COUNTRY-LED EVALUATIONS
EVALUATION FOR SHAPING NATIONAL AT-SCALE PROGRAMMES

Dr. Sulley Gariba
sulley.gariba@gmail.com
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Evaluation for What?

• To reduce inequality and uplift the marginalized – yet inequality is widening, especially among the youth; ie: what works, for whom, and under what circumstances and who is being left out?

• To tackle poverty – if you look at the 7 parameters of poverty: inequality, education, health, nutrition, access to basic services and basic rights, housing....
In this conversation...

• How can we use evaluation to shape National At-Scale Programmes?
  – We examine the evolving nature of “National, at-scale Programs” in Africa
  – Discuss practical examples of how evaluations have been utilized to shape some; and circumstances where they have not
  – Learn from each other how to facilitate good evaluations that are more and more country-driven and country-led
COMPLEX CONTEXT: CHANGE IN AFRICAN DEVELOPMENT DYNAMICS?

• Growth in African economies, without a corresponding re-distribution of wealth and opportunities:
  – Some economies, such as Ghana, Benin, Kenya, Uganda are said to be growing above world average of 5%; yet poverty and income distribution is also growing in parts of these countries, especially among children, youth (adolescents) and women
  – Many have described these as economies characterised by “jobless growth”, especially for the youth
  – Consequence is a deepening crisis of legitimacy and the emergence of more militant stakeholders
  – Inequalities are widening; access to basic services shrinking, in fact disappearing
EVOLVING DEMANDS FOR PUBLIC SERVICES & ACCOUNTABILITY FOR THOSE THAT EXIST

• The types and orientation of evaluations are not and cannot satisfy the growing demand for accountability by citizens, especially youth, who are unsatisfied with service delivery and performance of the state;

• Increase in the range and diversity of democratic institutions which have constitutional mandates to demand accountability and use evaluations for this purpose;

• The increasing acceptability of evaluation as a good practice, both nationally (for performance improvements) and continentally, as manifested by the example of the African Peer Review Mechanism (APRM). BUT
What Are National, At-Scale Programmes?
Trends in National, At-Scale Programmes in Africa

• Typically: from donor-funded/supported “pilot” project to “scaled-up” national/nation-wide program/initiative.
  – School-feeding pilot schemes to national school feeding programs (including versions of nutrition/vitamin supplements)
  – Mutual, local, mission-based health insurance schemes to national health insurance schemes
  – Education delivery models/projects
  – Basic service delivery/models (a) water supply – whether state-based, community or private sector (b) sanitation delivery
From Structural Adjustment conditionalities to public demand/concerns

• Adjustment of policy and program design to key results of ex-ante studies/evaluations – mostly conditions precedent to major World Bank-supported reform initiatives in Water sector; Agriculture; Health interventions; Utilities – electricity and water privatizations

• Technical Public and Social Impact Assessment (PSIA)

• Popular public demand – Political imperative and promises to citizens and electorate

• Public enquiry – arising from public protest “fees must fall”; breakdown of Municipal services

• Nature of service quality: the majority of National, at-scale Programs are Services – Education, Health, Water Supply
Social Programs and a Protection Revolution in Africa

• Comprehensive Social Programs:
  – Free, Quality, Compulsory Basic Education
  – Fee-free High School Education
  – National Health Insurance Scheme that taxation based

• Selective Social Protection Initiatives:
  – Cash Transfer schemes for protection of children, women and poor families
  – Social protection through National Health Insurance Schemes
  – Education – text books, school feeding
Group work – Buzz Groups

• Ex-ante Evaluation, New Initial Assessment – what are the key evaluation questions you will ask to steer the evaluation study seeking to introduce National Program on Health Insurance

• Evaluation of a Pilot project on health insurance to scale-up to Nation-wide program

• Mid-term formative Evaluation of Cash Transfer for child support
Country-led Systems of Evaluation

• Policy and legislation
• Evaluation Framework, Systems and Methodology
• Pluralistic Institutions to commission Evaluations:
  – Parliamentary committees
  – Public services commissions
  – Evaluation unit of the Ministry of Planning or Planning Commissions
  – Special purpose evaluation councils – CONEVAL in Mexico
  – Audit bodies doing operational audits
  – Independent non-governmental institutes – think tanks, research institutions, universities, individual experts
STAKEHOLDER-MIX IN COMPLEX COUNTRY-LED EVALUATION

- Critical in determining purpose and shared goals of an evaluation
- Stakeholders offer cultural diversity and historical context to evaluations
- Different stakeholders engage with different methods, from the complex, experimental to participatory, beneficiary assessments
- Stakeholders enhance evaluation capacity building, both on the supply and on the demand side
- Stakeholders enhance use, dissemination and learning
WHICH STAKEHOLDERS MATTER FOR WHAT TYPE OF EVALUATIONS

• Three clusters of stakeholders, not mutually-exclusive:
  1. **Demand-side stakeholders** – those who demand accountability (organized citizen groups, Parliaments (“tax-payers”), independent governance institutions
  2. **Supply-side stakeholders** – those who either conduct evaluations (consultants, research institutions) or commission and manage them (donors, government departments or undertake quality assurance services
  3. **User-focused stakeholders** – those for whom evaluations are conducted, who may use, benefit from, or learn from evaluations, whether consciously or un-consciously. These may be policy-makers, citizen groups, national evaluation Associations, youth groups, organized womens’ groups
BALANCING STAKEHOLDERS IN COUNTRY-LED EVALUATION

- A Distinct Commissioner with authority and clout
- An Evaluation reference Group
- A competent Evaluation Manager, capable of understanding & negotiating tasks to be performed
- Implementer of Evaluation who is independent
- A group of experts Representing stakeholders
- Must involve stakeholders in collecting and analyzing data
- Stakeholder ownership of reform agenda of Evaluation define various forms of USE
WHAT CAPACITIES DO WE NEED FOR COUNTRY-LED EVALUATION?

• Capacity to set-out evaluation policies that include clear evaluation frameworks, governance arrangements and legislative criteria & rules – Governments, Parliament, critical constituencies of citizens (youth, women)

• Capacity to reflect upon and engage the diverse stakeholders – Evaluation Commissioners

• An evaluation capacity building set of initiatives that specifically touches upon the 3 key stakeholder groups

• Practical, hands-on capacity building activities that provide an opportunity for various stakeholders to interact, practice what they learned, during skills exchange in real-life evaluations

• Institutional capacity-building especially for Parliaments, Youth & Womens groups and Civil Society. This is in deficit, as Evaluations (whether at the program or country level) are not being used to satisfy the growing demands for Accountability in Africa
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