

# STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION

**SYNTHESIS WORKSHOP REPORT  
MANILA (THE PHILIPPINES)  
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## Table of Contents

<b>1</b>	<b>Introduction</b> .....	<b>1</b>
<b>2</b>	<b>Workshop agenda</b> .....	<b>2</b>
<b>3</b>	<b>Main outcomes of the workshop</b> .....	<b>2</b>
3.1	Opening Ceremony .....	2
3.2	The journey to Manila.....	3
3.3	Institutionalisation of the National Evaluation System (NES) and opportunities for CPDE .....	4
3.4	Review of progress and lessons learned from Country Studies by Country Coordinators.....	5
3.5	CPDE and the Global Partnership on Development Effectiveness .....	9
3.6	Thematic discussion 1: How to reinforce the contribution of CPDE to Evaluation Capacity Development (ECD) and National Evaluation Systems (NES)? .....	11
3.7	Thematic discussion 2: The multiple partnership dimensions under CPDE .....	13
3.8	CPDE initiative and donor ECD activities: cross-support .....	15
3.9	The way forward.....	17
3.9.1	What could be the elements of a joint learning framework for CPDE? .....	17
3.9.2	The way forward for CPDE .....	17
3.9.3	Working arrangements for setting up a CPDE implementation framework .....	18
<b>4</b>	<b>Annexes</b> .....	<b>20</b>
4.1	List of participants .....	20
4.2	Workshop agenda .....	26
4.3	CPDE Initiative: some definitions .....	29
4.4	List of country studies .....	31
4.5	List of presentations .....	32
4.5.1	The journey to Manila .....	32
4.5.2	Institutionalisation of the National Evaluation System (NES) and opportunities for CPDE .....	32
4.5.3	Review of progress and lessons learned from Country Studies by Country Co-ordinators .....	32
4.5.4	Presentations for thematic papers .....	32
4.5.5	CPDE initiative and donor ECD activities: cross-support .....	32
4.6	Workshop evaluation.....	33
4.6.1	Ranking of the achievements of the workshop outcomes .....	33
4.6.2	Overall rating of the workshop by the participants.....	33
4.6.3	Impressions of the workshop .....	33
4.6.4	What will you do differently as a result of the workshop experience? .....	34

## List of figures

Figure 1	The chronology of CPDE .....	3
Figure 2	Pathways to sustained evaluation practice.....	11
Figure 3	Break-out discussion on multiple partnership dimensions under CPDE .....	13
Figure 4	Please rank on a scale of 0 to 10 your perception about the achievement of the following workshop outcomes (10 most satisfied, 0 least satisfied). .....	33
Figure 5	Please rate this workshop on a scale of 0-10 (10 most satisfied, 0 least satisfied).....	33

## List of tables

Table 1	Status of country studies (at the Synthesis workshop).....	31
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STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

**List of boxes**

Box 1	About the Global Partnership for effective Development Co-operation.....	9
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**List of acronyms**

3ie	International Initiative for Impact Evaluation
ACBF	African Capacity Building Foundation
ADB	Asian Development Bank
AfDB	African Development Bank
AfrEA	African Evaluation Association
APRM	African Peer Review Mechanism
AUC	African Union Commission
CAS	Country Assistance Strategy
CCs	Country Co-ordinator
CD	Capacity Development
CPDE	Collaborative Partner-Donor Evaluation
CES	Country Evaluation System
CLEAR	Centres for Learning on Evaluation and Results
CPE	Country Programme Evaluation
CSO	Civil Society Organisation
CSOPDE	Partnership for Development Effectiveness
ECA	European Court of Auditors
ECD	Evaluation Capacity Development
EU	European Union
GPEDC	Global Partnership for Effective Development Co-operation
IADB	Inter-American Development Bank
IDEV	Independent Development Evaluation
IFAD	International Fund for Agricultural Development
IOCE	International Organisation for Co-operation in Evaluation
IPDET	International Programme for Development Evaluation Training
JAS	Joint Assistance Strategy
JICA	Japan International Co-operation Agency
MG	Management Group
NEC	National Evaluation Capacity
NEDA	The National Economic and Development Authority (of the Philippines)
NEPAD	New Partnership for Africa's Development
NES	National Evaluation System
NGO	Non-governmental organisation
ODA	Official development assistance
OECD DAC	The Organisation for Economic Co-operation and Development's Development Assistance Committee
PCR	Project Completion Report
PD	Paris Declaration
PDE	Paris Declaration Evaluation
PFDE	Parliamentarians Forum on Development Evaluation
PPPs	Public-Private Partnership
PSOs	Public Services Obligation
ReLAC	Latin American and the Caribbean Network for Monitoring, Evaluation and Systematisation
RG	Reference Group
SDGs	Sustainable Development Goals
SHIPDET	Shanghai International Programme for Development Evaluation Training
ToR	Terms of Reference
UN	United Nations

STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
USAID	United States Agency for International Development
VOPE	Voluntary Organisations of Professional Evaluators
WB	World Bank

## 1 Introduction

The Study on Collaborative Partner-Donor Evaluation Work (CPDE) was mandated and commissioned by the Evaluation Network of the OECD–DAC (EvalNet) in November 2012. Since then, 16 partner countries<sup>1</sup> and some 16 national and multilateral donor agencies have confirmed their interest in being involved in the Study.

Joint partner-donor evaluation work is assumed to have the potential to help strengthen country evaluation systems through learning-by-doing mechanisms at various levels, provided that their capacity-building potential is optimised and that risks are mitigated. As such, the project aims to revive, enlarge and sustain the partner-donor collaboration that was articulated during the Paris Declaration Evaluation (PDE) process. It therefore seeks to establish a sustained collaboration between key governmental evaluation actors in order to promote collaborative work intended to strengthen country evaluation systems beyond the completion of the study.

The objectives of the Study are to:

- Understand the capacity-building potential of collaborative evaluation work.
- Draw new lessons about capacity development strategies.
- Pave the way for future partner-donor collaboration on evaluation work.
- Prepare the ground for the elaboration of a best practice document on collaborative partner-donor evaluation work. This will consist of a series of four thematic papers systemising the main findings of the country studies, as well as the different country studies and reports produced throughout the study phase.

The Study started with a launching workshop held on 24-25 March 2014, hosted by the Office of the Prime Minister of Uganda. The purpose was to agree on the objectives and the working modalities of the study, to review draft Terms of Reference (including templates and tools) for country co-ordinators, and to adopt the documents for operational use.

During the period April-November 2014, participating countries were asked to develop country studies in order to assess current practices and future prospects of collaborative partner-donor work. The studies consisted of three parts:

- Part I included an overview of the Paris Declaration Evaluation (PDE) phase II process, especially in terms of its contribution to developing evaluation capacity at national level.
- Part II was aimed at collecting instructive case studies of partner-donor evaluation work (in addition to PDE);
- Part III explored future opportunities at national level for undertaking such work.

Some countries that were not able to complete the full country studies were invited to submit lighter, primarily forward-looking country papers.

Following the completion of most country studies, a synthesis and systemisation workshop was held on 02-04 December in Manila, co-hosted by the National Economic and Development Authority (NEDA) of the Republic of the Philippines and the Asian Development Bank (ADB). Its aim was to capitalise on the findings of country studies and country papers, and to propose steps forward for future partner-donor evaluation work.

More specifically, the objectives of the workshop were:

- To share the results and lessons learned from the country studies.
- To generate inputs for four thematic papers summarising the CPDE experience.
- To identify the main building blocks for a joint CPDE learning framework;
- To identify concrete suggestions for CPDE work in the coming three years.

The workshop was attended by more than 40 participants, consisting of country co-ordinators (or their representatives), representatives of the Civil Society Organisations (CSOs) Partnership for Development Effectiveness (CSOPDE), Voluntary Organisations of Professional Evaluation (VOPEs), the Parliamentary Forum on Development Evaluation (PFDE), representatives of bilateral and multilateral donors, members of the Management Group and the project co-ordination team.

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<sup>1</sup> Benin, Bolivia, Cameroon, Colombia, Cook Islands, Ghana, Malawi, Mali, Mozambique, The Philippines, Samoa, Senegal, Sri Lanka, Uganda, Vietnam, Zambia.

## 2 Workshop agenda

The workshop agenda was developed with both backward-looking and forward-looking approaches:

- On one hand, it intended to take stock of the achievements at country level since the launching workshop, and through the implementation of the country studies, by comparing approaches and results, and sharing the lessons gained from implementation of the PDE.
- On the other hand, it also intended to identify opportunities for joint learning and action beyond the completion of the study.

Sessions were divided into three core themes:

- **The journey to Manila and beyond**, with an *opening session* aimed at recapping the main achievements since the launching workshop, but also the articulation of the CPDE study with the Paris Declaration Evaluation (PDE), and with national evaluation systems (NES) and national evaluation capacity (NEC). Another session was dedicated to ***Synergies between the CPDE initiative and donor Evaluation Capacity Development (ECD) activities***. During this session at the African and Asian Development Banks, together with the Spanish Co-operation and USAID (as chair of the session), confirmed their ongoing Evaluation Capacity Development (ECD) support, and possible synergies with CPDE were outlined. Working arrangements and elements of a common learning framework for CPDE were debated and tentatively approved by the participants in ***the way forward for CPDE*** sessions.

A special session for highlighting **synergies between the CPDE initiative and the Global Partnership for Development Effectiveness** also took place, in the form of a panel debate that brought together policy makers, civil society and VOPEs representatives, in addition to partner country and donor representatives.

- **Lessons learned from country studies**, with a session looking at the ***Institutionalisation of the National Evaluation System and opportunities for CPDE***, through sharing the findings of Part I in selected country studies (Benin, Bolivia, Uganda and Ghana). The innovative experience of South Africa was presented and discussed, and there was a presentation on NEC in Sri Lanka (*in lieu* of a full country study). Another session, on ***lessons learned from joint CPDE and opportunities for future CPDE***, recapped the main findings of Part II of the country studies on current joint CPDE (Colombia, Mali and the Philippines) and Part III on future opportunities (Mozambique, Senegal, Vietnam and Zambia).
- **Thematic considerations under CPDE** took place with a session on ***how to reinforce the contribution of CPDE to ECD and National Evaluation Systems (NES)***. This explored the assumption that CPDE is likely to reinforce both ECD and NES, mainly by contributing to multi-stakeholder participation and ownership of NES. There was also a session on ***multiple partnership dimensions under CPDE***, which explored dimensions such as partner-partner, partner-donor, donor-donor, intra-partner, intra-donor co-operation, which are all imbedded with CPDE – including the notion of mutual accountability.

## 3 Main outcomes of the workshop

### 3.1 Opening Ceremony

In his opening speech, **Rolando Tungpalan**, the **Deputy Director-General of NEDA**, highlighted the importance of carrying out quality evaluations, and stressed that the Government of the Philippines regularly conducts joint evaluation exercises. He perceived the workshop to be a good platform to share experiences, promote south-south collaboration, and to work on a multi-annual framework for CPDE. Mr Tungpalan also said he believed that country-led evaluations should increase as the capacity of partner countries became stronger.

**Mala Hettige**, **Senior Adviser in the Independent Evaluation Department of the ADB**, expressed the ADB's pleasure to be co-hosting the Synthesis workshop in Manila and welcomed the very promising agenda as a good opportunity to share knowledge. She identified the characteristics of influential evaluations, including relevance, timeliness, and impartiality. She also underlined the importance of inter-agency collaboration, and provided a "checklist" of 10 issues that should be kept in mind when undertaking joint evaluations.

**Dr. Jyrki Pulkkinen**, a member of the Management Group and Director of Development Evaluation at the Ministry of Foreign Affairs in Finland, highlighted the importance of collaborative learning and how evaluation can help us to look forward in a changing and complex world. He questioned why joint evaluations are not conducted more frequently, and said this was not just a

## STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION Synthesis Workshop Report

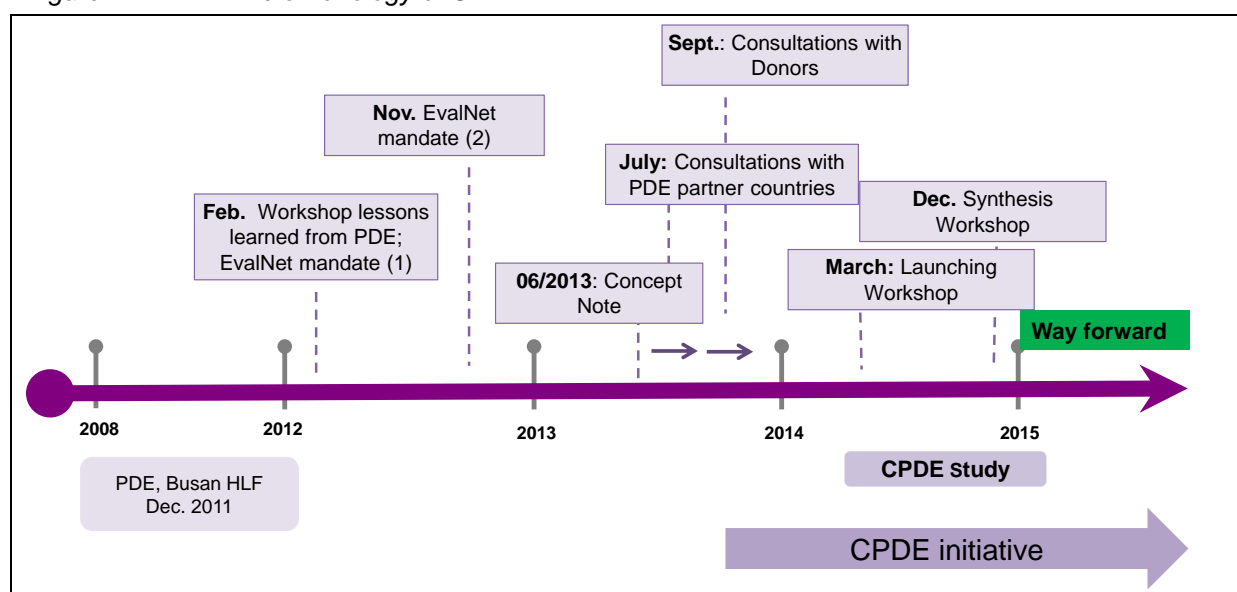
problem of policy dialogue, but was also linked to the fact that donors have different policies and institutional arrangements for evaluation work.

**Timothy Lubanga, a member of the Management Group and Assistant Commissioner for Monitoring and Evaluation at the Office of the Prime Minister in Uganda**, emphasised the good timing of the Synthesis Workshop. However, while stressing that a lot of efforts are undertaken in many partner countries to work on joint evaluations, he also highlighted the challenges – such as limited understanding of the Paris Declaration (PD) and Paris Declaration Evaluation (PDE), limited high-level ownership, and the dominant influence of donors – related to planning and conducting collaborative partner-donor evaluations.

### 3.2 The journey to Manila

This session explained the origins of the initiative, provided an overview of what had happened during recent months, and explained the objectives of the workshop.

Figure 1 The chronology of CPDE



Source: Claude Leroy-Themeze: Study on collaborative partner-donor evaluation work – Introduction

Consequently, the session consisted of the following building blocks:

- Providing an overview of the **main achievements and milestones of the project since the kick-off workshop in Uganda**. The presentation was made by the **Chair of the Management Group, Claude Leroy-Themeze**, who provided a comprehensive overview of the origins and evolution of the project. She explained that while the CPDE “study” is time-bound, the CPDE “initiative” extends well beyond the foreseen end of the study in early 2015. Ms Leroy-Themeze also pointed out that the way forward depends on the collaborative will of donor and partner countries, as well as the various other stakeholders attending the workshop. The presentation also came back to key definitions and common terminology applied within the study (see Annex 4.3)
- **Articulation of the Paris Declaration Evaluation (PDE), from PDE to CPDE and beyond**. The presentation was made by **Mr Niels Dabelstein, CPDE Adviser and PDE Co-ordinator**, who emphasised that although the PDE had been the starting point for this initiative, the momentum acquired through the study should push CPDEs beyond the strict PDE limits. While PDE was about joint evaluation and accountability, CPDE is about evaluation and learning. Mr. Dabelstein noted that CPDE appears to be especially useful when evaluating complicated programmes aimed at high-level results, and involving multiple actors.
- **Towards a long-term CPDE strategy** looked at what needed to be achieved during this workshop. **Ziad Moussa, Principal Project Co-ordinator**, detailed the logic along which the workshop agenda was constructed, with two distinct learning moments: i) the learning from experience while conducting the national CPDE studies; ii) looking beyond the studies towards a global CPDE agenda extending over a three-year horizon.

### 3.3 Institutionalisation of the National Evaluation System (NES) and opportunities for CPDE

During this session, a number of CPDE studies – including the experience of South Africa (by video-conferencing) and of Sri Lanka (pre-recorded presentation) – were shared. This was followed by a plenary discussion.

The country experiences presented showed that they are all progressing in the institutionalisation of the NES, but at differing speeds and with varying scopes and levels of ambition.

In **Benin**, NES is characterised by a strong political will to ensure effective national ownership of evaluation, to improve public policy effectiveness, and to address efficiency issues. An increasing demand for evaluation, especially within the public sector, has led to the development of a national policy and of public and private expertise in evaluation. Although there has been an emphasis on the utilisation of evaluation results, this is still regarded as insufficient to significantly improve public policies. Benin shows a strong trend towards the generalisation of a collaborative approach, with a greater attention to the strengthening of the national evaluation system. In future, the synergy between national stakeholders could be strengthened and the national evaluation leadership reinforced. Additionally, national evaluation networks and south-south collaborations should be developed and boosted.

In **Bolivia**, several efforts have been made to develop and institutionalise the NES. It is the responsibility of Bolivia's Ministry of Development Planning (MPD) to monitor and evaluate the implementation of programmes of both the "State System of Comprehensive Planning" (SPIE) and the "State System of Public Investment and Financing for Development" (SEIF-D). Both systems incorporate evaluation techniques in their structures. The SPIE aims to establish mechanisms, and regulatory and technical instruments, such as methodologies for monitoring, evaluation and accountability in public policy plans in the various areas and at all levels. The focus of SEIF-D, on the other hand, is on measuring achievement results of programmes and public investment projects. So far, CPDE has played little or no role in Bolivia. The "Group of Partners for the Development of Bolivia" (GruS), which emerged in 2006, could be used for discussions about strengthening national systems and mechanisms for CPDE, as bilateral, multilateral and intergovernmental organisations are among the 23 member donors of this group.

In **Ghana**, various efforts have been made to develop and institutionalise the NES, and to support the country's continued development of its lower middle income status to a higher status, via improved national evaluation system. One key step has been the preparation of a national evaluation manual, which responds to calls for the development of evaluation capacities of public servants at all levels and provides detailed guidance on the approaches for undertaking evaluation activities in general. Hopes are high that this manual will help ingrain an evaluation culture across the public sector, and it has already contributed to achievements in that regard. Up to now, CPDE has played a very limited role in Ghana. Practically all evaluation work has been led by development partners, with little involvement of Ghanaian organisations and professionals. Nevertheless, there is an enabling environment for evaluation capacity development in Ghana, given its deepening democratic culture, as well as an emerging vibrant VOPE.

**South Africa**, a PDE country which chose to not participate in the country studies but in view of its progress in strengthening NES and capacity development for evaluation was invited to participate in the synthesis workshop to share its experience and perspective. There has been a major drive since 2011 for evaluation to be seen as a means for improving the performance of the public sector. In this period, a national evaluation system has been created, with an evaluation policy, standards, competencies, training, and national and provincial evaluation plans. Some departments are treating evaluations as an opportunity to improve, while others have not yet taken action. Evaluations funded and supported by donors do not play a major role in South Africa. However, there has been some assistance with the development of the national evaluation system (particularly funding of capacity building and quality assurance from GIZ and DFID) and support for large-scale evaluations, particularly impact evaluations (notably from 3ie). There is room for collaborative partner work – especially across countries (mainly on capacity building, development of standards and shared tools) – that could also involve donors. There is also likely to be an ongoing need for support for large-impact evaluation projects. Donors are asked to use the national system for their own evaluations in South Africa, as well as to part-fund national evaluations.

In **Sri Lanka**, evaluation methodology, techniques and procedures have been introduced for quite some time, and senior government officials are being trained on the job. Responsibility for evaluation is embedded in the highest spheres of the government with independent M&E units located in each



line ministry. This helps to ensure effective integration, feedback and learning at both the strategic and operational level. One aim of the national evaluation policy is to make evaluations mandatory and a priority within the public sector. A database and repository of evaluation findings (the National Evaluation Information System – EIS) has been established to provide access to evaluation information of projects and programmes to policy-makers and planners. Sri Lanka has already had several experiences with CPDE, and donors are gradually shifting their focus from donor-driven evaluation to partner-donor joint evaluations (e.g. via Joint Management Groups, collaborative evaluation designs, or joint efforts of management and dissemination). In order to explore future opportunities for CPDE, Sri Lanka plans to further strengthen the NES and to further develop its national evaluation policy. Collaborative joint evaluations should then be identified as a mechanism for mutual accountability and managing of development results.

In **Uganda**, an implementation plan for the national monitoring and evaluation policy has been developed, and the Government Evaluation Facility has now been incorporated in the national budget. As a consequence, evaluation standards and guidelines have been put in place and are more evident than before. Collaborative evaluations are designed as per the country system specific request. Technical reviewers and reference group members are gaining additional training and exposure through networks such as EvalNet, as well as through indigenous/regional knowledge generation and experience exchange (for example, with South Africa). Opportunities for CPDE exist through the National Evaluation Agenda, which is revised every three years, so that at least one joint evaluation is in the pipeline every two years. Potential focus areas could be post-conflict development and affirmative action, as well as infrastructure, energy and oil, which are gaining increased importance within the context of Uganda.

To **summarise**, the extent of the contribution of the Paris Declaration Evaluation to the institutionalisation of the NES seems to have been conditioned by the degree of “buy-in” by political leadership, as ministry “technocrats” alone cannot make this happen. Significant progress on institutionalisation of the NES has occurred when there has been commitment from political leadership, which in turn has created a more favourable context for collaborative evaluation work between partner countries and donors.

While the PD principles and the process of the PDE have certainly had positive effects on the institutionalisation of NES and have contributed to “learning by doing”, the heavy workloads of the key actors have tended to reduce the focus on the learning aspects. In some countries, there was strong government involvement in the PDE. But in others, ownership at the political level was limited, not extending much beyond the Ministries of Finance and Planning. The inadequate dissemination of the results of the PDE at country level has also been a constraining factor.

Mutual learning about, and from, CPDE can be enhanced if there are formalised mechanisms put in place at the outset. For CPDE to be really effective, there has to be genuine commitment from all the key partners, and a willingness to work together to overcome problems that will inevitably arise.

Future opportunities for CPDE work will arise if this work is anchored in national plans of action for aid effectiveness, and/or the improvement of development co-operation. These aspects have been developed in a number of the case study countries as a follow-up to the PDE and the Busan High Level Forum.

The decision of a growing number of governments to formulate a national evaluation policy, and to establish a coherent and operational NES, reflects the increasing “demand” for evaluation – an important pre-requisite for successful CPDE. This, therefore, bodes well for future opportunities.

A comprehensive national evaluation policy provides a clear operating framework, including norms and standards and related capacity development issues, thereby contributing significantly to the establishment of the mutual confidence and the technical basis that will provide opportunities for future CPDE work. Finally, it was noted that the utilisation of evaluation results still needs reinforcing.

### **3.4 Review of progress and lessons learned from Country Studies by Country Coordinators**

This session focused on Parts II and III of the country studies. Country Co-ordinators shared their lessons learned from conducting CPDE (Colombia, Mali, and Philippines), and looked at opportunities for future CPDE (Mozambique, Senegal, Vietnam, and Zambia).

The format of the session alternated between concise presentations of the main learning elements by the country co-ordinators (15 minutes per country), followed by plenary discussions after two presentations.

STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

**Colombia** has benefited from an increased dialogue between donors and the national government through CPDE, especially in terms of alignment and appropriation. This experience is mainly seen as a process of building trust and better co-ordination between donors and national stakeholders, and advances have been made in the development of information and co-ordination activities. Despite the expressed need to articulate joint-evaluations with the national systems, no procedures and guidelines exist for this kind of venture, and the mutual accountability remains weak. Furthermore, Colombia expressed dissatisfaction with the lack of engagement from donors, lack of engagement from beneficiary institutions, and lack of civil society participation in the past. The CPDE process has been particularly useful for future collaborative opportunities where it is essential to reduce information gaps, to define joint-evaluations (including instruments and guidelines), and bring together all potential development actors to strengthen co-ordination mechanisms.

In **Mali**, all governmental directorates and their related sub-divisions and services are taking part in evaluation processes at various levels. Therefore, elements such as mutual responsibility and shared learning are already rooted within the country's evaluation system.<sup>2</sup> In addition, Mali is applying certain principles of the Paris Declaration – namely, the harmonisation of actions, the alignment of technical and financial partners with national procedures and programmes, and the principle of mutual responsibility between the government and other actors. The governments' political will and the national partners' engagement to encourage joint programming are key factors for future CPDE activities. Nevertheless, several limitations still need to be overcome – such as the lack of technical capacity within the national structures, or the weak taking into account and follow-up on evaluation findings. The CPDE experience has been instrumental in paving the way for more proactive multi-stakeholder involvement and improved co-ordination.

Over the years, the Government of the **Philippines** has been taking strides to improve its evaluation capacity and to enhance the quality of its evaluation outputs. It continues to engage in common opportunities for capacity-building to further strengthen the M&E of development results. The experiences with CPDEs have been a valuable asset in this process, providing a deeper understanding of evaluation concepts and processes, highlighting the need to strengthen in-house evaluation capacity, and demonstrating the importance of maintaining independence and the value of effective sharing. These lessons will certainly inform and improve the design and implementation of future evaluation projects, be they collaborative or not. They will help the culture of evaluation to take root in the national evaluation system – especially via the national evaluation policy, but also via the strengthening of national evaluation capacity and the annual forum of the Philippines evaluation network.

In **Mozambique**, development co-operation evaluations have so far targeted traditional donor aid, in part because the country is not yet prepared for the post-Busan challenge of inclusive partnerships. Until now, no evaluation mechanisms have been established that could support such broad and diverse partnerships. Nevertheless, in-country institutions (e.g. government, CSOs, consulting companies) have gradually become familiar with development co-operation issues, meaning that the domestic capacity to engage effectively in PDEs and other collaborative evaluations has improved over time.

**Senegal** has set up a core national reference group, including main evaluation stakeholders such as government officials and ministries, lead donors, development partners, CSOs, and consulting companies. The implementation of principles such as ownership, alignment, managing for results, and mutual accountability in global public policies, across many sectors and topics, has increased the willingness to carry out collective or joint evaluation exercises. This is likely to lead to a better co-ordinated, managed and improved national evaluation system. Past PD experiences and PD monitoring have already had positive effects. These include: the development of a deepened evaluation culture and of networks of evaluation experts; capacity building programmes by state entities that conduct public policies, and by non-state actors in terms of citizen participation and ownership; a visible quality improvement in dialogue and consultation, public policy management processes and co-operation effectiveness. As a consequence, there is a preference for CPDEs, rather than donor-led evaluations. The new "Plan Senegal Emergent" (PSE) combines a 20-year horizon/vision, a 10-year long-term strategy (2014-2023), and a five-year operation plan (2014-2018). It initiates strong reforms for effective institutions, is strongly mobilising domestic and external, public

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<sup>2</sup> The monitoring and evaluation of development results are conducted with a system using two methods. The first is reviews, a continuous process using formal frameworks and mechanisms. The second consists of ex-post evaluations of projects and programmes, generally mid-term, at the end of a phase or at the end of a project or a programme.

## STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION Synthesis Workshop Report

and private resources, and is involving various stakeholders. Thus, the PSE opens potential areas for CPDEs, and could count on some CPDE positive experiences.

In **Zambia**, the demand for evaluations is usually donor-driven and responds mainly to the reporting and accountability requirements of the respective donors, rather than reflecting support to the national development priorities. Government-initiated programmes have rarely been subjected to evaluations, as monitoring tends to overshadow evaluation. As a result, there is a lack of evidence for performance improvement and government accountability. With such limited demand for evaluation, it is not surprising that the utilisation of evaluation results is weak and not widespread. Furthermore, the weakness of the evaluation system in Zambia is also intrinsically linked to the politics that surround the use of evaluation results. Nevertheless, Zambia also has an emerging if still rudimentary network of suppliers of evaluation (including think tanks, universities, evaluation associations, and private consultancy firms), but lacks recognised evaluation mechanisms to regulate standards and ethics and to enhance professionalism. With support from donors, this network could be strengthened to create a more robust and vibrant evaluation system in the country.

In **Vietnam**, the lessons learned from PDE and other collaborative evaluation work will pave the way for future CPDEs. The Ministry for Planning and Investment has clearly recognised the use of CPDE as an important way to build evaluation capacity for government officials and to promote an effective M&E system as a tool for improving the public investment efficiency. There has been consensus that donor-led evaluations weaken the national evaluation capacities, reduce ownership over ODA projects by government agencies, as well as the accountability both of donors and national stakeholders. Therefore, the preparation of a five-year national development plan will set new trends and present opportunities for future CPDE, including policy areas with the best potential for partner-donor activities. Existing country evaluation networks and mechanisms will play an important role in helping the government and donors to run joint evaluations – especially with alignment and harmonisation issues – and to promote accountability.

Based on these presentations, together with a **summary** of the main elements of the discussions and the preliminary review of the available country case studies, the issues reflected in the country presentations can be grouped in four different categories:

- Lessons learned at policy and strategic levels.
- Lessons learned at the process level.
- Paving the way for future collaborative partner-donor evaluation work (Future Opportunities).
- Main Constraints and Challenges.

### **Main lessons at policy and strategic levels:**

- Alignment with country development priorities and focus is key to successful collaborative partner-donor evaluation work (evaluation in South Africa, for example).
- The timing of CPDE initiatives is crucial to inform macro and sector policies, and programme design and implementation (CAS, JAS, CPEs). Timely feedback of evaluation results increases policy and decision makers' interest.
- Incorporating explicit country evaluation systems development objectives in collaborative evaluation work increases the momentum of country engagement and helps build national systems.
- Country context (e.g. political commitment and support, emerging demands from CSOs and Parliamentarians for development evaluation) should be considered in country policy dialogue for M&E capacity development and CPDE work.
- Linking M&E capacity and national evaluation systems development to institutionalisation efforts (evaluation policy or M&E roadmap implementation) enhances the chances of “cultural” changes in favour of evaluation.
- Building on international initiatives is important to CPDE principles (e.g. impact evaluations with 3ie, and capacity development with Centres for Learning on Evaluation and Results – CLEAR).

### **Main lessons at process level:**

- Involvement of Country Partner structures and organs in planning and designing or conceptualising evaluations. or even conducting them, is necessary, but is not sufficient to build country evaluation systems. There is also a need to build capacities at all levels (central, local, sector, programme, sub-regional), but this must be done progressively.

## STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION Synthesis Workshop Report

- Conducting a collaborative evaluation means going through the whole cycle/process from inception to utilisation of the evaluation results (for policy and behavioural change). Conducting these evaluations mechanically simply as project/programme requirements, without building ownership and promoting utilisation, can be a counter-productive exercise.
- Supporting regional networks and partnerships, including Parliamentarians' Associations and Networks for development evaluation, can strengthen demand and enhance the country engagement.
- Conferences and other types of forums for development evaluation at country, regional and international levels provide opportunities for sharing knowledge and good practice, and for building coalitions and networking.

### **Paving the way for future CPDEs (future opportunities)**

- Real commitment and concrete proposals from partner countries and donors are the cornerstone for any future planned work.
- Learning from past experiences as to why some CPDE initiatives fail to meet their objectives, and how to build on successful experiences, is essential. It is then important to address the deficiencies and avoid pitfalls.
- Evaluation culture becomes more solidly rooted with the establishment of country evaluation systems, and the accompanying evaluation policy and M&E roadmap. It will influence any planned CPDE work.
- Multi-year evaluation capacity development initiatives (such as those in Benin, South Africa and Uganda) could present an opportunity to include CPDE as part of these initiatives.
- CPDE could establish a positive dynamic in promoting country benchmarking and sharing good practices which are determining factors in building knowledge.
- Testing innovative support mechanisms (such as joint funding of national systems, as in South Africa and Uganda) offer new opportunities for joint and collaborative partner-donor evaluation work, and so do initiatives like the African Peer Review Mechanism. This could represent a possible future entry point for CPDE.

### **Main constraints and challenges**

- Countries that are more aid dependent are more likely to experience donor-led evaluations. In this context CPDE can help promote national M&E systems and accompanying mechanisms.
- Evaluation "fatigue" (for conducting evaluations in general) in some partner countries of the South influences the "readiness" for CPDE. There is a need to prioritise and strategise, and to promote the multiple benefits of CPDE. Learning from CPDE pilots can contribute to showcasing the potential added value of CPDE.
- Nurturing demand and conducting advocacy for development evaluation is an ongoing challenge. There is a new role for VOPEs and thematic networks, and more advocacy is needed for their agendas to embrace CPDE.

### 3.5 CPDE and the Global Partnership on Development Effectiveness

This session was aimed at highlighting the multiple dimensions of CPDE in the broader context of the Global Partnership on Development Effectiveness. Strengthening mutual accountability is seen as a powerful driver to enhance the results of all development resources and to achieve greater progress towards delivering sustainable development (see Annex 4.3 for more definitions). The session was organised as a roundtable for multiple voices already engaged in the global partnership.

#### Box 1 *About the Global Partnership for effective Development Co-operation*

The Global Partnership helps nations, business and organizations work better together to end poverty.

It brings governments, the private sector, civil society and others together to ensure funding, knowledge and policy produce maximum impact for development

The Global Partnership is led by three high-profile Co-Chairs:

- Goodall Edward Gondwe, Minister of Finance, Economic Planning & Development, Malawi;
- José Antonio Meade Kuribreña, Secretary of Foreign Affairs, Mexico; and,
- Lilianne Ploumen, Minister for Foreign Trade and Development Cooperation, The Netherlands.

It is a forum for shared advice, shared learning and shared action to support the implementation of principles that form the foundation of effective development co-operation:

- Ownership by developing countries;
- Results as a focus of development efforts;
- Partnerships for inclusive development; and,
- Transparency and accountability to one another.

To date, 161 Governments and 56 organisations have endorsed the Global Partnership Principles.

The Global Partnership works with partners to complement the work of other organisations that impact effective development co-operation. These include the UN Development Co-operation Forum, the Development Working Group of the G20 and the UN-led process for creating a global development agenda for after 2015.

The Global Partnership builds on a range of international activities to improve development co-operation, including the Monterrey Consensus of 2002, the Rome Declaration on Harmonisation (2003), the Paris Declaration on Aid Effectiveness (2005), and the Accra Agenda for Action of 2008.

The Fourth High-Level Forum on Aid Effectiveness in Busan (2011), where the Global Partnership was created, marked a turning point in bringing this wide range of historical efforts to improve development co-operation by different partners together into one place, going beyond governments to include business, civil society, parliamentarians, international organisations and foundations as development partners.

The Global Partnership is uniquely:

- Inclusive: it brings together governments, business, organisations, private foundations, parliamentarians and many others to take action together.
- Action-oriented: the Global Partnership is not just about talking – it has a ‘country-focused’ approach that has made and will continue to make a difference to development results in a range of countries.
- Open: it provides a troubleshooting forum where developing countries, providers and others can air concerns and find solutions. Anyone can join.
- Flexible: it has a rolling agenda – about every one and a half to two years it picks key topics that development actors think are critical to improving development co-operation, underpinned by key principles. The Global Partnership is a forum fit for acting on 21st century challenges.

Further information on the working arrangements of the Global Partnership: [www.effectivecooperation.org](http://www.effectivecooperation.org)

Source: <http://effectivecooperation.org/>

**Mutual learning & accountability perspective:** Roderick Planta (representing Rolando Tungpalan member of the Global Partnership on Development Effectiveness Steering Committee) noted an increasing trend for conducting joint evaluations, but that evidence-based findings and monitoring indicators are still missing from the big picture. He said he would like to see how the effectiveness of development co-operation, in terms of mutual accountability, is monitored in future and evolves over time, how it is operationalised at country level, and how it can be strengthened subsequently.

**Policymakers perspective:** The Hon Evelyn Mpagi, a member of the Ugandan Parliament, and representing the Parliamentarians Forum on Development Evaluation, stressed that evaluation results are important for policy-makers in framing relevant policies. In this context, parliaments should be seen as important partners on the demand side, within a collaborative evaluation context. Evaluators should, therefore, consult and co-ordinate closely with parliamentarians on the type of information needed in developing evidence-based policy decisions. She shared several lessons learned – from her own parliamentary experience – with regard to CPDE:

STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

- There is mixed understanding and diverging interests with regard to policy making. Providing information that takes into account these diverging interests is key to creating an inclusive policy-making environment, especially with regard to the way evaluation results are communicated to parliamentarians.
- In many cases, donor influence is still dominant, leading to limited country ownership of evaluations – and, therefore, limited accountability.
- Change must be real and widely embraced by different stakeholders, rather than by a single-interest group. More frequent strategic and inclusive dialogue is key, and should be widespread among all legislators and stakeholders who are on the demand side of evaluations.

**Civil society:** **Christine Andela**, of the CSO Partnership for Development Effectiveness, highlighted the importance of equity and rights-based approaches (e.g. for women, children, people with disabilities) in evaluation. CPDE should be seen as an enabling mechanism to empower people, share information and ignite positive change. In this context, the 2<sup>nd</sup> indicator of the Busan global monitoring framework, relating to ensuring an enabling environment for civil society, is of great importance. Furthermore, she outlined several challenges related to evaluation, such as the difficulty in accessing information – on both the donor and government sides – and the lack of capacity for carrying out evaluations.

**VOPEs:** **Roderick Planta**, in his capacity as focal point for the Philippines Evaluation Network, defined four thematic streams that are at the core of the network:

- The importance of involving stakeholders as broadly as possible in evaluation.
- Influencing factors (such as partner-donor relationships) that constitute significant determinants for the evaluation system.
- Dissemination of evaluation outcomes, and involvement of stakeholders in feedback mechanisms.
- Capacity development and how academia and the private sector are involved in building national capacity.

All of these aspects, he said, should be embedded in any planned CPDE work, in order to build ownership with regard to CPDE outcomes and to promote the utilisation of results.

**Donors:** **Jyrki Pulkinnen**, Head of the Evaluation Unit at the Ministry of Foreign Affairs of Finland, gave an overview of how evaluations on the donor side are conceptualised and commissioned. He stressed the importance of inclusiveness and taking into account stakeholder views in the planning process. He also stressed the importance of the quality and standards of the end product. However, some practical problems persist. As an example, he questioned the extent to which certain principles, such as human rights, can be mainstreamed within evaluations if partner country governments do not perceive them as being important. On the other hand, he emphasised that it is relatively easy to conduct CPDEs, provided that partner countries are interested in embracing a joint approach – for example, through sector co-ordination units in Ministries or evaluation units. Finally, he appealed to development co-operation partners to make concrete suggestions for possible working arrangements for conducting partner-donor evaluations.

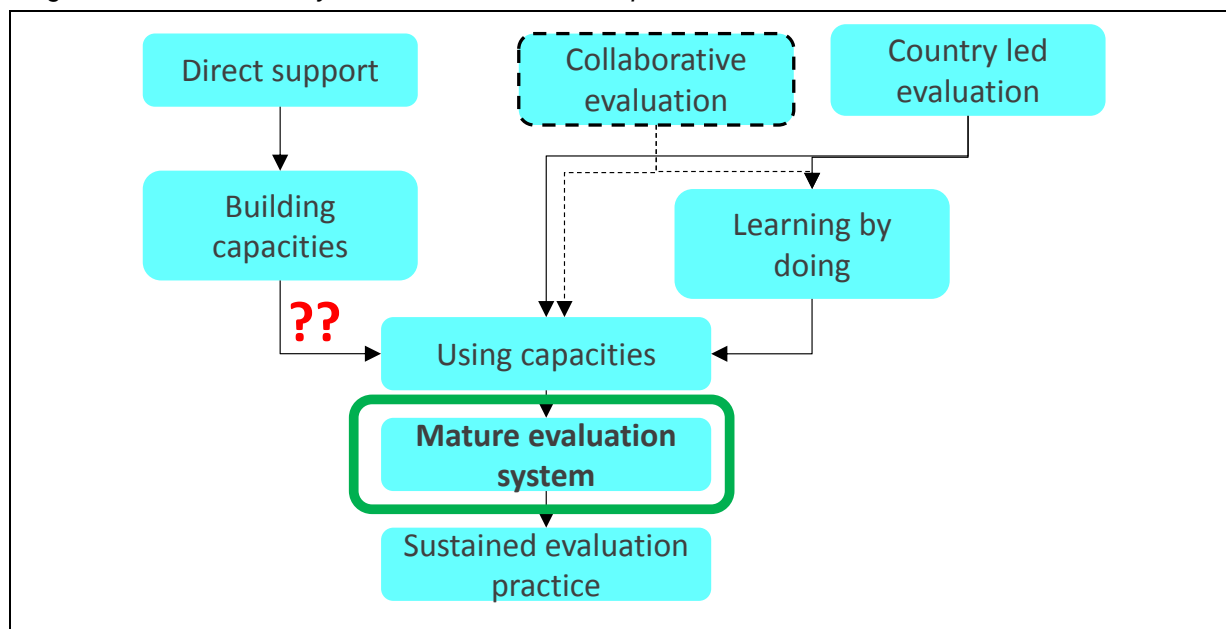
**Partner countries:** **Amadou Tidiane Dia**, of the Monitoring and Co-ordination Unit at the Ministry of Economy and Finance in Senegal, made several proposals with regard to CPDE – such as conducting CPDE at several levels (sector-wide, instrument-based, modality-based). He highlighted the opportunity of integrating CPDE as a tool for global partnership and linking it to national plans of action for aid effectiveness and/or development results, which should be part of the ongoing reflection on the mobilisation of resources.

The session was chaired and co-ordinated by **Niels Dabelstein**, who suggested in his concluding remarks that a broader notion of the initiative towards collaborative evaluation work (as opposed to only partner-donor collaboration) should be adopted. This could entail various types of arrangements of collaboration, and ensure a wider stakeholder involvement.

### 3.6 Thematic discussion 1: How to reinforce the contribution of CPDE to Evaluation Capacity Development (ECD) and National Evaluation Systems (NES)?

The session started with a presentation by Jacques Toulemonde, adviser and thematic author, about improving the National Evaluation Capacities through collaborative evaluations, along the conceptual model highlighted in Figure 3 below. The presentation focused on pathways to sustained evaluation practice, and possible approaches to develop capacities.

Figure 2 Pathways to sustained evaluation practice



Source: Jacques Toulemonde, *Improving National Evaluation Capacities through Collaborative Evaluations*

Following the plenary presentation, participants were divided into three break-out groups, to discuss **how country systems could be used in a collaborative evaluation, how to conduct capacity-oriented collaboration, according to the degree of maturity of the national evaluation system, and how to combine CPDE with current ECD efforts.**

#### Group 1 – Capacity-oriented collaborations: How could country systems be used in a collaborative evaluation?

The group started by analysing who is responsible for evaluation in each country, which revealed heterogeneous national realities: some countries have more centralised systems than others, some countries experience a bigger influence from donors in setting the national evaluation agenda, some countries are in the process of developing their own national standards and systems, etc...

Most of the group favoured a strategy of learning by doing, involving the national structures and staff of the partner country in collaborative evaluations alongside with donors. In addition, opportunities for receiving specific training in evaluation methodology and approaches were identified, with the idea that those trained should then participate (and later lead) the collaborative evaluations.

The group also pointed out that learning should not be limited to a North to South channel. The experience of South-South exchange between the African Evaluation Association (AfrEA) and the Latin American and the Caribbean Network for Monitoring, Evaluation and Systematisation (ReLAC) was highlighted. This had helped AfrEA in developing and promoting evaluation standards for Africa, and influencing subsequently the practice of evaluation within the continent. After that exchange, ReLAC has begun working on evaluation standards for Latin America, with the support of the German Co-operation. It is expected that these standards could be used in collaborative evaluations.

Other recommendations from the group included:

- Involving evaluation managers from line or horizontal ministries of partner countries in steering or reference groups (including by video-conferencing).
- Involving professional evaluators from the partner countries as core team members, and stipulating it as a requirement in the ToR issued by partners/donors.

STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

- Collaboration with the donor(s) could be limited to planning evaluations, leaving the partner country to do the evaluation with their own resources (provided that resources are available and sufficient).
- Relying on national resources in terms of human resources (technical and other), but using donor financial resources by making it possible to use ODA for funding a partner country's own evaluations.
- Supporting some partner country evaluations as pilot evaluations, with special funding by donor countries (e.g. as done in Vietnam),
- Making room for some kind of collaboration in national evaluation policy development.

**Group 2 – Strengthening country systems: How would you conduct a capacity-oriented collaboration if the country's national evaluation system is still emerging or if the national evaluation system is relatively more advanced?**

Within an **emerging country evaluation system**, groups highlighted the clear need for a national champion or lead institution/agency that can take the responsibility for the evaluation on behalf of the partner country, with clearly identified roles and responsibilities within the evaluation process.

Discussions also stressed that capacity-oriented evaluations should involve “grassroots stakeholders” in the public sector and civil society, as well as national evaluation networks (VOPEs), to ensure better ownership of the process and its outcomes.

With regard to outsourcing, participants stressed that a significant part of the tasks should be contracted locally in the partner country to build capacity through a learning-by-doing model.

**In the case of a relatively mature evaluation system configuration**, participants stressed the importance of embedding national standards, national guidelines and national evaluation policy within the process – which often seems not to be the case, according to participants' experiences. In addition, collaborative evaluations need to be aligned with national development goals and priorities.

Participants recommended that outsourcing should rely primarily on the partner country procurement systems, and should give leading roles/responsibilities to national evaluators. The participation of parliamentarians and local government officials, as well as independent national control and oversight bodies, should be encouraged.

Collaborative evaluations should not be limited to one particular evaluation, but should be part of a broader programme or workplan that, ideally, should involve multiple donors and multiple levels (central, provincial, local).

**Group 3 – Complementing ECD: How would you combine collaborative evaluations with current ECD efforts?**

The group agreed that while there is no single bureaucratic process or formula for combining collaborative evaluations with current ECD efforts and practices, a pragmatic approach is needed to align what exists with a longer-term vision focused on making evaluations more collaborative. Three simple steps can be undertaken in this regard:

- i) Understanding the national evaluation landscape through mapping the different stakeholders, and working towards an **inclusive engagement** of these stakeholders (including civil society, research and academia, national evaluation associations).
- ii) Clear **advocacy for CPDE** in national agendas, which can/should be championed by the various stakeholders.
- iii) **Pilot collaborative partner-donor evaluation initiatives** with ECD to demonstrate its added value in strengthening national evaluation systems.

Training geared towards systemic capacity-building also seems to be a promising entry point, and the CLEAR initiative was mentioned repeatedly in this regard. The recent adoption of African evaluation standards championed by AfrEA, was also mentioned. It was suggested that these standards should be used in any intended collaborative evaluation effort in Africa.



### 3.7 Thematic discussion 2: The multiple partnership dimensions under CPDE

The session started with a presentation by thematic author Serge Eric Yakeu Djiam about multiple partnership dimensions under CPDE, by reflecting on the AfREA experience and associated challenges and opportunities.

Figure 3 Break-out discussion on multiple partnership dimensions under CPDE



Similar to the previous session, participants were divided into three break-out groups to discuss a **dimensional analysis of partnership for collaborative evaluation** (promising partnership practices, actors, external factors), **trends and opportunities for future partnership development** under CPDE, and **assumptions and risks that could affect the development of future partnership development**.

The feedback of participants was as follows:

**Group 1 - Dimensional analysis:** With respect to **dimensional analysis** (What are the promising partnership practices, main benefits, and what could strengthen or weaken these benefits?) several partnerships at local level were mentioned. However, these had only a marginal connection with evaluation, and were more in line with “public watch councils” or relating experiences of social accountability, in the hands of CSOs. The related experience of participatory planning and budgeting was also mentioned.

A more specific evaluation effort was described by the Philippines, relating to a clear case of an ex-post evaluation that was a good example of inter-governmental partnership.

Another interesting practice is the African Peer Review Mechanism (APRM) of the African Union (AU), which is an inclusive process focused on national public policies and topics of governance, transparency, and economic management of the participating countries. It is more a voluntary self-evaluative process than a classic evaluation, and is undertaken with the support of experts provided by the APRM Secretariat to ensure adherence to agreed international and AU agendas and standards and is not focused on development assistance. It is supported by AFDB, UNDP, ECA, EU and others.

The case of the CLEAR Initiative, with centres and regional advisory committees in Asia, Africa and Latin America, was identified as a partnership that has great potential to facilitate productive linkages between donors, partner governments, and CSOs. The exchanges between these CLEAR centres and their expanding network of partner institutions are also examples of South-South partnerships.

The EvalPartners initiative is helping to link VOPEs from around the world, and to strengthen CSO links and parliamentary forums and networks for development evaluation, as well as supporting ECD directly (e.g. through peer-to-peer collaboration projects) and indirectly (through the collaborative development of a 2016-2020 global evaluation agenda). In relation to VOPEs, it was mentioned that although the reliance on volunteer effort is a key strength, it also has limits, as they cannot grow more and remain effective without at least some paid staff.

The increasingly important role of foundations in development was mentioned. Some have made significant contributions to ECD, and the work of the African Capacity Building Foundation (ACBF) is an example.

Partnerships could also be strengthened with **think tanks**, which undertake policy and programme analysis of an evaluative nature, and also sometimes conduct evaluations. For example, some international think tanks have been key in developing the agenda around issues of impact evaluation.

**Group 2 - Trends and opportunities for future partnership development under CPDE: Mutual benefits**, drivers, architecture and preconditions of partnerships were identified in relation to partnership evaluations for mutual benefits.

With regard to **drivers**, the results and mutual learning agenda includes a general commitment to use partner country systems. In principle, donors should be willing to engage in collaborative evaluations so as to show that they fulfill their commitments. Second, the trend towards results-oriented budgeting and budget support is becoming a major driver towards collaborative evaluation, because one-sided evaluations lack a clear added-value in this framework. Finally, there are an increasing number of international arenas where evaluation professionals from various countries meet across donor and partner spheres, and could gather into coalitions supporting collaborative work.

In relation to the **architecture** of partnerships, new or reinforced partnerships may have a twofold geometry (one partner, one donor) and may also include new donors, but there are other interesting collaborations with partners above and below the national level. At regional level, there is a prospect for collaborations involving one or more donors and multiple partners who could benefit from lessons pertaining to their needs and South-South benchmarking opportunities. At the global level, the current partner-donor collaboration (PDE, and this initiative) might be strengthened by establishing formal relationships between EvalNet and a group of volunteering partner countries. At sub-national level, it is worth including country stakeholders in partner-donor collaborations by including them in evaluation reference groups.

With regards to **preconditions**, partnerships need to be established on a fully voluntary basis on both sides, but there are other preconditions. For example, partners need to have sufficient evaluation capacity, plus an evaluation policy or framework that makes room for such collaboration. Moreover, partners should be prepared to share all that should be shared in a collaborative evaluation, including design, access to information, and results.

In order to assure mutual benefits to parties engaged, expectations and possible benefits/use should be embedded in the planning process as much as in the results. In this respect, partner-donor evaluation collaboration may increase legitimacy, impartiality and ownership on all sides. The ultimate mutual benefit is that partners may learn more relevant and timely lessons in comparison with one-sided evaluations. Hence, they could achieve better and faster development results – something that is their common and ultimate goal.

**Group 3 - Assumptions and risks that could affect the development of future partnership development:** Several factors were identified as possibly facilitating or hampering such evaluations.

**Facilitating factors** include the co-ordination framework (timeline, terms of reference, guidelines), good and clear planning, inclusive and clear responsibilities, adequate resource mobilisation, communication or learning through evaluation for action, and agreement on conclusions and recommendations.

**Hampering factors** may include: the perception that collaborative evaluations are time-consuming (and may involve higher transaction costs); disagreement on conclusions and recommendations; decisions on service delivery rather than capacity development (possibly) in case of shortage of human resources to run evaluation assignments; communication barriers; absence of a dissemination plan for mutual benefits; corruption; and lack of independent oversight mechanisms.

**Positive unintended effects** may arise from the availability of resources (financial and human resources, including consulting firms) and the degree to which collaborative evaluation projects can be strategic and operational.

**Negative unintended effects** may result from non-adherence to a timeline (thus becoming energy and time consuming), the absence of mutual resource mobilisation (the degree to which partner countries depend on external aid), and from the notion of mutual trust and accountability, which is critical in the process.

### 3.8 CPDE initiative and donor ECD activities: cross-support

During this session, chaired by Gerald Britain, a former head of evaluation at USAID, three donors – Karen Rot-Münstermann (AfDB), Ganesh Rauniyar (AsDB) and José Manuel Argiles Marin (Spain) – presented their views on the CPDE initiative and donor activities for evaluation capacity development. Further to that Marco Segone (EvalPartner Co-Chair & UNEG Vice-Chair) shared the objectives for 2015, the international year of evaluation.

**Karen Rot-Münstermann** presented the initiatives of Independent Development Evaluation (IDEV) to strengthen evaluation capacity development. These included:

- Strengthening National Evaluation Systems (e.g. through support to institutions that improve government accountability and evidence-based decision making in the public sector).
- African Parliamentarians' Network on Development Evaluation to provide a forum that supports parliamentarians in Africa (and also national and sub-regional chapters) to make use of, and advocate, development evaluation in order to promote development effectiveness and inclusive growth on the African continent.
- Evaluation Platform for Regional African Development Finance Institutions to aim at excellence in evaluation by promoting the evaluation culture with quality and professionalism, to produce an increased contribution of evaluation in organisational results.
- Ad hoc activities such as training on impact evaluations, workshops and seminars, and support to other regional ECD initiatives.

She concluded by highlighting that the AfDB recognises that capacity development is a long-term process, and that national governments or regional institutions have to own and lead the process. The support also needs to be flexible, innovative and holistic, focusing on institutionalising development evaluation, individual training, reaching out, and creating an enabling environment for an evaluation culture to thrive.

**Ganesh Rauniyar** presented the various ECD initiatives provided by the ADB:

- For staff (e.g. preparation training for ADV staff, impact evaluation methods, IPDET and SHIPDET training courses, data analysis training and resource persons for ECD from other agencies for thematic evaluation).
- For countries (e.g. dissemination of major evaluation findings, support for SHIPDET and CLEAR centres, on-the-job training, PCR preparation, evaluation events, impact evaluation conferences, and CPDE).

**José Manuel Argiles Marin**, in a pre-recorded presentation, started by explaining that different dimensions of capacity are needed for evaluation (enabling environment, institutional and individual capacity). The Spanish co-operation has undertaken the following ECD activities:

- Support to EvalPartners (e.g. through evaluation units of UNICEF and UN Women, supporting 2015 Eval Year).
- Collaboration with VOPEs (e.g. with Latin American VOPEs and others).
- Exchange of institutional experiences (e.g. through promoting twinning and exchange of experiences).
- Human Rights and Gender in Development (e.g. through support to UN Women, but also through promoting exchanges in the country).
- Joint and collaborative evaluations (e.g. through participation of partners in the evaluations).
- Fostering local evaluators/My M&E<sup>3</sup> (e.g. by including in the ToR a recommendation that local expertise should be included in the team, promoting professionalisation, conducting and disseminating evaluations in the language of the partner country, and promoting a course in My M&E in Spanish).

**Marco Segone**, (via pre-recorded presentation<sup>4</sup>) started by stressing the importance of 2015, as international year of evaluation, to shift from the Millennium Development Goals (MDGs) to the Sustainable Development Goals (SDGs). He explained that the following is planned to be addressed within this initiative:

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<sup>3</sup> My M&E is an interactive Web 2.0 platform to share knowledge on country-led M&E systems worldwide. <http://www.mymande.org/>

<sup>4</sup> The presentation is accessible here: [https://www.youtube.com/watch?v=3\\_653hxUJLY](https://www.youtube.com/watch?v=3_653hxUJLY)

STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

- Mainstreaming evaluation in the future SDGs, including strengthening the capacity and making sure that the aspect of social equity and gender equality in the SDGs will be evaluated.
- Bridging the gap between the evaluation community and policy makers and making sure that they will reach out to those who are supposed to demand and use evaluation in policy making.

So far, organisations all over the world have joined the movement and declared the international year of evaluation. During 2015, 15 regional and global events are planned to take place which are linked by discussing common themes:

- How to bridge the gap between supply and demand side?
- How to strengthen (where existing) and how to develop (where not existing) gender and equity focused evaluation policies?
- How to strengthen capacity of countries, regions and international organisations in evaluating SDGs at international and national level?
- Establish a global evaluation agenda 2016-2020.

Highlighting the importance of strengthening NEC, the newly adopted UN resolution 69/237 Building capacity for the evaluation of development activities at the country level<sup>5</sup> was shared with the participants of the workshop, during the video presentation.

During the Q&A session, the importance of supporting the development of national M&E systems was highlighted. Circumstances in individual countries have to be taken into account. Karen Rot-Münstermann highlighted the fact that the AfDB starts with what is available and builds on that – in particular, linking up with other initiatives, such as the African Initiative on Management for Development Results (MfDR) Community of Practice (AFCOP), which is actually facilitated by the ACBF.

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<sup>5</sup> [http://www.un.org/ga/search/view\\_doc.asp?symbol=a/res/69/237](http://www.un.org/ga/search/view_doc.asp?symbol=a/res/69/237)

### 3.9 The way forward

The last part of the workshop was dedicated to determining the building blocks for the way forward, beyond the study phase of the CPDE initiative. This was done in three sessions:

- The first session on “elements of a joint learning framework for CPDE” involved mixed groups, in which participants were asked to answer three questions: Where do we want to be and what do we want to achieve in three years? What do we want to learn from CPDE? What can we bring to CPDE from our institutional perspective?
- The second session on “the way forward for CPDE” began with presentations from four country co-ordinators, coming from Francophone Africa, Anglophone Africa, Asia, and Latin America. This was followed by a debate with the audience on concrete actions for the next year, which stakeholders to involve, and the type of support needed to advance the national agenda.
- The final session, chaired by the Management Group, was conducted as an open forum in which all participants provided their opinion on possible working arrangements for setting a CPDE implementation framework.

#### 3.9.1 What could be the elements of a joint learning framework for CPDE?

The plenary feedback from the mixed groups provided the basis for the following elements of a joint learning framework:

##### 1. Where do we want to be and what do we want to achieve in three years?

- Engage in an inclusive and demand-driven effort.
- Share experiences, case studies, best practices and strategic country dialogue related to collaborative evaluation.
- Define an agenda that builds on EvalYear 2015, but goes well beyond it.
- Work on approaches, standards and systems for CPDE.
- Strengthen the capacities of existing evaluation units/directorates/departments at national level.
- Support higher education institutions in teaching and promoting (collaborative) evaluations.
- Establish evaluation benchmarks.
- Encourage more productive partnerships with CLEAR, Development Banks (e.g. AfDB, AsDB), and the UN Institute for Development Planning (Dakar).
- Prepare, collect, share and disseminate CPDE success stories.

##### 2. What do we want to learn from CPDE?

- How to meet emerging and growing needs for improved governance and development effectiveness.
- How to engage evaluation users more effectively, and with more empathy/social concern.
- How to develop feedback mechanisms and iterative feedback loops.
- Modalities for effective partner-donor collaboration that can bring change in partner countries, but also in donor evaluation practices.

##### 3. What can we bring to CPDE from our institutional perspective?

- Money, skills and technical support (donors).
- Adaptation to national political context (partners), such as policies, laws, and stakeholder perspectives.
- Encouraging peers (mostly at regional level) to learn from our CPDE experience.
- Case studies to improve evaluation training courses.

#### 3.9.2 The way forward for CPDE

The opening remarks of the session were provided by four country co-ordinators: Oswald Agbadome, from Benin (Francophone Africa), who chaired the session; Jimena Duran, from Colombia (Latin America); Roderick Planta, from the Philippines (Asia); and Timothy Lubanga, from Uganda

## STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION Synthesis Workshop Report

(Anglophone Africa). The panelists were asked to answer the following three questions, which were later opened to the rest of the audience:

- What are concrete actions for the next year?
- In terms of institutionalisation and organisation of the initiative at the national level, who are the stakeholders to involve?
- What is the type of support you need to advance your national agenda?

The outcomes of the discussions can be summarised in the 11 action points provided below:

1. At country level, implementing CPDEs has not been easy to kick-start, but after the workshop it is clear that it is proving to be **possible to implement**.
2. **National actors should be fully involved**. This requires mapping of stakeholders, identifying the most important people to get involved, and setting up a reference group (in cases where this was not already done in the process of preparing country studies).
3. There is a need for a concerted effort to **push CPDE higher on the national evaluation agenda**, otherwise the efforts made so far risk being diluted or overshadowed by other priorities. **This is a shared responsibility** involving not only donors and partner country officials, but also all stakeholders of the Global Partnerships for Development effectiveness.
4. **Engaging with regional development banks and working with the existing platforms**, but also trying to establish one international platform for CPDE. It should be noted that such a platform was initially foreseen in the concept note of the CPDE study, but would need further refinement of its enabling elements – including who can champion and fund it.
5. **Pilot CPDE work should be used to strengthen the national evaluation system**. Both aspects are organically linked and inter-related.
6. **Follow a didactic learning-by-doing approach to build capacity**, and complement it with strategic training in areas where it is needed most.
7. **Engage with other initiatives** – e.g. CLEAR, IOCE/EvalPartners and others – and advocate/lobby to include CPDE on their agendas.
8. **Don't forget academia, networks and consultants** that constitute the “local” CPDE cohort. CPDE should not be seen as being the exclusive mandate or concern of donors and partner country governments.
9. **Producing good quality CPDEs** that are used to improve performance and inform policy is **essential to underpin advocacy** and to engage with other stakeholders. Good quality evaluation will also foster demand.
10. **Use the case studies and conclusions of this workshop report to show that CPDE is important**, disseminate the results of this initiative at national and regional levels, and engage with other stakeholders.
11. Ensure links and synergies between the CPDE initiative and the Global Partnership for Effective Development Co-operation (GPEDC) initiative, keeping in mind that the CPDE initiative is one of the 39 voluntary initiatives annexed to the Mexico Communiqué of the High Level Meeting of GPEDC in Mexico in April 2014.

### 3.9.3 Working arrangements for setting up a CPDE implementation framework

This final session, on working arrangements, was also carried out in plenary and began with opening remarks from the Management Group, followed by comments and suggestions from the audience. These comments and suggestions can be clustered in the following action items:

- In the light of the results of the CPDE study, it appears clearly that any planned CPDE implementation stems from the convergence of multiple national initiatives, as **donors cannot help if there is no interlocutor and no entry point**. Country co-ordinators are strongly encouraged in future to capitalise, follow up and **use the results of the studies to advocate with donors** locally, and to use the planned pilot CPDEs as a common learning framework.
- **A light structured Management Group is needed to continue pilot the efforts** (similar to the Management Group that piloted this study). France is stepping down, and the seat initially occupied by Vietnam is empty, so a donor and a partner country need to step in to assist Finland and Uganda. The Multilateral Development Banks (African, Asia, Inter-American and World Bank) would be highly suitable candidates.

STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

- **If there is a significant number of countries willing to undertake the challenge, they could work together on a common learning framework at a decentralised (regional) level.** Assistance from the Management Group would then be needed to organise bilateral and/or regional sharing events (Francophone and Anglophone Africa, Asia and Latin America). Further down the line, **on the 2016 horizon, a global sharing and learning event can be organised.** Benin is proposing to organise such an event during its Evaluation Week of 2015.
- The effort has to be “constructively opportunistic” – in the sense of using EvalYear 2015 and the conferences of the regional evaluation associations (AfrEA, RELAC, CoE), but also platforms such as the American, European, Canadian and Australian evaluation associations – to **ensure that CPDE is on the agenda of these international conferences. EvalYear 2015 is a unique opportunity** as all conferences have an international dimension, and therefore would be more open to consider CPDE.
- The UN resolution on EvalYear 2015 clearly calls for the UN system to become more involved in national evaluation capacity. **There is a possibility of advocacy with individual UN organisations** (such as UNDP, UNWOMEN, UNICEF, or UNEG at large) to embrace a CPDE approach.

The following organisational comments were also made:

- In terms of post-workshop efforts, the Project Co-ordination team will work alongside the country co-ordinators to finalise the country studies, as well as the four thematic papers that systematise the learning derived from the study.
- AfDB acknowledges the various calls for them to play a leading role in the follow-up, and to work with the African Union Commission (AUC), pending approval from Management. The idea would be to set up a platform for African countries to co-ordinate and share experiences.
- AsDB is also supportive of the initiative and will base its support on the findings and the needs expressed in the country studies from Asia (mainly the Philippines, Samoa and Vietnam).
- USAID, which has been closely following the CPDE study, remains interested and supportive, and would want to stay engaged.
- Although CPDE countries were drawn from the pool of PDE countries, the initiative should/will be open to all countries willing to take part.

The workshop ended with an **enthusiastic vote of thanks to NEDA** for its preparation and organisation, **ADB** for co-hosting, the **Management Group** for its leadership, and the **participants and project co-ordination team** for the rich and insightful debates.

## 4 Annexes

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STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

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STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

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STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

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STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

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STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

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## 4.2 Workshop agenda

### Workshop objectives/results:

- Share the results and lessons learned from the country studies.
- Generate inputs for four thematic papers summarising the CPDE experience.
- Identify the main building blocks for a joint CPDE Learning framework.
- Identify concrete suggestions for CPDE work in coming three years .

<b>Day 1: December 2<sup>nd</sup></b>					
<b>Looking back</b>					
Time	Plenary		Group work		Break
08:00 – 09:00	Registration				
09:00 – 10:00	<b>Official opening</b> <ul style="list-style-type: none"> <li>• Mr. Rolando Tungpalan, Deputy Director General, NEDA</li> <li>• Mrs. Hemamala Hettige, Senior Adviser, Independent Evaluation Department, Asian Development Bank</li> <li>• Dr. Jyrki Pulkkinen (Finland) and Mr. Timothy Lubanga (Uganda) on behalf of the CPDE Management Group</li> </ul> <b>Tour de table:</b> who is who in the room				
10:00 – 11:30	<b>The journey to Manila</b> <b>An overview of the main achievements and milestones of the project</b> since the kick-off workshop in Uganda (Claude Leroy – Chair of the CPDE Management Group – France) <b>Setting the stage: what are we here to achieve and how we will achieve it?</b> <ul style="list-style-type: none"> <li>• Articulation with the Paris Declaration Evaluation (PDE): <b>from the PDE to CPDE and beyond</b> (Niels Dabelstein, CPDE Resource Person)</li> <li>• <b>Improving National Evaluation Capacities through CPDE:</b> what the CPDE could achieve and the way forward (Jacques Toulemonde, CPDE Resource person)</li> <li>• <b>Towards a long term CPDE strategy: what we need to achieve during this workshop</b> (Ziad Moussa, Project Co-ordinator)</li> </ul>				
11:30 – 12:00	<b>Coffee Break</b>				
12:00 – 13:30	<b>Institutionalisation of the National Evaluation System and opportunities for CPDE</b> (Roundtable facilitated by Ian Hopwood) <ul style="list-style-type: none"> <li>• The South Africa experience: Ian Goldman and Thabani Buthelezi (15 minutes)</li> <li>• The Sri Lanka experience: Velayuthan <b>Sivagnanasothy</b> (15 minutes – by video)</li> <li>• CPDE country experiences: Benin, Bolivia, Uganda, Ghana (10 minutes/country)</li> <li>• Q&amp;A with the audience (20 minutes)</li> </ul> <b>Wrap-up and salient findings</b> by Pablo Rodriguez Bilella (author of the Thematic paper on Success Elements and Critical Paths)				
13:30 – 14:30	<b>Lunch break</b>				
14:30 – 17:00	<b>Review of progress and lessons learned from Country Studies by Country Co-ordinators</b> <ul style="list-style-type: none"> <li>• <b>Lessons learned from joint CPDE</b> (Colombia, Samoa, Mali, Philippines)</li> <li>• <b>Opportunities for future CPDE</b> (Mozambique, Senegal, Vietnam, Zambia)</li> </ul> (10-12 minutes per country, with Q&A after each two presentations) <b>Summary of the discussions and closing remarks:</b> Mohammed Heidi Manai, author of the thematic paper on lessons learned from CPDE Country Studies) <b>Walk-in coffee break in between the presentations</b>				
7:00 pm	<b>Dinner</b> <b>PASAY room, 3<sup>rd</sup> floor (seated dinner)</b>				

STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

Day 2: December 3 <sup>rd</sup> Looking forward	
Time	Description
09:00 – 11:00	<p><b>Learning from experience: multiple perspectives of CPDE</b> (7 minutes per speaker) Chair: Niels Dabelstein, CPDE Adviser</p> <ul style="list-style-type: none"> <li>• <u>Mutual learning &amp; accountability</u>, <i>Global Partnership on Development effectiveness: Rolando Tungpalan, Global Partnership Steering Committee, Philippines</i></li> <li>• <u>Policy makers</u>: Hon. Evelyn Mpagi, Member of Parliament, Uganda</li> <li>• <u>Civil society</u>: Christine Andela, CSO Partnership for Development Effectiveness, Cameroun</li> <li>• <u>Professional Evaluators</u>: Roderick M. Planta, Evaluation Association, Philippines</li> <li>• <u>Partner countries</u>: Tidiane Dia, Ministry of Economy and Finance, Senegal</li> <li>• <u>Donors</u>: Jyrki Pulkkinen, Ministry of Foreign Affairs, Finland</li> <li>• <u>UN resolution on Evaluation: Empowering Countries through Evaluation</u>, Deborah Rugg, Director, UNEG (video)</li> <li>• Q&amp;A with the audience (30 minutes)</li> </ul> <p>Management group response on the actual and possible synergies between National Evaluation Capacity and CPDE: Claude Leroy, Chair of the Management Group</p>
10:30 – 11:00	<b>Coffee Break</b>
11:00 – 13:00	<p>Thematic discussion 1: <b>How to reinforce the contribution of CPDE to strengthening Evaluation Capacity and National Evaluation Systems?</b> (Presentation by Jacques Toulemonde + group work) Discussions will take place in 3 mixed groups</p>
13:00 – 14:00	<b>Lunch break</b>
14:00 – 15:30	<p>Thematic discussion 2: <b>The multiple partnership dimensions under CPDE</b> (Presentation by Serge Eric Yakeu Djiam + group work) Discussions will take place along the same model than before lunch</p>
15:30 – 16:00	<b>Coffee break</b>
16:00 – 17:30	<p><b>The way forward: what could be the elements of a common learning framework for CPDE</b> Facilitated group work around the main elements of a common learning framework:</p> <ul style="list-style-type: none"> <li>• Where we want to be and what we want to achieve in three years?</li> <li>• What are the learning elements and sources of knowledge and how to capture/capitalise on them?</li> <li>• Dispositions and preliminary commitments of the different categories of stakeholders for the CPDE adventure (keeping in mind that most if not all will have to go back to their respective hierarchies for approval)</li> </ul> <p>Participants will be divided in mixed groups, ideally with two co-chairs: a donor and a partner country Reporting to the plenary from the groups</p>
Evening (starting 6:30)	<p style="text-align: center;"><b>Socio-cultural programme and cocktail dinner</b></p> <p><b>R'SPACE (20 minutes walking from the hotel, gathering at 6:15 pm in the lobby)</b></p>

STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

<b>Day 3: December 4<sup>th</sup></b> <b>Looking beyond the current phase of the CPDE project</b>	
Time	Description
08:30 – 09:30	<b>CPDE initiative and donor ECD activities: cross-support</b> Chair: Gerald Britain, USAID <ul style="list-style-type: none"> <li>• Karen Rot-Münstermann, African Development Bank</li> <li>• Jose Manuel Argilès-Marin, Ministry of Foreign Affairs and Co-operation, Spain</li> <li>• Ganesh Raunyar, Asian Development Bank</li> </ul>
09:30 – 11:00	<b>The way forward for CPDE</b> Chair: Oswald Agbadome, Benin <ul style="list-style-type: none"> <li>• A list of concrete suggestions for CPDE work for the coming 3 years</li> <li>• Concrete ideas on how to foster multiple dimensions of learning (partner-partner, partner-donor, donor-donor, intra-partner, intra-donor)</li> </ul> Suggestions for a (light) governance structure
11:00 – 11:30	<b>Coffee break</b>
11:30 – 13:30	<b>The way forward: working arrangements for CPDE</b> Chair: CPDE Management Group <ul style="list-style-type: none"> <li>• Sharing in plenary the outcomes of the previous session</li> <li>• Organisational arrangements (preferably decentralised across regions with a yearly forum)</li> <li>• Synergies with EvalYear 2015 and the proposed work with IOCE</li> </ul> <b>Wrap-up, closing and whats next</b> <b>Evaluation of the workshop</b> <b>Vote of thanks to ADB and the government of Philippines</b>



### 4.3 CPDE Initiative: some definitions

*Following the terminology of the Paris Declaration Evaluation: “countries” or “partner countries” will refer to the countries receiving aid, and “donors” or “donors/agencies” will usually be used to signify those countries and multilateral agencies providing aid”.*

**Collaborative:** characterized or accomplished by collaboration.

**Partner:** countries receiving aid or development assistance.

**Donor:** countries and multilateral agencies providing aid or development assistance.

**Evaluation:** development evaluation as defined and practiced by OECD-DAC Evaluation Network:

**What?** Evaluation of aid or development assistance provided by donors.

ODA: **Official development assistance** is a term coined by the **Development Assistance Committee (DAC)** of the Organisation for Economic Co-operation and Development (OECD) to measure aid. The DAC first used the term in 1969. It is widely used as an indicator of international aid flow. See OECD-DAC statistics on ODA: <http://www.oecd.org/dac/stats/>

Covers various aid modalities and instruments including sector/thematic projects, programs, policies and strategies, budget support, and country assistance program/strategies.

**How?** Adopted at the OECD DAC High Level Meeting in 1991, the evaluation principles were published in 1992 as part of the DAC Principles for Effective Aid. See the main elements of the OECD DAC's approach to evaluation, including evaluation criteria, core principles and quality standards in Evaluating Development Co-operation: Summary of key norms and standards, June 2010 (<http://www.oecd.org/dac/evaluation/dcdndep/41612905.pdf>)

**EvalNet:** The OECD-DAC Network on Development Evaluation contributes to better development results using evaluation to build a strong evidence base for policy making and for learning. There are three strategic areas of engagement:

- Understanding the role of evaluation,
- Encouraging good practice,
- Supporting collaboration.

Further information: <http://www.oecd.org/dac/evaluation/>

**Joint versus Collaborative:** a **joint evaluation** is an evaluation to which different donor agencies and/or partners participate. There are various degrees of “jointness” depending on the extent to which individual partners cooperate in the evaluation process, merge their evaluation resources and combine their evaluation reporting. EvalNet members have recognised that they need to work together in a better way, co-ordinating their work to prevent duplication and maximise synergies. Evaluation of development activities is following this general trend and as the form of co-operation is shifting towards budget support, sector-wide approaches, and multi-donor programming, evaluations of development co-operation are also moving towards more joint approaches. The DAC Network on Development Evaluation plays an active role in supporting this shift towards more collaborative work – by offering guidance, providing a platform to coordinate evaluation plans and facilitating joint work on development topics of wide interest. **Collaborative evaluation** has been chosen to differentiate evaluations conducted jointly between partner countries and donors from those evaluations carried jointly among donors.

**Results and Mutual Accountability:** Strengthening accountability is a powerful driver to enhance the results of all development resources and to achieve greater progress towards delivering sustainable development. In recent years, there has been an increasing demand for more information on results to hold development co-operation providers and developing countries more closely accountable for the results of their partnerships, and to more clearly assess progress on poverty reduction and sustainable development. Nevertheless, donors have in some cases set up separate systems that undermine developing countries’ own capacity to define, track and evaluate their results. The Results and Accountability Building Block will seek to adopt country results and accountability agreements that will strengthen accountability among partners to citizens for better development results.

Further information on the Results and Mutual Accountability building block Concept note: <http://www.oecd.org/dac/effectiveness/>

**Evaluation versus monitoring:** **Monitoring** is the systematic and routine collection of information from projects and programmes for four main purposes: (i) To learn from experiences to improve practices and activities in the future; (ii) To have internal and external accountability of the resources

## STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION Synthesis Workshop Report

used and the results obtained; (iii) To take informed decisions on the future of the initiative; and (iv) To promote empowerment of beneficiaries of the initiative.

Monitoring is a periodically recurring task already beginning in the planning stage of a project or programme. Monitoring allows results, processes and experiences to be documented and used as a basis to steer decision-making and learning processes. Monitoring is checking progress against plans. The data acquired through monitoring is used for evaluation.

**Evaluation** is assessing, as systematically and objectively as possible, a completed project or programme (or a phase of an ongoing project or programme that has been completed). Evaluations appraise data and information that inform strategic decisions, thus improving the project or programme in the future.

Evaluations should help to draw conclusions about five main aspects of the intervention: (i) relevance, (ii) effectiveness, (iii) efficiency, (iv) impact, and (v) sustainability. Information gathered in relation to these aspects during the monitoring process provides the basis for the evaluative analysis.

In general, monitoring is integral to evaluation. During an evaluation, information from previous monitoring processes is used to understand the ways in which the project or programme developed and stimulated change. Monitoring focuses on the measurement of the following aspects of an intervention:

- On quantity and quality of the implemented activities (outputs: What do we do? How do we manage our activities?)
- On processes inherent to a project or programme (outcomes: What were the effects /changes that occurred as a result of your intervention?)
- On processes external to an intervention (impact: Which broader, long-term effects were triggered by the implemented activities in combination with other environmental factors?)

The evaluation process is an analysis or interpretation of the collected data which delves deeper into the relationships between the results of the project/programme, the effects produced by the project/programme and the overall impact of the project/programme.

Monitoring and evaluation ask and answer very different kinds of questions – and therefore need different methodologies to generate the answers to those questions.

#### 4.4 List of country studies

Table 1 Status of country studies (at the Synthesis workshop)

<b>Country study</b>	<b>1st Draft</b>	<b>Quality Assurance</b>	<b>2nd Draft</b>
<b>Afghanistan</b>	<i>No Country Study</i>		
<b>Benin</b>	Completed	QA report available	Completed
<b>Bolivia</b>	Completed	QA report available	
<b>Cambodia</b>	<i>No Country Study</i>		
<b>Cameroon</b>	Preliminary draft		
<b>Colombia</b>	Completed		
<b>Cook Islands</b>	Country paper		
<b>Ghana</b>	Preliminary draft		
<b>Malawi</b>	??		
<b>Mali</b>	Completed	QA report available	
<b>Mozambique</b>	Completed	QA report available	Under discussion
<b>Nepal</b>	<i>No Country Study</i>		
<b>Philippines</b>	Completed	QA report available	
<b>Samoa</b>	Completed	QA report available	
<b>Senegal</b>	Completed		
<b>Sri Lanka</b>	Country paper		
<b>Uganda</b>	Preliminary draft		
<b>Vietnam</b>	Preliminary draft		
<b>Zambia</b>	Completed	QA report available	Completed

## 4.5 List of presentations

The presentations are available in vol. 2 of the workshop report.

### 4.5.1 The journey to Manila

Study on collaborative partner-donor evaluation work- Introduction, Claude Leroy-Themeze (Chair of the Management Group)

Articulation of the Paris Declaration Evaluation (PDE), from PDE to CPDE and beyond, Niels Dabelstein (CPDE advisor)

### 4.5.2 Institutionalisation of the National Evaluation System (NES) and opportunities for CPDE

CPDE Country Experience Benin, Mirianaud Oswald Agbadome

CPDE Country Experience Bolivia, Jorge Brito

CPDE Country Experience Ghana, Nana Opere-Djan

Taking forward evaluation in South Africa, Ian Goldman (via video-conferencing)

CPDE Country Experience Sri Lanka, V. Sivagnanasothy (via pre-recorded presentation)

CPDE Country Experience Uganda, Timothy Lubanga

### 4.5.3 Review of progress and lessons learned from Country Studies by Country Coordinators

Lessons Learned from Colombia, Maria Jimena Duran

Lessons Learned from Mali, Moussa Dembele

Lessons Learned from the Philippines, Roderick Planta

Opportunities for future CPDE Mozambique, Orlando Penicela

Opportunities for future CPDE Senegal, Amadou Tidiane Dia

Opportunities for future CPDE Vietnam, Tran Thi Hanh

Opportunities for future CPDE Zambia, Shebo Nalishebo

### 4.5.4 Presentations for thematic papers

Improving National Evaluation Capacities through Collaborative Evaluations, Jacques Toulemonde (CPDE advisor and thematic author)

Learning from experience: a compendium of current and planned CPDE work, Mohamed Hedi Manai (Thematic author)

Multiple partnership dimensions under CPDE, Serge Eric Yakeu (Thematic author)

### 4.5.5 CPDE initiative and donor ECD activities: cross-support

Evaluation Capacity Development in Asian Development Bank, Ganesh Rauniyar

ECD initiatives of Independent Development Evaluation of the African Development Bank, Karen Rot-Münstermann

Spanish Cooperation Support to ECD, José Manuel Argilés

2015, the international year of Evaluation, Marco Segone (via pre-recorded presentation<sup>6</sup>)

Resolution adopted by the General Assembly on 19 December 2014: 69/237 Building capacity for the evaluation of development activities at the country level.

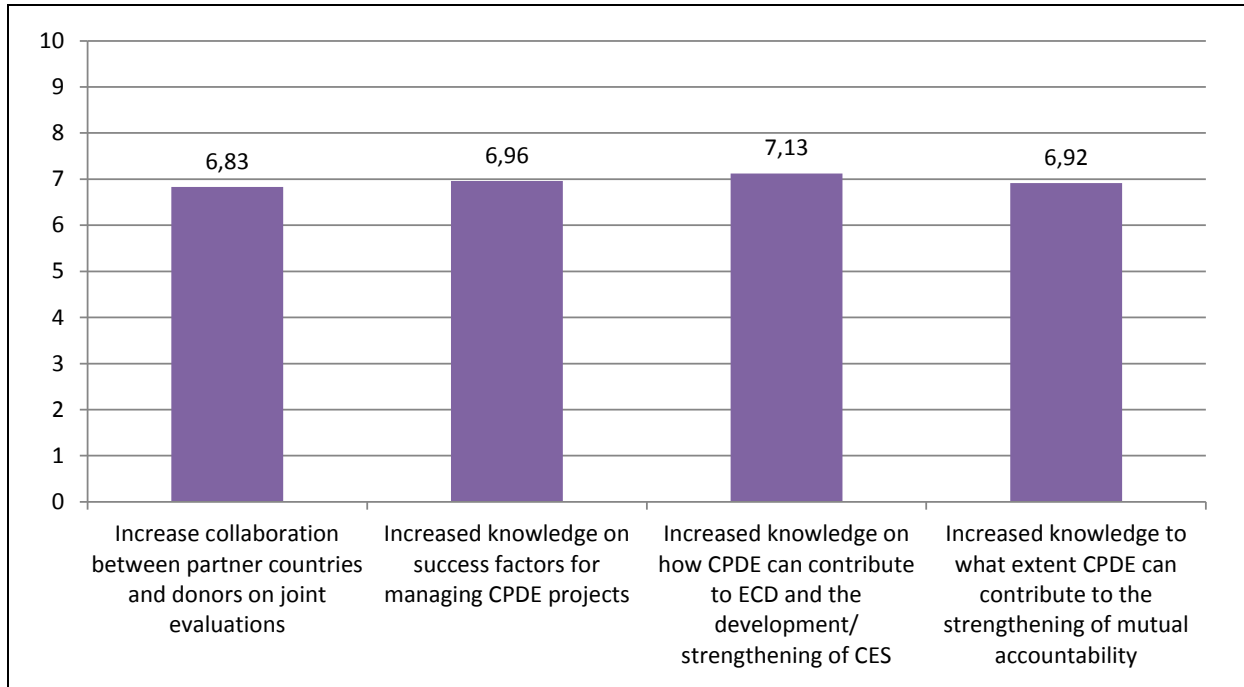
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<sup>6</sup> The presentation is accessible here: [https://www.youtube.com/watch?v=3\\_653hxUJLY](https://www.youtube.com/watch?v=3_653hxUJLY)

## 4.6 Workshop evaluation

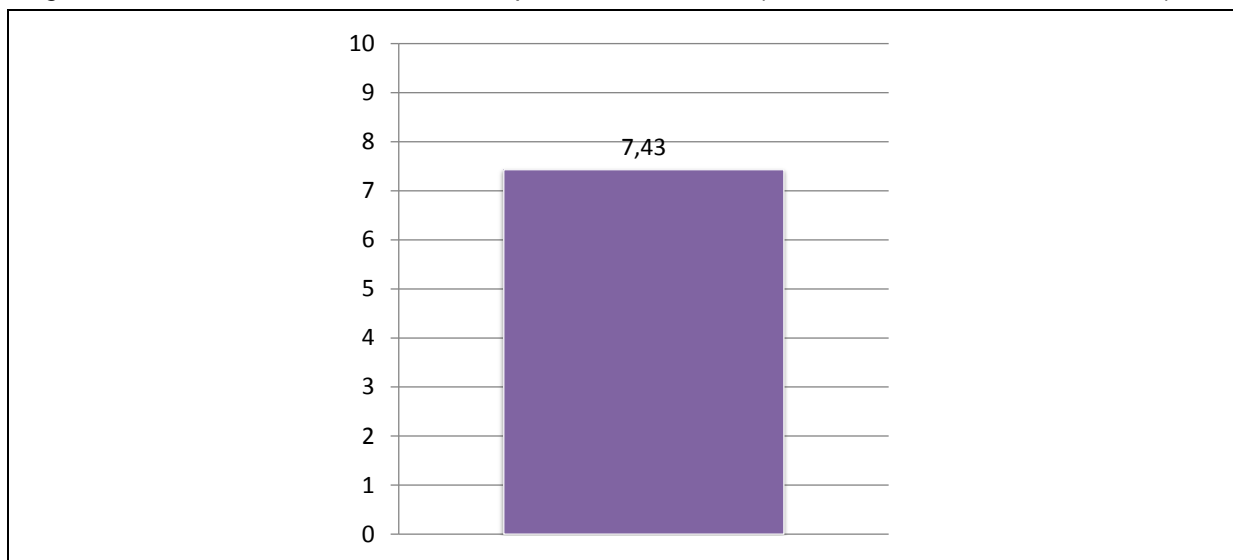
### 4.6.1 Ranking of the achievements of the workshop outcomes

Figure 4 Please rank on a scale of 0 to 10 your perception about the achievement of the following workshop outcomes (10 most satisfied, 0 least satisfied).



### 4.6.2 Overall rating of the workshop by the participants

Figure 5 Please rate this workshop on a scale of 0-10 (10 most satisfied, 0 least satisfied)



### 4.6.3 Impressions of the workshop

By and large, the workshop was perceived as very enriching and productive. Most of the participants considered the workshop to be a good platform for exchange. Amongst the positive aspects mentioned was the very good work environment. Several participants considered the discussions to be very well conducted and the participation during discussions to be (very) high. Furthermore, many attendants of the workshop thought that the presentations were very interesting. Some participants

STUDY ON COLLABORATIVE PARTNER-DONOR EVALUATION  
Synthesis Workshop Report

highlighted that they got a better understanding of CPDE and ECD due to the exchange and interactions during the workshop.

Other attendants of the workshop gave the feedback that, for them, the further steps were not yet clear enough. Among others, time constraints were mentioned repeatedly as challenging during the workshop. Some participants thought that the presence of donors and/or country co-ordinators would have been desirable. Overall, the positive feedbacks predominated.

**4.6.4 What will you do differently as a result of the workshop experience?**

Generally, many participants expressed their motivation to put more effort in promoting ECD and/or CPDE in their respective country. Several attendants of the workshop declared that they want to engage with partners on CPDE. It was also stated by some attendees that they want to further deepen their knowledge and/or reflection on CPDE.