accordingly. A curriculum development workshop held collaboratively with a range of capacity development providers laid a strong foundation for a three-day training course on systems of evidence-use in parliaments in the region.

Technical assistance work took the form of sharing existing M&E frameworks and laying the foundation for developing a mobile application to support evaluative practice in oversight.

A symposium and the presentation of several papers at AFREA in 2019 will further the knowledge agenda for the research component, which is the final step of the ECD model. The hope is that future iterations of ECD work in the peer-learning space will be driven by the research needs identified by this programmatic experience.

Lessons learnt

- **Implementing each step of the ECD model was critical to the effectiveness of the intervention.** Interventions also strengthened one another; relationships formed in the training course fed into specific sharing during the technical assistance, and some developed into additional collaborative peer-exchange visits.

- **It is important to maintain flexibility and the freedom to choose to open or limit the scope of activities** with stakeholders, and include stakeholders who are not necessarily targets of the intervention but are part of the wider ecosystem. Regional parliaments, parliamentary capacity-building institutions, and others, are critical to sustainability and results.

- Although it is too early in the implementation process to report higher level outcomes as a result of this work, the momentum and energy in the collaboration and the volume of collaborative initiatives that have emerged demonstrate that **a foundation has been laid for future peer-learning work in the sector**. ■



Parliamentary Training Curriculum Development Workshop, Sunnyside Park Hotel, Johannesburg, 9–11 October, 2018

Back row, left to right: Aisha Ali (CLEAR-AA); Caitlin Blaser-Mapitsa (CLEAR-AA); Hon Evelyn Mpaagi; Kaabule (APNODE); Hermine Engel (CLEAR-AA); Salim Mapila (AFIDEP).

Front row, left to right: Dr Patrick Tandoh-Offin (GIMPA); Linda Khumalo (CLEAR-AA); Dr Rasheed Draman (ACEPA); Ressida Begg (Parliament of South Africa); Prof. Nyokabi Kamau (Centre for Parliamentary Studies and Training)

SEP Supporting Evaluation Practice

Development Evaluation Training Programme in Africa (DETPA)

Individual and organisational capacity-building is fundamental to building sustainable national evaluation systems; most work in the SEP business line thus revolves around building high-quality tailored and open-enrolment courses in M&E.



DETPA 2018 participants, Johannesburg, Gauteng, August 2018

The Development Evaluation Training Programme in Africa (DETPA) is CLEAR-AA's flagship open-enrolment training programme. CLEAR-AA has realised the value of continuous, sustainable and long-term professional development in strengthening evaluation capacities and thus works closely with HEIs to facilitate better articulation between short courses and academic programmes. Life-long learning will build a cohort of African M&E practitioners to create and sustain transformational, evidence-based public policies and programmes.

Lessons learnt

- Continuous professional development is important to M&E professionals and there is a sustained demand for open enrolment programmes. However, demand for academic programmes is also increasing.

- Funding is a challenge for most individuals interested in furthering their qualifications. The programme must thus focus on core funding for scholarships if the programme is to be sustainable.

- Producing a high quality programme in M&E is costly, particularly in terms of curriculum quality assurance and review, recruitment of the best facilitators, and professional marketing and branding.

- Significant support is needed in the light of core donor support of similar Global North programmes that have created unfair competition, particularly for programmes in the Global South. ■

KEY LESSONS FROM
ECD WORK

SKMAR Strategic Knowledge Management and Applied Research

Lessons from Evaluation Technical Assistance: The case of the Education Training and Development Practitioners Sector Education Training Authority

CLEAR-AA (as evaluator) used an existing evaluation project (ETDP SETA) to demonstrate and highlight why it is important to draft accurate terms of reference (ToRs) in the process of commissioning evaluations. Misaligned ToRs put forward by the ETDP SETA made it difficult for evaluators to frame the scope of work of the SETA.

The analysis showed that it is important for the client to recognise the limitations of evaluation design and implementation: misunderstandings can be avoided by carefully planning the evaluation process. This desired behaviour is contrary to the current practice of recycling existing generic templates without considering the evaluation context. The ETDP SETA later asked CLEAR-AA to facilitate drafting of ToRs for a subsequent evaluation project.

Lessons learnt

Clients tend to be more responsive and open to positive influence when matters are demonstrated in a practical way and consequences are portrayed in context as opposed to verbal narratives. This highlighted the importance of action learning. ■



■ Tebogo Fish, junior researcher (CLEAR-AA) at an ecosystem-mapping workshop in Kigali, Rwanda, October 2018

ABOUT CLEAR-AA

Governance

CLEAR-AA is part of a network of six regional centres managed by the CLEAR global secretariat, and hosted and staffed by the Independent Evaluation Group (IEG) of the World Bank. The CLEAR Global Board is composed of CLEAR centre directors and financial supporters of the multi-donor trust fund. The board provides strategic guidance and oversight to the work of the secretariat, which supports the centres.

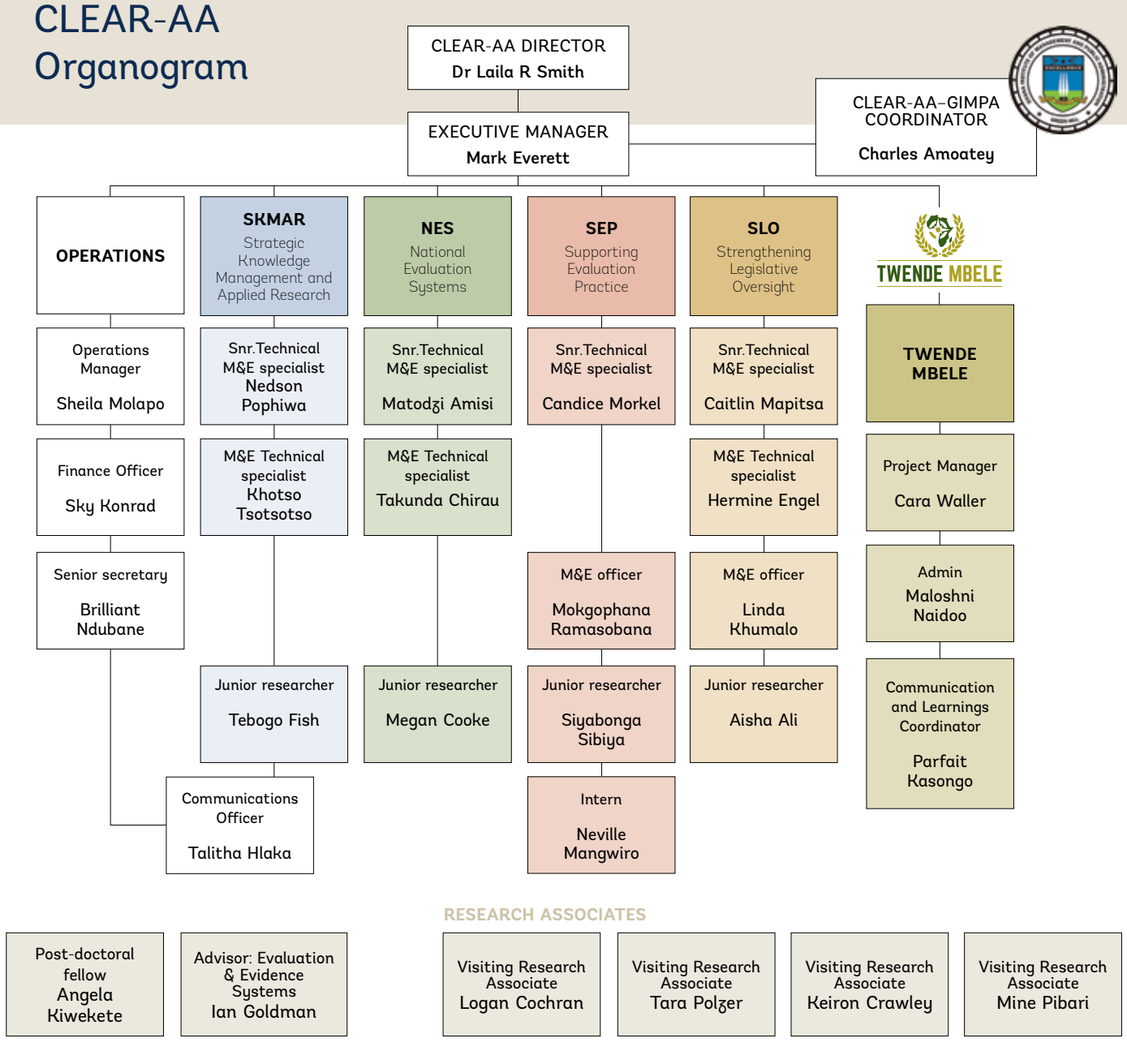
CLEAR-AA has its own regional advisory committee (RAC), which has been operational since May 2015. The RAC provides strategic advice on how to strengthen and expand CLEAR-AA programming beyond South Africa into the African region. Board members meet biannually.

CLEAR-AA is a centre within the Faculty of Commerce, Law and Management (CLM) at the University of the Witwatersrand (Johannesburg). The CLM has created a Management Committee (Mancom) to govern the operational dimension of CLEAR-AA's work. The committee consists of the representatives of three schools or centres within the faculty: the School of Economic and Business Science (SEBS), Wits School of Governance (WSG), and the Centre for Applied Legal Studies (CALS) as well as the faculty's chief financial officer and the Dean. The committee meets biannually. ■



Figure 5: Governance organogram, CLEAR-AA

CLEAR-AA Organogram





Above: CLEAR-AA staff

Annual Financial Statement

Annual Financial Statements for the period January to December 2018

STATEMENT OF COMPREHENSIVE INCOME

	2018	2017
Income	**18,882,091**	**17,963,135**
Grant income from multi-donor trust fund (MDTF) / World Bank	6,301,552	14,368,555
Swedish Sida	7,562,263	-
Other income	5,018,277	3,594,580
Operational expenses	**8,097,802**	**6,218,562**
Audit expense	-	68,012
Catering	204,638	328,306
Conference fees	587,891	194,711
Consultant fees	2,919,871	1,798,986
Cost recovery expense	1,003,377	1,514,862
Course expenses	19,046	366,588
Marketing and promotions	32,215	137,527
Travel and accommodation	2,718,536	1,379,957
Other expenses	612,227	429,613
Salaries and Benefits	**10,327,381**	**9,596,484**
Salaries & benefits – Academic	2,859,167	6,882,946
Salaries & benefits –Support	7,468,214	2,713,538
Total expenses	18,425,183	15,815,046
Net Surplus/ (Deficit)	**7,313,141**	**6,787,166**
Current year surplus	456,908	2,148,089
Prior year surplus /(deficit)	6,856,232	4,639,077

Note: The centre's financial statements have been prepared on the cash basis of accounting, which is a comprehensive basis of accounting other than generally accepted accounting principles (GAAP). Under the cash basis of accounting, revenue is recognised when paid rather than when earned, and expenses and purchases of assets are recognised when paid rather than when the obligation is incurred. Accordingly, the accompanying financial statements are not intended to present the financial position and statement of activities in conformity with GAAP.



THE CLEAR-AA PARTNERSHIP NETWORK



clear
Centers for Learning on Evaluation and Results
ANGLOPHONE AFRICA

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