



African Evaluation Association
Association Africaine d'Evaluation



African School of Evaluation
École Africaine d'Évaluation

REPORT

African School of Evaluation

1ST Edition

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Acknowledgments

The African Evaluation Association (AfrEA) extends its profound appreciation to the many institutions and partners whose commitment, expertise, and collaboration made the maiden edition of the African School of Evaluation (ASE) possible.

We are deeply grateful to the Mastercard Foundation for its strategic support and belief in African-led capacity development, which was instrumental in enabling broad participation and inclusion in this inaugural School. Our sincere appreciation also goes to the University of Ghana, Institute of African Studies, whose academic leadership, institutional partnership, and hosting of the School provided a fitting intellectual home for this landmark initiative.

AfrEA warmly acknowledges the continued support of the Global Evaluation Initiative (GEI) for its role in advancing evaluation capacity development globally and for its partnership in strengthening Africa's evaluation ecosystem. We also extend special thanks to the American Institutes for Research (AIR), DEval, the International Initiative for Impact Evaluation (3ie), UNICEF, and the École Nationale d'Administration Publique (ENAP) and the CLEAR Network, including CLEAR Anglophone Africa, CLEAR Francophone Africa, and CLEAR Avaliação África Lusófona e Brasil, for their high-quality technical contributions, facilitation of training streams, and engagement with participants across diverse methodological, institutional, and thematic areas. Their expertise significantly enriched the learning experience and reinforced the School's emphasis on rigor, equity, innovation, and system-level thinking.

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Finally, we acknowledge with deep respect to the scientific committee of ASE, the facilitators, volunteers, and participants whose energy, intellectual engagement, and commitment to strengthening African evaluation practice brought the African School of Evaluation to life. Your collective contributions affirm the importance and promise of Africa-led, professionally grounded platforms for advancing evidence-informed governance and development.

Together, these partnerships have laid a strong foundation for the African School of Evaluation as a cornerstone institution for evaluation professionalisation and capacity development on the continent.

Executive Summary

The African School of Evaluation (ASE) was established by the African Evaluation Association (AfrEA) as a flagship continental intervention to address long-standing structural weaknesses in Africa's evaluation ecosystem. Although demand for evaluation evidence has expanded significantly as driven by governance reforms, accountability pressures, and results-based management, evaluation capacity across the continent remains uneven, weakly institutionalised, and frequently dependent on external expertise. ASE was therefore conceived not merely as a training programme, but as a system-level response aimed at strengthening the professional, institutional, and normative foundations of evaluation practice in Africa, in line with the AfrEA Strategic Plan. ASE was launched at a pivotal moment for evaluation on the continent. Governments and development actors increasingly require credible, timely, and policy-relevant evidence to inform public decision-making and resource allocation. Simultaneously, evaluation practice is being reshaped by heightened equity and rights-based expectations, rapid digitalisation, the emergence of artificial intelligence, and a generational transition within the profession. These intersecting dynamics have exposed the

limitations of fragmented, ad hoc capacity development initiatives and underscored the need for an Africa-led, professionally grounded, and future-oriented evaluation learning platform. ASE responds directly to this gap.

The inaugural ASE cohort operationalised this vision through six integrated learning streams addressing impact evaluation, mixed methods, equity-centred and child-sensitive evaluation, digitalisation of monitoring and evaluation systems in public administration, and the application of artificial intelligence in evaluation practice. Rather than functioning as stand-alone technical modules, these streams were deliberately structured to reinforce systems thinking, ethical practice, and contextual relevance. The cohort brought together Young and Emerging Evaluators (YEEs), senior evaluation professionals, policymakers, government officials, VOPE leaders, academics, civil society practitioners, and private-sector actors. Participation spanned Anglophone, Francophone, and Lusophone contexts, with strong representation across gender, regions, people with disabilities, and career stages, enabling sustained intergenerational and cross-sectoral learning.

Emerging outcomes from the inaugural ASE indicate both technical and conceptual shifts among participants. While participants reported strengthened methodological competence across multiple approaches, a more significant outcome was a reframing of evaluation practice itself. Participants increasingly moved away from narrow, project-bound conceptions of evaluation toward an understanding of evaluation as a core institutional and governance function. Evaluation was articulated less as a donor-driven compliance requirement and more as a public good central to learning, accountability, and policy effectiveness. This shift was consistently reflected in participant reflections, peer exchanges, and expressed intentions to apply learning within organisational and national evaluation systems. Strong demand also emerged for continuity, deeper institutional anchoring, and the scaling of the ASE model. From a strategic perspective, ASE is demonstrating high value as AfrEA's principal professionalisation platform. It complements national evaluation capacity initiatives, including National Evaluation Systems and programmes such as INCE, by strengthening the human and institutional capabilities required for their effective functioning. ASE also reinforces

VOPE development by promoting shared professional norms, leadership pathways, and peer learning across national boundaries. Its deliberate integration of Young and Emerging Evaluators alongside senior practitioners aligns closely with EvalYouth objectives, helping to bridge generational divides and accelerate professional socialisation within the field.

Looking ahead, the inaugural ASE confirms the relevance and strategic importance of a continent-wide, Africa-led school of evaluation. With strengthened governance oversight, diversified and sustainable financing, and clearer mechanisms for post-training application and follow-up, ASE is well positioned to evolve into a cornerstone institution for professionalising evaluation practice and advancing evidence-informed governance across Africa.

Introduction

In an increasingly complex policy and development environment, the demand for evidence to inform decision-making, strengthen accountability, and improve public sector performance has grown significantly across Africa. Evaluation has progressively assumed a central role within governance systems, driven by results-based management reforms, international development commitments, and heightened citizen expectations regarding transparency and effectiveness. Despite this growing demand, evaluation capacity across the continent remains uneven, weakly institutionalised in many contexts, and often reliant on external expertise.

It is within this context that the African Evaluation Association (AfrEA) established the African School of Evaluation (ASE) as a flagship continental initiative aimed at addressing persistent structural gaps in Africa's evaluation ecosystem. ASE was deliberately conceived not as a series of ad hoc training workshops, but as a structured, Africa-led School designed to support sustainable capacity development. Its ambition is to contribute simultaneously to individual competency enhancement, institutional strengthening, and the consolidation of national and regional evaluation systems.

The inaugural edition of ASE was launched at a pivotal moment for evaluation practice on the continent. Governments and development actors

are increasingly required to generate timely, policy-relevant, and equity-sensitive evidence, while evaluation practice itself is being reshaped by rapid digitalisation, the emergence of artificial intelligence, and evolving norms around rights-based and inclusive development. At the same time, the profession is undergoing a generational transition, highlighting the need for platforms that support intergenerational learning, mentorship, and the transmission of professional norms. These converging dynamics have exposed the limitations of fragmented capacity-development approaches and reinforced the need for a coherent, future-oriented evaluation learning model rooted in African realities.

The ASE inaugural cohort operationalised this vision through an integrated learning architecture comprising six complementary training streams. These streams addressed impact evaluation, mixed methods, equity-centred and child-sensitive evaluation, the digitalisation of monitoring and evaluation systems in public administration, and the application of artificial intelligence in evaluation practice. Rather than functioning as stand-alone technical courses, the streams were intentionally designed to reinforce systems thinking, ethical reflexivity, and contextual relevance, positioning evaluation as both a technical discipline and a core governance function.

This report presents a consolidated synthesis of the first edition of the African School of Evaluation. It documents participation patterns, learning design choices, key outcomes, and cross-cutting lessons emerging from the School's implementation. Beyond descriptive reporting, the report aims to support institutional learning and strategic decision-making by AfrEA, its partners, and the broader evaluation community. It highlights the value of ASE as a continental platform for professionalising evaluation practice, strengthening African-led evaluation capacity, and advancing the use of evidence in governance and public decision-making across Africa.



1- ASE Conceptual Foundation & Strategic Alignment

The African School of Evaluation (ASE) is a flagship continental capacity-development initiative of the African Evaluation Association (AfrEA), established as a core delivery mechanism for achieving AfrEA's Strategic Plan objectives on professionalising evaluation practice, strengthening African-led evaluation capacity, and promoting the effective use of evidence in governance and public decision-making across the continent.

AfrEA's Strategic Plan recognises that while demand for evaluation is increasing in Africa, evaluation practice remains uneven, fragmented, and insufficiently institutionalised in many contexts. ASE was therefore conceived not as a stand-alone training event, but as a structured, in-service School designed to contribute simultaneously to individual competency development, institutional strengthening, and the maturation of national and regional evaluation systems. The ASE Concept Note provides the operational framework through which these strategic priorities are translated into coherent learning design, course selection, and



1.1 ASE as a School, not a workshop

Consistent with AfrEA’s long-term vision, ASE is designed as a recurring, cumulative learning platform rather than a one-off training intervention. The school model enables progressive skill development, peer learning, mentorship, and the consolidation of a continent-wide community of practice. This approach directly supports AfrEA’s mandate to reduce reliance on ad hoc capacity-building initiatives and to foster sustainable, Africa-led evaluation expertise.

The 2025 ASE cohort exemplified this institutional orientation by bringing together evaluators, policymakers, practitioners, researchers, and Young and Emerging Evaluators (YEEs) from diverse African sub-regions and professional backgrounds. Participants were drawn from government institutions, civil society organisations, academia, development partners, and the private sector, reflecting AfrEA’s strategic commitment to bridging evaluation theory, policy, and practice within real governance and development systems.

1.2 Integrated Design Logic: Rigor, Relevance, Justice, and Innovation

ASE’s conceptual foundation is built on an integrated design logic that mirrors AfrEA’s strategic priorities and responds to Africa’s evolving evaluation needs. This logic intentionally combines four interdependent dimensions:



Rather than treating these dimensions as separate domains, ASE integrates them across its learning architecture, reinforcing AfrEA’s strategic emphasis on evaluation as both a technical and governance function.

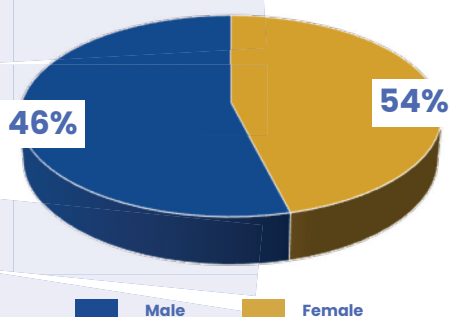
1.3 Scale, Participation, and Inclusivity

In line with AfrEA’s commitment to equity and representation, ASE 2025 achieved broad participation across gender, age groups, linguistic backgrounds, and regions. The cohort included experienced evaluation professionals with senior leadership and policy influence, alongside YEEs at early and mid-career stages. Participants represented Anglophone, Francophone, and Lusophone contexts, with strong participation by women, youth, and practitioners working in fragile and complex environments.

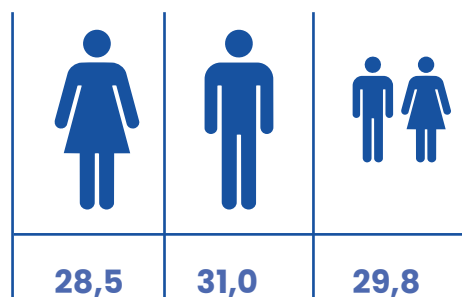
Country of participants



Participation by gender



Average age by sex



Across all training streams, participation levels, completion rates, and engagement indicators remained consistently high. Active peer-to-peer learning, cross-regional exchange, and sustained interaction beyond classroom sessions reflected the school’s effectiveness in fostering meaningful learning communities.

1.4 Learning Design and Pedagogical Approach

ASE 2025 adopted a practice-oriented and systems-focused pedagogical approach aligned with AfrEA’s emphasis on applied learning and institutional impact. Partner institutions and facilitator organizations played a critical role in shaping the curriculum by contributing technical expertise, co-developing modules, reviewing content for relevance, and integrating practical case studies that strengthened the programme’s overall quality. The learning model combined:



conceptual grounding in evaluation theory and African evaluation thought;



facilitated dialogue, case-based learning, and reflective practice; and



applied tools and methods responsive to African governance and development contexts;



mentorship-oriented engagement between facilitators, YEEs, and senior practitioners.



Each training stream was designed to deliver stand-alone learning outcomes while also contributing to collective value within the broader ASE ecosystem. Accordingly, this consolidated report moves beyond class-by-class narration to synthesise aggregated insights, thematic convergence, and cross-cutting learning signals of relevance to AfrEA leadership, development partners, and strategic collaborators.

2- Participation and Facilitation

Participation in the inaugural ASE provides a critical lens through which to assess both the relevance of the school and the adequacy of existing evaluation capacity development pathways on the continent. The scale, diversity, and institutional profile of participants and facilitators offer important evidence of unmet demand and underscore the necessity of a platform that brings together evaluators, policymakers, and practitioners to collectively strengthen Africa’s evaluation ecosystem.

The participation of 150 evaluators including 75 full scholarships, academics, policymakers, and practitioners from diverse institutional backgrounds indicates that existing evaluation training and professional development opportunities remain insufficient in scope, coherence, and accessibility. This level of uptake suggests a latent demand for structured, Africa-led, and practice-oriented evaluation learning that is not adequately met by fragmented workshops or externally driven short courses. Participation was not incidental; it reflected a convergence of professionals seeking:



➤ Advanced methodological grounding

➤ System-level understanding of evaluation

➤ Exposure to equity, ethics, and innovation in evaluation practice

The involvement of six facilitating institutions namely CLEAR Anglophone Africa (CLEAR AA), CLEAR Francophone Africa (CLEAR FA), American Institutes for Research (AIR), UNICEF, ENAP, and Deval, demonstrates that the school addressed priorities that cut across:

- 1** Regional divides (Anglophone, Francophone, Lusophone)
- 2** Institutional mandates (government, academia, development partners)
- 3** Practice orientations (policy, implementation, research, systems strengthening)

This breadth indicates that ASE did not duplicate existing efforts but instead provided a shared learning platform capable of aligning multiple actors around common standards, concepts, and professional norms. As the first initiative to bring together key evaluation training actors from across Africa, ASE created a uniquely collaborative space where institutions, experts, and practitioners could jointly shape a coherent vision for evaluator development on the continent. The courses below were mounted during the first edition of the African School of Evaluation.

COURSES	FACILITATING INSTITUTION
Made-In-Africa Evaluation	The MasterCard Foundation
Impact Evaluation Techniques: Theory and Applications	American Institutes for Research (AIR)
Mixed Methods in Evaluation	The National School of Public Administration (ENAP)
Equity in Evaluation	CLEAR Anglophone Africa (CLEAR AA)
Evaluation with a Focus on Children	United Nations International Children's Emergency Fund (UNICEF)
Designing and running a Monitoring and Evaluation system in the age of Artificial Intelligence in Public Administrations	CLEAR Francophone Africa (CLEAR FA)

Facilitating Partners: Institutional Roles and Contributions

The delivery of the African School of Evaluation (ASE) was supported by a carefully selected group of institutions with complementary mandates and expertise spanning evaluation practice, public administration, policy research, and child-focused programming. Each partner contributed to ASE’s integrated learning architecture by anchoring training streams in real-world institutional experience while reinforcing AfrEA’s strategic priorities on professionalisation, equity, and systems strengthening.

Mastercard Foundation– Made in Africa Evaluation

This course on Made in Africa Evaluation (MAE) introduces participants to African-rooted philosophies and epistemologies that challenge the dominance of universal, Western-centric evaluation models. MAE is grounded in the understanding that evaluation is not value-neutral; it is shaped by history, culture, power, and ways of knowing. The course situates evaluation within African worldviews that emphasise relationality, community, reciprocity, justice, and contextual relevance, drawing strongly on Indigenous Knowledge Systems and philosophies such as Ubuntu. From an epistemological standpoint, MAE recognises multiple ways of knowing, including oral traditions, lived experience, collective memory, and community wisdom. It interrogates epistemic injustice in development evaluation and calls for African agency in defining what counts as evidence, whose knowledge matters, and how learning is generated and used. Rather than rejecting global standards outright, MAE advocates for adaptation, co-production, and contextualisation to ensure evaluations serve African priorities and realities. Delivered as a general course at the African School of Evaluation, this session was facilitated by Stephen Aloo, Senior Director, Impact Strategy, Analytics and Evaluation at the Mastercard Foundation, and Sajilu Kamwendo, Director, Outcome & Impact Evaluation. Drawing on both theory and practice, the course bridges MAE philosophy with real-world evaluation challenges, equipping participants with a critical lens to design and use evaluations that are ethical, inclusive, and transformative for Africa’s development.





CLEAR Anglophone Africa (CLEAR AA)

CLEAR Anglophone Africa contributed deep expertise in evaluation capacity development, with a focus on strengthening the ability of individuals and institutions to plan, monitor, assess, and report on development interventions. Its facilitation emphasised evaluation as a governance and learning function, drawing on extensive experience working with policymakers, parliamentarians, academia, and M&E practitioners to improve the quality and use of evidence in decision-making. As part of the global CLEAR network housed in academic institutions and supported by the Global Evaluation Initiative, CLEAR AA brought an approach grounded in international best practice while remaining firmly rooted in African contexts. Its contribution reinforced systems thinking, institutional strengthening, and reflective learning as central pillars of effective and sustainable evaluation practice.

CLEAR Francophone Africa (CLEAR FA)

CLEAR Francophone Africa (CLEAR FA), hosted at the Centre Africain d'Études Supérieures en Gestion (CESAG) in Dakar, Senegal, serves as the regional CLEAR centre for Francophone Africa. Selected through a highly competitive global process, CLEAR FA focuses on strengthening monitoring and evaluation (M&E) and results-based management within public institutions through targeted training, technical advisory services, applied evaluation, and innovation. Its contribution to ASE reflected extensive experience in supporting national and sectoral evaluation systems, developing context-specific learning resources, and advancing a strong evaluative culture across Francophone contexts. As part of the global CLEAR network, CLEAR FA combines international best practice with regionally grounded expertise to strengthen institutional capacity, professional standards, and knowledge generation in evaluation.



American Institutes for Research (AIR)

The American Institutes for Research (AIR) is a nonpartisan, not-for-profit organisation that conducts applied behavioural and social science research and provides technical assistance to address complex policy and development challenges globally. AIR’s contribution to ASE drew on its extensive experience in impact evaluation, applied research, and evidence use across sectors including education, health, workforce development, food security, and community well-being. AIR’s facilitation emphasised methodological rigour, systems-level analysis, and the practical application of evidence to improve policy and programme outcomes. Grounded in a mission to expand opportunity and access, AIR reinforced the importance of data-driven decision-making, ethical evaluation practice, and institutional readiness as foundations for effective and inclusive development interventions.

United Nations International Children’s Emergency Fund (UNICEF)

UNICEF, the United Nations agency for children, contributed a rights-based and equity-focused perspective to the African School of Evaluation, grounded in its global mandate to protect and promote the wellbeing of children, particularly the most disadvantaged and hardest to reach. Drawing on extensive experience across education, health, nutrition, water and sanitation, and child protection systems in more than 190 countries and territories, UNICEF anchored evaluation discussions in issues of ethics, inclusion, and the real-world consequences of evidence use for vulnerable populations. UNICEF’s facilitation strengthened participants’ capacity to integrate child-sensitive and equity-centred approaches into evaluation design and implementation, reinforcing the importance of evaluation as a tool for accountability, learning, and improved outcomes in both development and humanitarian contexts.



National School of Public Administration (ENAP)

ENAP is a benchmark institution in public administration, providing training, higher education, research, and consulting services to individuals, organizations, and states. It contributed to ASE by applying a governance and public administration lens to the design and management of monitoring and evaluation systems, strengthening the integration of evaluation with administrative reform and evidence-informed policymaking.



The National Evaluation Capacity Index (INCE)

In 2025, the African Evaluation Association (AfrEA) took a historic step forward in its mission to professionalize evaluation across the continent with the launch of the National Evaluation Capacity Index (INCE) in Africa in partnership with the World Food Programme (WFP) and the German Institute for Development Evaluation (DEval). The program was officially inaugurated on March 25, 2025, at AfrEA headquarters in Accra, Ghana, with six countries participating in the pilot phase: Benin, Congo, Ghana, Morocco, South Africa, and Tanzania. As part of the ASE and with the support of the African Capacity Building Foundation (ACBF) through the CADAST project, AfrEA launched the second phase of INCE implementation with four new strategic partner countries: Côte d'Ivoire, Uganda, Gabon, and Zimbabwe. A four-day strategic workshop provided an opportunity to strengthen and present the INCE and its deployment process to government representatives and consultants from the four countries. This training ensured that the implementation of the INCE would be led by actors with in-depth knowledge of the national political, administrative, and social contexts.



A central element of the planning process was a rigorous contextualization exercise, during which participants worked to preserve the overall conceptual and methodological consistency of the INCE framework, while ensuring sufficient flexibility to reflect the diversity of governance realities across African countries.



Host Institution: Institute of African Studies, University of Ghana

Hosting the School at the Institute of African Studies, University of Ghana, a leading African academic institution, reinforced the legitimacy, intellectual grounding, and African ownership of the initiative. This choice of venue signalled that evaluation capacity development is not a peripheral technical exercise, but a core component of Africa’s knowledge and governance infrastructure. The school responded directly to contemporary shifts affecting evaluation practice in Africa, including:

- Rising equity and rights-based expectations
- Digitalisation and the emergence of AI
- Increasing demand for evaluation use in decision-making
- Generational transition within the profession

Participation reflected a recognition that traditional training models are inadequate for these evolving demands.

A significant outcome of the ASE was the strong commitment to gender inclusion across all courses that were mounted. Based on enrolment data from the six training streams, a total of 150 participants were captured in the gender-disaggregated dataset, comprising 67 females (approximately 45%) and 83 males (approximately 55%).

Overall, the distribution reflects meaningful progress toward gender balance and reinforces ASE’s potential as an inclusive platform while underscoring the importance of continued gender-responsive design and recruitment in future cohorts.



3- Overview of Training Streams

In line with the AfrEA Strategic Plan’s commitment to strengthening African-led evaluation capacity, professionalising evaluation practice, and promoting the systematic use of evidence in governance and public decision-making, the Africa School of Evaluation (ASE) training streams were deliberately selected to respond to clearly identified methodological, institutional, equity, and innovation gaps within African evaluation ecosystems. These gaps were repeatedly raised through AfrEA’s engagements with governments, VOPEs, development partners, and Young and Emerging Evaluators, and informed the design choices articulated in the ASE Concept Note. Rather than operating as stand-alone short courses, the six training streams were delivered as mutually reinforcing components of a single learning architecture. This design was reflected in joint plenary sessions, shared case materials, cross-stream group work, and facilitated reflection sessions where participants were encouraged to explicitly link methodological choices to governance realities, equity considerations, and institutional constraints encountered in their own professional contexts.

3.1 Strengthening Methodological Rigor and Evidence Credibility

The streams on Impact Evaluation Techniques and Mixed Methods in Evaluation addressed persistent challenges reported by participants, particularly weak causal inference, limited integration of qualitative and quantitative evidence, and difficulty translating technical findings into policy-relevant insights. In practical terms, participants worked with African case studies drawn from education, social protection, health, and agricultural programmes, analysing how experimental and quasi-experimental designs had been adapted to data constraints, ethical considerations, and political realities. Mixed-methods sessions explicitly required participants to redesign existing evaluations from their own institutions, demonstrating how qualitative inquiry could strengthen interpretation, stakeholder engagement, and use. This practical engagement reinforced AfrEA’s long-standing position that evaluation quality is not defined by methodological orthodoxy, but by fitness for purpose, transparency, and contextual validity, a principle repeatedly tested and applied throughout the School.



3.2 Advancing Equity, Inclusion, and Rights-Based Evaluation Practice Through Applied Learning

The streams on Equity in Evaluation and Evaluation with a Focus on Children moved equity from principle to practice. Participants examined real evaluation scenarios where power asymmetries, exclusion, and data invisibility had undermined policy effectiveness. Exercises required participants to interrogate evaluation questions, indicators, and data collection strategies through gender, age, disability, and vulnerability lenses. Child-focused sessions, facilitated with UNICEF's technical leadership, drew directly on evaluation experiences from education, child protection, and social services, highlighting how evaluation choices can either safeguard or compromise children's rights. Participants reported a marked shift in how they conceptualised ethics, not as compliance with protocols, but as continuous reflexive practice embedded throughout the evaluation cycle.

3.3 Innovating Evaluation Systems in Public Administration Contexts

The stream on Designing and Running M&E Systems in the Age of Artificial Intelligence in Public Administration explicitly targeted institutional-level challenges faced by government participants and VOPE leaders. Rather than focusing on tools alone, sessions examined national M&E architectures, data governance arrangements, interoperability challenges, and political economy constraints shaping evidence use. Participants engaged in scenario-based exercises on integrating digital dashboards, administrative data, and AI-enabled analytics into existing public-sector decision processes. Importantly, discussions surfaced risks related to data quality, bias, and institutional readiness, grounding innovation within realistic governance contexts rather than technological optimism.

3.4 Integrated Learning Architecture as a Strategic Asset

Across the School, participants were consistently encouraged to draw connections between streams. For example, equity considerations were explicitly incorporated into discussions on impact evaluation design; digitalisation sessions revisited ethical and methodological questions raised earlier; and mixed-methods discussions reflected on system-level data realities. This integration operationalised AfrEA's strategic principle of integration over fragmentation, ensuring that ASE graduates emerge not only with enhanced technical skills, but with the ability to navigate complex institutional environments and contribute meaningfully to national evaluation systems and African-rooted evaluation practice.

4- Thematic Synthesis Across Training Streams

This section synthesizes cross-cutting insights emerging from the six ASE training streams, moving beyond course-specific reporting to identify strategic learning signals relevant to AfrEA’s institutional priorities, evaluation stakeholders, and development partners. The synthesis reflects how the combined learning architecture advanced AfrEA’s strategic objectives on professionalization, African-led evaluation practice, and the effective use of evidence for governance and development.

4.1 From Methodological Hierarchies to Fitness-for-Purpose Evaluation

Across training streams, a consistent learning signal was a shift away from rigid methodological hierarchies toward context-sensitive, fitness-for-purpose evaluation design. Participants engaged with experimental, quasi-experimental, mixed-methods, and equity-centred approaches that emphasised appropriateness to context, policy questions, ethical considerations, and data realities rather than adherence to a single “gold standard.”

This shift strengthens AfrEA’s strategic position on evaluation quality by reinforcing that credibility is achieved through sound design choices, transparency, and contextual validity. Participants demonstrated increased capacity to justify methodological decisions in relation to governance needs, resource constraints, and institutional objectives—an essential condition for improving the uptake and legitimacy of evaluation findings in African policy environments.

4.2 Repositioning Evaluation as a Governance and Decision-Making Function

A second cross-cutting insight was the reframing of evaluation from a technical or compliance-oriented activity to a core governance function. Across streams focused on impact evaluation, equity, digital systems, and AI, participants consistently linked evaluation practice to policy formulation, oversight of implementation, accountability, and learning within public institutions.

This learning signal aligns directly with AfrEA’s strategic emphasis on strengthening the use of evaluation evidence. Participants increasingly viewed evaluation as integral to decision cycles rather than as an end-of-project requirement. The convergence of methodological, systems, and equity perspectives reinforced the understanding that evaluation must be embedded within institutional processes to influence policy choices, resource allocation, and service delivery outcomes.

4.3 Equity, Rights, and Ethical Reflexivity as Core Evaluation Competencies

Learning across streams highlighted equity and ethics not as specialized add-ons, but as foundational competencies for contemporary African evaluation practice. The integration of equity-focused and child-centred evaluation perspectives with methodological and systems-oriented courses enabled participants to interrogate who benefits, who is excluded, and how power relations shape evaluation design and findings.

A notable learning signal was increased reflexivity among participants regarding positionality, data ownership, and the ethical implications of evaluation choices. This aligns with AfrEA’s commitment to Made-in-Africa Evaluation by reinforcing evaluation practices that are socially responsive, culturally grounded, and aligned with public interest rather than external accountability alone.

4.4 From Project Evaluations to System-Level Thinking

Another strong convergence point across training streams was a transition from project-level evaluation thinking to system-level perspectives. Courses on digitalisation, AI, impact evaluation, and mixed methods collectively reinforced the need to design evaluations that respond to institutional arrangements, data ecosystems, and national evaluation systems.

Participants demonstrated increased appreciation of how evaluation quality, data governance, interoperability, and institutional readiness shape the sustainability and usefulness of evidence. This system-level orientation is central to AfrEA’s strategic objective of strengthening national evaluation capacities and reducing dependence on external technical assistance.

4.5 Innovation as an Enabler, not a Substitute for Evaluation Judgment

Training streams addressing digitalisation and artificial intelligence generated a balanced learning signal: innovation enhances evaluation effectiveness only when grounded in strong conceptual frameworks, data quality, and human judgment. Participants consistently recognized that AI and digital tools are enablers of efficiency, analysis, and communication, but not substitutes for ethical reasoning, contextual understanding, or professional accountability.

This insight is strategically significant for AfrEA as it supports a responsible innovation agenda, one that modernizes evaluation practice while safeguarding methodological integrity, data protection, and decision-making responsibility within African institutions.



4.6 Intergenerational Learning and the Emergence of Evaluation Leadership

Across all streams, the deliberate inclusion of Young and Emerging Evaluators (YEEs) alongside senior practitioners fostered strong intergenerational learning. YEEs benefited from exposure to complex policy and system-level discussions, while experienced evaluators engaged with new perspectives on equity, innovation, and adaptive methodologies.

This interaction emerged as a key learning signal supporting AfrEA's leadership development and sustainability objectives. The ASE learning environment fostered professional confidence, peer networks, and a shared identity rooted in African-led evaluation practice which are critical elements for sustaining evaluation capacity beyond individual training events.

4.7 Implications for AfrEA Strategy and ASE Institutionalisation

Taken together, the thematic synthesis indicates that the ASE model is effectively delivering on AfrEA's strategic priorities. The integrated learning architecture is strengthening evaluation quality, relevance, equity orientation, and system-level thinking in ways that single-theme trainings cannot achieve in isolation.

These learning signals suggest that ASE is well-positioned to serve as a long-term institutional platform for professionalization, continental learning, and leadership development. They also point to the value of maintaining the integrated design logic in future cohorts while deepening mechanisms for post-training engagement, mentorship, and institutional application.



5- Cross-Cutting Outcomes & Early Signals of Impact

The cross-cutting outcomes and early signals of impact presented in Table 1 below, are derived from a triangulation of evidence generated during and immediately following the inaugural Africa School of Evaluation (ASE). These observations are based on (i) structured end-of-course and end-of-school participant feedback instruments administered across all six training streams; (ii) facilitator debriefs and reflective session reports documenting observed learning dynamics and application of concepts; (iii) analysis of plenary discussions, group work outputs, and applied exercises conducted during the School; and (iv) synthesis by the AfrEA Secretariat drawing on systematic observation and participant engagement throughout the programme.

Given the early stage of the ASE initiative, the outcomes captured should be interpreted as early signals of change rather than definitive impact claims. They reflect consistent learning patterns and emerging shifts in evaluator practice, perspective, and institutional orientation observed across participant groups and training streams. This learning-oriented approach aligns with evaluation capacity development and outcome harvesting principles, where credible contribution is assessed through triangulated evidence and observable behavioural and cognitive shifts rather than long-term outcomes alone.



Table 1: Cross-Cutting Outcomes and Early Learning Signals from ASE 2025

Outcome Area	Observed Outcomes	Immediate Outcomes	Strategic Relevance to AfrEA
1. Professionalization of Evaluation Practice	Participants demonstrated improved ability to articulate evaluation choices, justify methodologies, and align designs with policy and governance questions.	Increased confidence in engaging policymakers; stronger evaluator identity rooted in African-led practice rather than donor-driven compliance.	Advances AfrEA's core mandate to professionalize evaluation and strengthen the credibility and legitimacy of African evaluators.
2. Methodological Quality & Analytical Rigor	Strengthened understanding of causal inference, mixed-methods integration, and ethical design choices across contexts.	Participants reported clearer differentiation between methods, better design logic, and reduced methodological dogmatism.	Supports AfrEA's strategic priority to improve evaluation quality and evidence credibility for decision-making.
3. Equity, Ethics, and Rights-Based Practice	Equity and child-focused perspectives were internalized as core evaluation competencies rather than thematic specializations.	Increased reflexivity on power, inclusion, and ethical responsibility in evaluation design and reporting.	Reinforces AfrEA's commitment to Made-in-Africa Evaluation and socially responsive governance.
4. System-Level and Institutional Thinking	Participants shifted from project-level evaluation thinking to system-oriented approaches linking evaluation to institutions, policies, and national M&E systems.	Emerging application of learning to institutional M&E frameworks, dashboards, and evaluation policies.	Directly contributes to AfrEA's objective of strengthening national evaluation capacities and reducing dependence on external expertise.
5. Innovation and Digital Transformation	Participants gained practical exposure to digital M&E systems and AI-enabled tools, grounded in governance and ethical considerations.	Balanced understanding of AI as an enabler of evaluation efficiency and use, not a replacement for professional judgment.	Positions AfrEA as a thought leader on responsible innovation in evaluation practice in Africa.
6. Intergenerational Leadership and Network Building	Strong interaction between senior evaluators and Young and Emerging Evaluators (YEEs) across all training streams.	Formation of peer networks, mentorship relationships, and sustained post-training engagement.	Supports AfrEA's leadership pipeline, sustainability agenda, and long-term evaluation ecosystem strengthening.

Taken together, these cross-cutting outcomes indicate that the Africa School of Evaluation is generating early but credible signals of institutional impact. Beyond individual skill acquisition, ASE 2025 contributed to shifts in evaluator identity, methodological practice, equity awareness, and system-level thinking—key foundations for sustainable evaluation capacity development in Africa. These outcomes provide a strong basis for continued investment, institutionalization, and strategic scaling of the ASE model.

6- Strategic Lessons and Recommendations

This section synthesises the strategic lessons emerging from the inaugural Africa School of Evaluation (ASE) and translates them into targeted, actionable recommendations. The recommendations are explicitly derived from the observed lessons and early learning signals, and are intended to strengthen the design, institutionalisation, and impact of future ASE cohorts. Where lessons reveal opportunities or constraints, corresponding recommendations propose practical ways to consolidate gains and address emerging challenges.

6.1 Strategic Lessons



Lesson 1: Integrated Learning Architectures Deliver Greater Institutional Value Than Stand-Alone Trainings

The ASE experience confirms that an integrated learning architecture that combines methodological rigor, equity perspectives, systems thinking, and innovation, produces more durable and transferable capacity gains than fragmented, theme-specific trainings. Participants were able to meaningfully connect methods to governance contexts, equity considerations to system design, and innovation to ethical judgment. These integrative outcomes are unlikely to emerge from isolated courses delivered in silos.



Lesson 2: Professionalisation Requires Institutional Anchoring Beyond Individual Skill Acquisition

While individual learning gains were widely reported across all ASE training streams, the most compelling early signals of impact emerged among participants who explicitly linked ASE content to their institutional roles. In particular, public-sector participants and those engaged in national M&E systems referenced applying ASE learning to the redesign of M&E frameworks, refinement of evaluation questions for policy processes, and integration of equity and systems perspectives into organisational learning routines. This pattern suggests that the professionalisation effects of ASE were strongest where institutional mandates, decision spaces, or reform processes already existed. It underscores that ASE's contribution to professionalisation extends beyond individual skill acquisition to enabling evaluators to exercise judgment, influence decision-making, and sustain practice within organisational and governance environments.



Lesson 3: Equity and Ethics Are Central to Evaluation Credibility and Use

The integration of equity-focused and child-centred evaluation perspectives demonstrated that ethical reflexivity and inclusivity enhance both the legitimacy and policy relevance of evaluation findings. Participants showed increased awareness of power relations, data ownership, and the consequences of evaluation choices for vulnerable populations, reinforcing equity and ethics as foundational, not optional, evaluation competencies.



Lesson 4: Innovation Enhances Evaluation Practice Only When Grounded in Strong Systems and Judgment

Digitalisation and AI-enabled tools were most effective when participants already possessed strong conceptual understanding, data literacy, and system awareness. Innovation amplified analytical efficiency and insight, but did not replace professional judgment, ethical reasoning, or institutional readiness. This highlights the risks of technology-led approaches divorced from governance and capacity realities.



Lesson 5: Intergenerational Learning Strengthens Sustainability and Leadership Pipelines

The deliberate integration of Young and Emerging Evaluators (YEEs) with senior practitioners fostered peer learning, mentorship, and professional identity formation. This intergenerational dynamic strengthened network and positioned ASE as a leadership and succession-building platform, rather than a one-off technical training.

6.2 Strategic Recommendations

The recommendations presented in this section are directly derived from the strategic lessons, cross-cutting outcomes, and early signals of impact observed during the inaugural Africa School of Evaluation (ASE). They respond to both the strengths demonstrated by the ASE model and the practical challenges identified in translating individual learning into sustained institutional and system-level change. Grounded in participant feedback, facilitator reflections, and synthesis across training streams, these recommendations are intended to guide AfrEA leadership and partners in strengthening the design, delivery, and institutionalisation of future ASE cohorts.



Recommendation 1: Institutionalise ASE as a Core AfrEA Delivery Platform

Given the demonstrated value of ASE's integrated learning architecture and its role in leadership development, AfrEA should formally institutionalise ASE as a recurring flagship platform within its Strategic Plan. This should include clear governance arrangements, predictable scheduling, and structured alignment with AfrEA's broader capacity development and leadership initiatives.



Recommendation 2: Strengthen Post-ASE Institutional Application and Follow-Up Mechanisms

To translate individual learning into sustained institutional change, AfrEA should introduce structured post-ASE mechanisms that extend beyond the training period. These should include institutional action plans, peer-learning clinics, mentoring arrangements, and targeted technical support windows, as well as a dedicated ASE alumni and practitioner platform for ongoing exchange, collaboration, and peer support. Such a platform would enable participants to share experiences of applying ASE learning, exchange tools and adaptations across contexts, and sustain professional networks that reinforce evaluation practice within organisations, public institutions, and national evaluation systems.



Recommendation 3: Mainstream Equity, Ethics, and Governance Across All Training Streams

Future ASE cohorts should further integrate equity, ethics, and governance considerations across all training streams, rather than confining them to dedicated courses. This will reinforce evaluation as a public good, strengthen credibility and policy relevance, and align practice more closely with Made-in-Africa Evaluation principles.



Recommendation 4: Develop Tiered Learning Pathways and Certification Linkages

Building on ASE’s integrated architecture and intergenerational learning model, AfrEA should develop tiered learning pathways from foundational to advanced levels and strengthen linkages with AfrEA’s certification framework. This will enhance continuity of learning, professional recognition, and long-term value for participants.



Recommendation 5: Expand Strategic Partnerships and Sustainable Financing Models

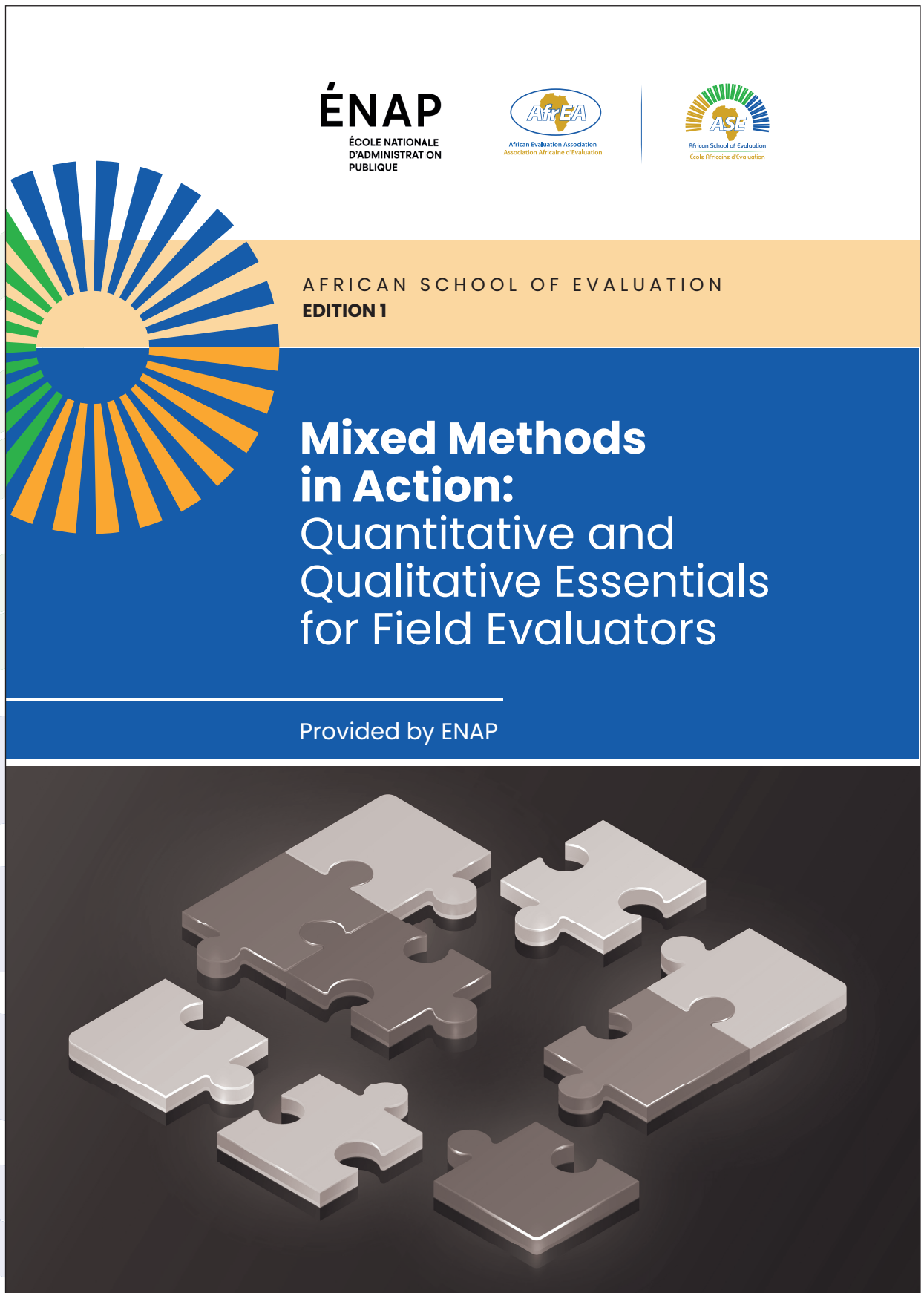
To sustain and scale ASE, AfrEA should deepen partnerships with development agencies, universities, governments, and regional institutions, while diversifying financing models. Blended approaches including scholarships, institutional cost-sharing, and selective fee-based participation will support financial sustainability without compromising access or equity.



6.3 Looking Ahead

The inaugural Africa School of Evaluation demonstrates that integrated, Africa-led learning platforms can generate credible early signals of professional, institutional, and system-level change. By explicitly aligning lessons with strategic recommendations, this section underscores that ASE’s future success depends not on expansion alone, but on intentional institutionalisation, post-training application, and sustained partnerships. With these strategic adjustments, ASE is well-positioned to consolidate its role as a cornerstone institution within Africa’s evolving evaluation ecosystem.

Annexes : Presentation of ASE courses



CONTEXT

In a setting where building evaluation capacity is a key driver for effective public governance that's adapted to local realities, the National School of Public Administration (ENAP) is honoured to take part in the first edition of the African School of Evaluation (ASE), which will be held from 24 to 28 November in Accra, Ghana. This ambitious initiative aims to train a new generation of evaluators capable of producing rigorous analyses rooted in African contexts, while meeting international standards and promoting the 'Made in Africa Evaluation' approach.

As a recognized leader in training and consulting services for the evaluation of public policies and programmes, ENAP draws on expertise developed over decades of working with governments and public institutions in Quebec and around the world. Our shared values with AfrEA make us a natural partner to contribute to the influence and credibility of EAE and ensure the success of this first edition.

ENAP'S APPROACH TO CONTINUING EDUCATION

ENAP's services are based on a balanced combination of theory and practice. They are founded on a comprehensive and integrated approach that aims to transfer expertise, develop know-how and share experience. The School promotes dialogue and advocates an approach tailored to the priorities of public administrations in the countries where it operates. To ensure optimal transfer of learning to practice, ENAP's approach is characterised by:

- * A dynamic, practice-oriented teaching method that encourages participant involvement;
- * Content that is rooted in the reality of participants to promote understanding and real-world application of the concepts, methods and tools presented within partner organisations.
- * Concrete exercises aimed at putting learning into practice;
- * Trainers with extensive experience in training public managers, both in Canada and internationally.

SPECIALISED EVALUATION MODULES (SEM)

Specialised evaluation modules are intensive 30-hour training courses that focus on a specific topic or method in the field of evaluation. They are a continuation of the PIFED core programme leading to the University Certification in Development Evaluation, but can also be taken as stand-alone courses.



Mixed Methods in Action: Quantitative and Qualitative Essentials for Field Evaluators

The main objective of this module is to prepare you to develop a data collection strategy, design effective data collection tools for an evaluation (interview guide, survey questionnaire), understand the challenges of data collection, and prepare useful qualitative and quantitative analyses to answer evaluation questions.

It is equivalent to 30 hours of training, spread over 5 days.

Learning objectives

By the end of this module, you will be able to:

- * Choose a data collection strategy tailored to the context of each evaluation.
- * Develop quantitative and qualitative data collection tools.
- * Understand data analysis techniques for evaluation.

MODULE STRUCTURE

This module is structured around five themes.

Topic 1: Mixed data collection and analysis strategy

This theme will introduce you to the purposes and possible combinations of a mixed data collection and analysis strategy. You will also learn about the differences between random sampling and purposive sampling.

Topic 2: Implementing mixed data collection: basic tools and techniques

You will learn how to formulate questions that are appropriate for qualitative tools (interview protocols, focus groups) and surveys. You will also explore techniques for facilitating interviews and focus groups.

Topic 3: Implementing mixed data collection: field entry and participatory tools

This topic will familiarise you with the methods of entering the field in the context of an evaluation, particularly with regard to observations and surveys. Checklists will be provided to support your practice.

Topic 4: Analysing and interpreting data to answer evaluation questions

You will be introduced to different qualitative analysis techniques and explore the main quantitative analysis methods useful in evaluation.

Topic 5: Presentation and dissemination of findings to stakeholders

This session will teach you how to select and present information in a clear and relevant manner in an evaluation report, taking into account the target audience. Particular attention will be paid to the presentation of methodological limitations.

University Certification in Development Evaluation (CUED)

The specialised evaluation modules – including Mixed Methods in Action – are complementary to the core programme of the International Development Evaluation Training Programme (PIFED).

The University Certification in Development Evaluation aims to train evaluators who are competent and recognised in the international community. This university certification is awarded to individuals who have completed the PIFED core programme and three specialised evaluation modules for a total of 150 hours of training.

COURSE LEAD

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AFRICAN SCHOOL OF EVALUATION
EDITION 1

Designing and running a monitoring and evaluation system in the age of artificial intelligence in public administrations

Provided by CLEAR FA



BACKGROUND AND JUSTIFICATION

Public administration in Africa is undergoing a process of transformation driven by the imperative of strengthening modernisation, transparency, accountability and efficiency in the management of public resources. These developments are taking place against a backdrop of major reforms, notably the move to programme budgeting, adopted by many African countries. This paradigm shift, which places the emphasis on results rather than means, is redefining the way administrations plan, execute and evaluate their public policies.

At the same time, the commitments made as part of the United Nations' Agenda 2030, translated into National Development Plans and aligned with the sustainable development objectives, require governments to set up a rigorous monitoring and evaluation system. The purpose of this system is to provide decision-makers with conclusive data on the results and progress achieved, the level of performance obtained and/or, quite simply, to define the need to readjust the priority policies and programmes defined in line with the needs of citizens.

However, monitoring and evaluation systems in Africa, which are often manual and fragmented, sometimes struggle to meet these requirements. Challenges related to the collection, analysis and real-time availability of quality data hamper informed decision-making (AfDB, 2024).

In addition, these systems remain limited by a lack of interoperability, and a dependence on obsolete and traditional methods, which limit the ability of administrations to effectively manage their policies. At a time when digitisation is transforming and modernising processes and ways of working, the integration of new technologies such as dynamic dashboards, interconnected databases and artificial intelligence offers an opportunity, among other things, to rethink existing monitoring and evaluation systems, and to design more robust, efficient and modern systems.

In this context, the CLEAR Afrique francophone project, as part of the African Evaluation School of the African Evaluation Association (AfrEA), is offering a training course on "Designing and running a monitoring and evaluation system in the era of artificial intelligence in public administrations". The aim is to equip participants with the skills they need to set up sustainable monitoring and evaluation systems based on modern technological solutions.

This concept note provides an overview of the course, from the learning objectives to the provisional timetable, including a presentation of the various modules that will be covered throughout the course.

LEARNING OBJECTIVES

At the end of this course, participants will be able to :

- * Define the fundamental concepts of monitoring and evaluation, including public policy, sectoral strategies, results indicators and theory of change;
- * design a digitised monitoring and evaluation system, including a logical framework, key performance indicators, data collection mechanisms and a data management plan, while taking into account the constraints of public administration.
- * use digital tools and AI to help design and run a monitoring and evaluation system tailored to the specific needs of a public administration.
- * assess the potential challenges linked to the implementation of a digitised monitoring and evaluation system and propose solutions to overcome them.

COURSE CONTENT/MODULES

The course content is divided into 3 main modules, described in the table below.

Module 1: Fundamental concepts of policies, sectoral strategies and components of a results-based monitoring and evaluation system

Module description

A number of projects and programmes are implemented to operationalise public development policies. These development projects and programmes, which are financed by partners or in national budgets, respond to the need to put governments' public policies into practice. It therefore becomes imperative to provide the government and partners with evidence-based data on progress in relation to public policy objectives in order to help them make informed decisions. This requires the design and implementation of a results-based monitoring and evaluation system (RMAES). But what does SSEAR mean?
 ? What are the components of a SSEAR? What is the added value of a SSEAR? What different types of policy documents should be examined as part of the monitoring and evaluation of public policies? Answers to these questions are provided in this module.

Learning objectives

- At the end of this module, you will be able to :
- distinguish between the concepts of national development strategy, national development plan, sectoral strategy, ministries, projects and programmes
 - recognise differences
 - between monitoring, evaluation
 - describe the types and different components of a monitoring-evaluation system
 - understand the importance of SSEAR
 - recognise AI tools

Module 2: Steps in designing a digital monitoring and evaluation system

Module description

The success of a monitoring and evaluation system is based on four key elements: (a) an appropriate choice of indicators (including the definition of precise milestones and targets), (b) the integration of monitoring systems into existing institutional structures, (c) capacity building for the players involved through training and mobilisation, and (d) the establishment of feedback and accountability mechanisms, such as ongoing dialogue between managers and stakeholders (Kessler, 2020; Ceneviva & Farah, 2012). For the purposes of this training course, the process of designing and implementing a SSEAR is based on the work of Kusek and Rist (2006).

Each of the ten stages in the design and implementation of the SSEAR is explained in this training course. Practical tools based on new technologies are used to facilitate the appropriation of stages in the construction of the SSEAR.

Learning objectives

At the end of this module, you will be able to :

- develop a theory of change for an intervention ;
- define a framework for measuring results ;
- describe each stage in the design of a SSEAR using new technologies;
- design a digital dashboard ;
- apply AI tools to generate data.

Module 3: Leading and managing the challenges of implementing a monitoring and control system assessment

Module description

Designing a monitoring and evaluation system requires a great deal of effort, and ensuring its sustainability is a challenge. As part of this training course, tools on failure analysis and prevention are used to anticipate and manage any shortcomings that may arise during the implementation of the M&E system. From practical cases will be presented

Learning objectives

At the end of this module, the participant will be able to use tools and methods for leading, managing and preventing the breakdown of the monitoring and evaluation system in order to ensure the sustainability of monitoring and evaluation.

PREREQUISITES

There are no prerequisites for this course.

TEACHING APPROACH

The teaching method will be participative and interactive in order to involve participants significantly in the learning process. The teaching method will be based on andragogy and will include group work, giving participants the opportunity to discuss and put into practice the concepts covered. Plenary discussions will complement these group sessions, encouraging the sharing of ideas and perspectives for mutual enrichment. Case studies, drawn from real-life experiences, will play an essential role in illustrating theory through practice.

TARGET AUDIENCE

This course focuses on :

- public administration executives ;
- political decision-makers ;
- Assessment professionals ;
- Students/researchers.
- M&E practitioners and anyone wishing to deepen their knowledge of M&E

TEACHING TEAM

The training will be led by a panel of highly qualified international experts with proven experience in the field of monitoring and evaluation system and support for the implementation of a monitoring and evaluation system. The panel will be made up of :

- Dr Edoé Djimitri AGBODJAN: CLEAR FA Coordinator
- Dr. Alexis LOYE: Measurement and assessment expert
- Mr Didier Damit-AMANY: Valuation Expert

PROVISIONAL AGENDA

- The timetable below is for information only.

	Day 1	Day 2	Day 3	Day 4	Day 5
09:00 10:45	Session opening Introduction to the course <i>(presentation of objectives learning; teaching team)</i>	Module 1 (continued) - Fundamental concepts of policies, sectoral strategies and components of a results- based monitoring and evaluation system	Module 2- Part 2 - Designing a digital dashboard	Module 3 (continued) - Tools for managing the challenges of implementing a policy and programme monitoring and evaluation system	Post-test Assessment of training -
10:45 11:15	BREAK (TO BE CONFIRMED)				
11:15 13:00	- Expectations Pre-test	Module 2- Part 1 - Stages in the design of a monitoring and evaluation system for programmes and public policies	Module 2 Part 2 - Designing a digital dashboard	Module 3 (continued) - Tools for managing the challenges of implementing a policy and programme monitoring and evaluation system	- Site visit of a public authority's monitoring and evaluation system
13:00 14:00	LUNCH				
14:00 16:00	Module 1 - Fundamental concepts of policies, sectoral strategies and components of a results-based monitoring and evaluation system	Module 2 Part I - Stages in the design of a monitoring and evaluation system for programmes and public policies	Module 3 - Tools for managing the challenges of implementing a policy and programme monitoring and evaluation system	Group work - Designing a theory of change/ Dashboard	- Site visit of a public authority's monitoring and evaluation system



AFRICAN SCHOOL OF EVALUATION
EDITION 1

Evaluation in service of equity? Approaches and methods for equitable Evaluation

Provided by CLEAR AA



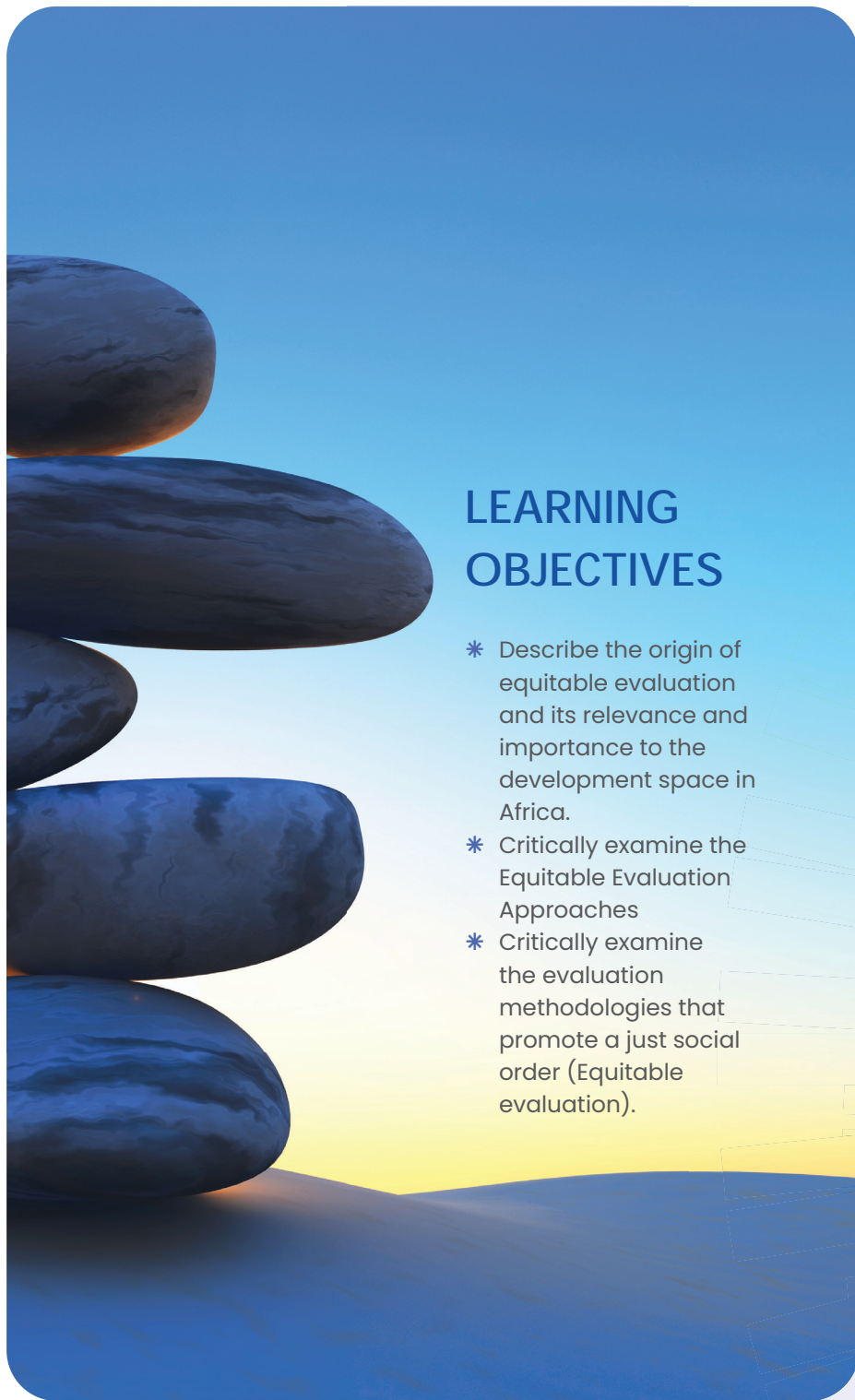
TRAINING BACKGROUND

The World Health Organization (WHO) (2015), defines equity as “the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically or geographically.” The goal of equity is to eliminate the unfair and avoidable circumstances that deprive people of their rights. Therefore, inequities generally arise when certain population groups are unfairly deprived of basic resources that are made available to other groups.

A disparity is ‘unfair’ or ‘unjust’ when its cause is due to the social context, rather than biological factors. Equitable evaluation contends that conducting evaluations with an equity approach is more powerful, as evaluation is used as a tool for advancing equity. It emphasises that context, culture, history, and beliefs shape the nature of evaluations, specifically in the diverse and often complex African reality. Furthermore, equitable evaluation can render power to the powerless, offer a voice to the silenced and give presence to those treated as invisible.

Despite the importance of equitable evaluation in the Global South, there are limited approaches and methodologies that evaluators can use in their practice. This workshop will discuss several approaches and methodologies that can be used by evaluators to promote a just social order. Evidence from various sources shows that inequality is prevalent in the African continent, hence the need to focus on evaluative solutions that address the structural issues that contribute to the different forms of inequality, such as economic, political, and social inequality. Despite a plethora of development interventions in the African continent, a large proportion of the population on the continent is still lacking access to basic goods and services for survival.

The effectiveness of developmental programmes in sub-Saharan Africa has been elusive, to the extent that minimal inroads have been made in addressing key challenges such as poverty, inequality and currently, the effects of climate change. One is forced to ask the question: Why is it that millions of people in Africa have limited access to clean water? Why is it that millions are without food, medicine, education, or a political voice? Why is it that millions suffer from human rights abuses? The realities cut far deeper than just being poor.



LEARNING OBJECTIVES

- * Describe the origin of equitable evaluation and its relevance and importance to the development space in Africa.
- * Critically examine the Equitable Evaluation Approaches
- * Critically examine the evaluation methodologies that promote a just social order (Equitable evaluation).

Evaluation in service of equity?
Approaches and methods for equitable Evaluation

3



AFRICAN SCHOOL OF EVALUATION
EDITION 1

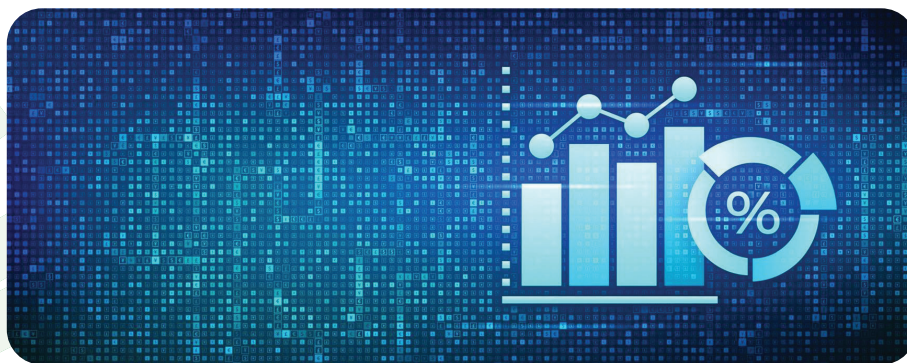
Impact Evaluation Techniques: Theory and Applications

Provided by American Institutes for Research (AIR)



TARGET GROUP

The ideal target group for this course is individuals who are researchers (as opposed to civil servants) with familiarity with statistics and regression analysis. These individuals would be able to immediately use the material in their work.



CLASS SIZE

Class size is limited to 30 people. What is more important is ensuring a relatively homogeneous group, at whatever level, so that the material can be pitched at the appropriate level and accessible to everyone.

LENGTH AND DAILY SCHEDULE

What we have proposed below is a five-day training with either three or four sessions per day. There is some flexibility here, depending on other activities, and the the required 'cross-cutting' sessions.

DAILY STRUCTURE

We introduce the topic of the day, motivate its application, and then walk through the technical details. The second morning session finishes off the theoretical aspects of the topic and then provides a case study or example with space for discussion. The session after lunch is a hands-on session where participants work with real data, produce results and interpret them together.

POTENTIAL TOPICS

CORE

- 1 Monitoring, evaluation and impact evaluation
- 2 Potential Outcomes, the Impact Evaluation Problem and Counterfactual
- 3 Experimental Designs
- 4 Matching Designs
- 5 Discontinuity Designs
- 6 Difference-in-differences as an impact evaluation design

OPTIONAL (NOT ALL CAN BE FIT IN)

- 1 Mixed-methods impact evaluation designs
- 2 Incorporating gender into impact evaluation
- 3 Interrupted time-series designs
- 4 Power analysis and sample size calculations for impact evaluation

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African School of Evaluation
École Africaine d'Évaluation


African Evaluation Association
Association Africaine d'Évaluation



AFRICAN SCHOOL OF EVALUATION
EDITION 1

Children- focused Evaluation

Provided by UNICEF

