

Word from the President

The new vision, mission and goals for the Canadian Evaluation Society were unveiled in the last issue of the newsletter. An ambitious vision indeed. *CES will be the leader for evaluation in Canada and a major contributor in the global evaluation community.* A major contributor in the global evaluation community...a conscious effort on the part of CES to recognize the importance of international cooperation. This issue of the newsletter focuses on the global evaluation community. An international focus fits neatly within the four goals of the Society: leadership, knowledge, advocacy and professional development. Here's how.

Leadership — To provide leadership to individuals and organizations in support of evaluation theory and practice in Canada and in the global community.

As an evaluation association with a 20-plus year history, CES has learned some lessons along the way. This is not to say that we have all the answers. Not at all. But we have experience that we can share. We also have much to learn from other evaluation associations. There is a tremendous amount of information, experience and expertise in all parts of the world that the broader evaluation community may not be aware of.

ISSUE HIGHLIGHTS

Word from the President	1
International Evaluation: The Way Forward	3
Updates from other Evaluation Associations	5
Evaluation Worldwide	12
Skill-Building for Development Evaluation	14
Announcements	15

Knowledge — To improve the state of evaluation theory and practice.

Evaluation Theory and Practice

The *Canadian Journal of Program Evaluation* (abstracts now available in an online searchable database), the Evaluation Sourcebooks, and the annual CES Conference — excellent opportunities to share knowledge about evaluation theory and practice. The CES encourages the participation of CES members and non-members through submissions to the *Journal* or papers at the Conference. However, we recognize that there are huge barriers for evaluators in different parts of the world to access journals or to travel to present at conferences. CES is continuing to examine ways to reduce some of these barriers. One small example is CES' participation in the Association of Commonwealth Universities' (ACU) African Libraries program. The *Canadian Journal of Program Evaluation* will be made available this month at a reduced rate to about seventy ACU libraries in Botswana, Ghana, Mauritius, Swaziland, Cameroon, Kenya, Namibia, Zimbabwe, Lesotho, Gambia, Mozambique, Sierra Leone, Uganda, Malawi, Nigeria, Tanzania, and Zambia. CES has also donated back issues of the *Journal* to the International & Cross Cultural Evaluation Topical Interest Group's annual Book Exchanges.

Organizational Issues for Evaluation Associations

The ability of an evaluation association to advance evaluation theory and practice is dependent upon the strength of the association itself. National Evaluation associations such as CES that have a longer history can share organizational information with new regional or national evaluation associations, including:

- Governance information: Constitution and by-laws, Council structure, mandate of Standing Committees, Executive and Officer roles and responsibilities;
- Model for secretariat support and services and mechanisms for monitoring;
- Council guidelines on volunteer recognition, communications, expense claims or the orientation for new members of Council;
- Policies on translation or use of the membership database;
- Criteria and administrative process for awards and student competitions; and
- Service delivery model (types of services, fee structures, etc.).

Although all of these resources would need to be tailored to the uniqueness of each region or country, they can serve as a useful starting point in the development and growth of an evaluation association.

Advocacy — To promote the importance of an evaluation culture.

CES has created a Canada-wide Advocacy Committee to develop and implement an advocacy strategy and action plan to promote the role of evaluation and evaluators in various sectors. In addition to having a national strategy, it is important to have a strong global voice for promoting the importance of an evaluation culture. Strategic alliances will strengthen advocacy efforts in different parts of the world. A strong network of evaluation associations could potentially lead to the development of international guiding principles, guidelines or standards in evaluation. Debate on the pro's and con's of work in this area will be crucial. Not surprisingly, policy development on issues such as certification or the ethical conduct of evaluators has traditionally taken place at a regional or national association level.

Professional Development — To promote and facilitate the enhancement of evaluation capacity for members and non-members.

Training

By exchanging resources, we can reduce duplication by not reinventing the wheel but instead focus our collective energies on innovative approaches to theory and practice to push the evaluation field forward. CES will make its Essential Skills Series in Evaluation available to other evaluation associations and is currently examining possible models for doing so.

Networking

Members of evaluation associations looking for employment or contract opportunities or interested in dialoguing with colleagues in the field can do so through association job banks or web or e-mail discussion forums. The reception that CES sponsored for its members and participants from 40 countries in the International Program for Development Evaluation Training at Carleton University in Ottawa last summer is a good example of face-to-face networking opportunities that can result from international cooperation.

Working together as evaluation associations means synergy and learning from each other while respecting diversity — different political, social, economic, cultural and linguistic contexts, different discipline backgrounds, different sizes and types of organizations, different perspectives.

Here's to a more vibrant global evaluation community through increased cooperation. All the best to each and every one of you for a happy and healthy new year!

Nancy Porteous

For more information on the history of the move to create a global network of evaluation associations see:

- January 2001 issue of the CES newsletter at <www.evaluationcanada.ca/txt/newsletter200101.pdf> and the International Cooperation page on the CES web site (go to "Position Papers").
- Building a Worldwide Evaluation Community by Love, A.J and Russon, C. in *Evaluation and Program Planning: An International Journal*, 23 (2000), p.p. 449-459.
- A Proposal for the International Organization for Cooperation in Evaluation by Mertens, D. & Russon, C. in *The American Journal of Evaluation*, Vol. 21, Number 2 (2000), p.p. 275-283.
- Creating a Worldwide Community of Evaluators by Russon, C., & Love, A.J. in *The Occasional Papers Series (#15) of the Evaluation Centre at Western Michigan University* (1999).

For links to other evaluation associations, see <www.evaluationcanada.ca> and click on "External Resources" then "Links".

International Evaluation: The Way Forward

In the last few years, evaluation associations have been growing rapidly around the world. From about a half-dozen at the time of the first International Evaluation Conference in 1995, now there are over 40 national and regional evaluation organizations. This article presents highlights from two sessions at the recent American Evaluation Association conference in St. Louis about the growth of evaluation internationally. It describes recent efforts to strengthen the worldwide evaluation community through an organization of evaluation associations, called the International Organization for Cooperation in Evaluation (IOCE).

As first speaker at the IOCE Panel Session, Nancy Porteous noted that the *Canadian Evaluation Society* (CES) is actively supporting the IOCE through four strategies: (1) sharing tools for building an evaluation society, such as constitution and by-laws, ethical guidelines, and strategies for working with affiliates; (2) networking with the members of other evaluation associations through e-newsletters, job banks, and web site forums; (3) sharing professional development curricula, such as the CES Essential Skills package; and, (4) advocating for evaluation, including advocacy with governments and academia. Nancy said that working together through the IOCE fits well with the revised CES vision statement that sees CES as a major contributor in the global evaluation community.

Donna Mertens of the *American Evaluation Association* (AEA) acknowledged the contributions of AEA's International & Cross-Cultural Topical Interest Group (I&CCE TIG) and the generous support of the W. K. Kellogg Foundation to IOCE development. She also commended Craig Russon for his work in organizing the Silent Auction, which is sponsored by the I&CCE TIG. The receipts from Silent Auction go to the AEA Travel Grant Program that brings evaluators from developing countries to AEA conferences. Donna emphasized that the events of September 11 have called all of us to recognize our connections with the world more than ever before. Although world events may have temporarily delayed the next face-to-face IOCE planning meeting, she said that the IOCE is seeking creative ways to continue the planning process and invited the session participants to offer their suggestions.

Kate Spring announced that the *African Evaluation Association* (AfrEA) will hold a second conference in April, 2002. The conference will focus on topics important in

Africa, such as HIV/AIDS, poverty and income distribution, conservation and sustainable development, gender, and micro-finance and micro-credit. The AfrEA web site at <www.geocities.com/AfrEA> has more information about the conference, as well as links to reference documents, evaluation guidelines that are culturally relevant for Africa, and information about participants from the 13 countries that are active in the AfrEA. In a follow-up session, Zinda Ofir described the rapid growth of evaluation in Southern Africa during the last decade and the significant challenges that remain. Efforts are underway in Southern Africa to develop capacity by integrating evaluation with management courses, deepen the understanding of evaluation in the African context, improve the quality of evaluation professionals, and form partnerships to promote evaluation.

Alexey Kuzmin described the creation of the *International Program Evaluation Network* (IPEN) which now has over 160 members representing 10 countries of the *Newly Independent States* (former USSR). Last year, several hundred persons took training courses in evaluation, IPEN held its first conference in the country of Georgia, and published an evaluation e-newsletter. Next year, IPEN plans to hold two international conferences: one in Russia and another in Georgia. Alexey said that IPEN strongly supported the IOCE effort. The Newly Independent States feel that it is important to be integrated into the international evaluation community. He encouraged all present to continue and expand informal IOCE activities, such as the exchange of evaluation news from around the world.

Wolfgang Bewyl spoke about developments in the *German Evaluation Society* (including Austria), which operates in cooperation with the *Swiss Evaluation Society*. DeGEval took a major step forward during the last year by adopting a set of evaluation standards that could be applied to all fields, including international development evaluation. Wolfgang noted that international issues are important to DeGEval members. In fact, international development represents the largest and strongest topical interest group in the DeGEval. The members appreciated the informal networking approach of the IOCE to date and its internet orientation, which allowed participation without the expense of travel. During the next month, the DeGEval Board will discuss the potential roles and contributions of the society to the IOCE.

Barbara Rosenstein described the challenges and successes of the *Israeli Evaluation Association* (IEA). Evaluation has been growing in Israel and now IEA members come from academic, government, and non-governmental organizations. More and more municipalities have evaluation units. A major challenge for evaluation in Israel is working with small numbers of participants in programs. This has led to a creative use of evaluation strategies that mix quantitative and qualitative methods. Another issue is the public role of evaluation, especially, where does the evaluator's responsibility end and the public's responsibility begin – this will be the theme of the next IEA conference in February, 2002.

Masafumi Nagao was one of the keynote speakers at the 1995 International Evaluation Conference in Vancouver. He described how the conference experience motivated him to help establish the *Japan Evaluation Society*. The society already has held two conferences, established a refereed journal, and enrolled over 400 members. In Japan, evaluation is growing fastest in two sectors: government and international development aid. In a follow-up session, Masafumi described the four critical strategic directions for the Japan Evaluation Society. These are: (1) the documentation of evaluation practice, including the publication of case studies of exemplary evaluation work in Japan; (2) the education and training of evaluators, including creating short-term programs to train internal evaluators in the government sector, creating graduate programs, and initiating a certification scheme for evaluators; (3) the elaboration of standards of evaluation practice; and, (4) the promotion of independent evaluation.

Paul Morgan spoke about efforts to form a *Caribbean Evaluation Association*. The University of the West Indies in Barbados has started a masters degree program in evaluation. Caribbean evaluators are considering a model of an association with chapters (e.g., Barbados Chapter, Jamaican Chapter) as a feasible way to start. Rafael Monterde Diaz described two separate efforts to build evaluation societies in *Spain*. He welcomed the idea of international support and exchange of information to help build an evaluation society there. He felt that the location of the 2002 *European Evaluation Society* conference in Seville would provide further incentive to form an evaluation society in Spain. Although *Sweden* does not have a formal evaluation society, Haluk Soydan of the Swedish National Centre for Evaluation of Social Services noted that an informal network of about 350 persons engaged in evaluation of public sector activities is very active. He felt that with some encouragement from the IOCE, it would be a natural process to constitute a formal Nordic network.

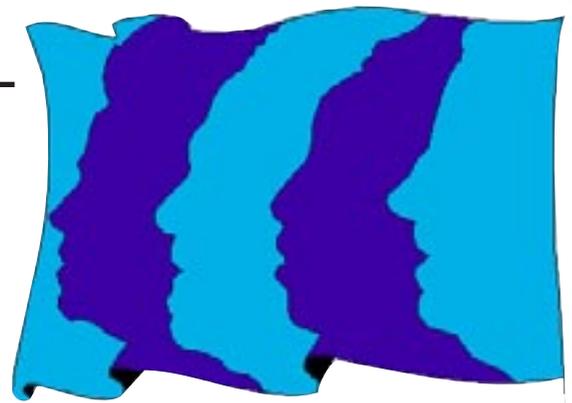
The IOCE Panel Session discussant was Ross Conner. He remarked about the diversity and energy of the evaluation associations around the world. Through the benefits of the

internet, now evaluators were networking together and sharing knowledge more effectively than ever before. Ross shared the results of a recent survey of 15 evaluation associations regarding the question, "Are there ways that evaluation associations around the world can work together to help each other with these challenges and to benefit from the opportunities?" Suggestions included: ensuring that conferences and other forums feature at least two non-dominant cultural perspectives; facilitating regular publication through informal channels of alternative views on evaluation practices, especially those that are cross-cultural; mounting a web-based international conference, intensively prepared by prominent evaluation specialists from around the world; and, developing exchange programs for senior evaluators as well as for graduate students. Ross also cautioned that the ideals of the IOCE will not be realized without sustained work to build partnerships and equality through shared responsibility among participating countries. If you would like to read more about the IOCE Panel Session, a transcript of the session may be found at <http://home.wmis.net/~russon/ioce/aea01.htm>.

In conclusion, enthusiasm for the IOCE remains high. Formal evaluation associations and informal evaluation networks alike continue to grow and thrive around the globe. As we wait for world events to settle, the effort to build the IOCE will continue through IOCE sessions and exchanges at national and regional conferences. In the interim, the IOCE will expand its internet strategy as a way of fostering the discourse about how we can continue to build a vibrant and diverse worldwide evaluation community.

Arnold Love and Craig Russon

Updates from other Evaluation Associations



Swiss Evaluation Society – SEVAL: Who are we and what do we offer?

The Swiss Evaluation Society is responsible for promoting dialogue and exchanges on evaluation among policy advisers, government, universities, and consulting firms, and for improving the quality and dissemination of evaluations. To that end, we offer a wide range of benefits, including an annual seminar, working groups, information on the current state of evaluation both in Switzerland and abroad (SEVAL-Bulletin), and an Internet site <www.seval.ch> containing information and advice on evaluation in Switzerland.

During the last general assembly, the members of the SEVAL adopted their own specific evaluation standards, aimed at both evaluators and mandators. By thus defining the requirements to be applied to evaluations, they contribute to the professionalization of evaluation in Switzerland (the SEVAL standards are available on our web site).

In addition to promoting standards, the SEVAL intends, over the next two years, to strengthen the level of contact and exchanges between evaluators and policy advisers with respect to the use of evaluation results in the decision-making process. The SEVAL will probably be organizing a conference dedicated to this topic in 2003.

The 2002 Annual Conference will be organized in collaboration with the Swiss Agency for Development and Co-operation (SDC). It will cover evaluation in the field of development co-operation and the “lessons” to be learned from this experience for the benefit of other public policy fields. The Annual Conference will be held on June 7, 2002 in Berne.

Christine Rothmayr

Rwanda Evaluation Capacity Development Initiative: A National Monitoring and Evaluation Network

Background

Most organizations involved in developing projects recognize the need to evaluate progress made in implementing those programs and projects at different levels. However, evaluators need a mechanism for updating their skills and a forum for regular interaction and interchange on program evaluation methodology. The creation of the professional National Monitoring and Evaluation Network in Rwanda is a response to the need for a co-operative work environment amongst evaluators working for different organizations at the country level. The primary purpose of this Network is to promote intellectual leadership, strengthen national evaluation capacity in collaboration with universities, government departments, research institutions and other stakeholders involved in sustainable development in Rwanda. The Network has to be guided by the laws that govern the existence of professional associations/networks in Rwanda.

Specific Objectives of the Network

- Define and adapt program and project evaluation standards in collaboration with different stakeholders.
- Organize training sessions on monitoring and evaluation systems in collaboration with any other interested partners.
- Bring together evaluation experts and end-users of evaluation information to promote mutual understanding of evaluation needs, feasibility of specific proposals, and availability of skilled professionals.
- Contribute to the capacity development of the existing national human resources and expertise within the country.
- Create, maintain, publish and distribute a roster of evaluators containing information on the areas of expertise, experiences and recent publications.
- Improve inter-agency co-operation through regular interaction and exchange of information and ideas.

Strengths and Opportunities

The *Poverty Reduction Strategy Program* (PRSP) has created a comprehensive framework which can be used to widen the Network to increase its nationwide effectiveness. In addition, the Rwanda Vision 2020, National Population Policy, Medium Term Review Expenditure Framework and National Investment Strategy document have created a good program evaluation development framework within the country.

A number of surveys conducted by the Department of Statistics in collaboration with the Poverty Observatory and National Office of the Population provided a benchmark for future evaluation initiatives within the country. The membership of the Network is representative of key government institutions, universities, research institutions, UN agencies and civil society.

Constraints Encountered

Most members of the Network are holding high positions in different organizations. Therefore, their availability is a critical issue for the start-up phase of the Evaluation Network. At the beginning, there were some conflicting perspectives between the existing legal framework and the evaluation guidelines. The main constraint faced was to find a framework through which the Evaluation Network could operate. It was difficult to decide whether the Network will become an Association or will simply remain a professional Network to overcome the legal constraints. Another constraint is the lack of monitoring and evaluation (M&E) specialists in most national institutions. The availability of financial resources is yet another major hindrance in conducting a sustainable training program.

Future Perspectives

Since the legal framework has now been defined, the existing Rwanda Evaluation Network will speed up the registration process. In order to address the issue of availability of members, we plan to hold an orientation workshop with a hope to rejuvenate the spirit of our members thereby developing new approaches of implementation of program activities.

Addressing the issue of M&E specialists within the country will require a strong training program on Evaluation Capacity Development. We believe that a fundraising effort should be initiated by developing proposals to be shared with potential donors.

In conclusion, all standing challenges for Rwanda Evaluation Network should be translated into a concrete plan of action.

For the year 2002, the main training program will be focussed on the following:

- Integrated monitoring and evaluation of the Poverty Reduction Strategy Program (PRSP);
- Community-based M&E systems in social development perspectives;
- Monitoring and evaluation of the implementation of the National Population Policy;
- Macro-economic framework and its usefulness for program development in Rwanda;
- Evaluation of the National Investment Strategy Program (including private and public investment); and
- Monitoring and evaluation of the Information Communication Technology (ICT) Policy.

Guidelines will be developed on the selected themes of interest and key concept papers affecting national priorities and development will be prepared and published depending on the availability of resources.

James Mugaju

Newly Independent States

The International Program Evaluation Network (IPEN) was created in the Newly Independent States in June 2000. IPEN activities are based on volunteerism. It's a "horizontal" organization with 12 coordinators. 165 people from 9 countries joined IPEN in 2000/01. IPEN members represent the following countries: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Russia, Tajikistan, Ukraine. Last year, the Moscow Center for NGO support received a grant from the Eurasia Foundation for developing the IPEN web-site. The web site is available now at <<http://ipen21.org>>. Working language is Russian. The Network members are receiving a bi-monthly newsletter "Program Monitoring and Evaluation". Last fall, the Siberian Center for Civic Initiatives Support in Novosibirsk in collaboration with IPEN organized the First International Conference on Program Evaluation (funded by the USAID and Soros Foundation). Over 100 people attended the conference. This year, the first NIS Evaluation School will be conducted by the Siberian Center and supported by IPEN. Two international conferences are scheduled for this year in the region: in Sochi, Russia (February 2002) and in Tbilisi, Georgia (September 2002).

Alexey Kuzmin

Niger Monitoring and Evaluation Network (ReNSE)

The Niger Monitoring and Evaluation Network (ReNSE) is an informal group of monitoring and evaluation professionals. The global objective of the Network is to launch a long-lasting process for increasing monitoring and evaluation skills at the national level, through the establishment of a forum which will contribute to the definition of the norms, methodologies and professional practices in the fields of monitoring and evaluation to be adopted in Niger. The members of the Network have also adopted the following specific objectives:

- Facilitate informal learning through the exchange of monitoring and evaluation experiences and know-how in Niger;
- Organize formal training sessions;
- Facilitate the exchange of information (through meetings, training sessions, bursaries and financing, books and manuals, newspapers, scientific journals, international electronic networks, etc.);
- Get users and providers of monitoring-evaluation services to simultaneously promote the mutual understanding of monitoring and evaluation needs, and facilitate the intersection of the demand and supply of know-how;
- Create and maintain a databank of evaluators, containing information on their respective areas of expertise, their experiences, and any recent publications;
- Promote norms and professional practices.

The creation of this network in 1999 fell within the framework of an African process aimed at bringing together different national networks under a single umbrella. The need was expressed for Niger to join these movements in order to benefit from, and contribute to, the exchange of experience and know-how at the international level.

A co-ordinating committee was elected, and its members chosen to represent various categories linked to monitoring and evaluation, particularly the Government, the United Nations System, NGOs and bilateral projects, the University, and independent consultants.

Marco Segone

Kenya Evaluation Association (KEA)

KEA is a young non-profit, legalized organization registered under the Societies Act of Kenya. It grew out of the Nairobi Network of evaluators. The impetus for most evaluation organizations has been the *African Evaluation Association* (AfrEA) conference held in Nairobi, Kenya in 1999. KEA has a membership of 55 members. Legitimate recognition demanded that a certificate be obtained before fully operationalizing the Association's activities. This has resulted in slowed growth. The certificate was finally received in August 2001. However, to join the Professional Association of the region, there is need for a code of conduct and ethics.

There has been meaningful dialogue between the KEA and others in the evaluation world which involve the need to have KEA as a focal point for identifying local evaluators as consultants; suggestions to facilitate publishing in international journals; KEA hosted a stand at the World Bank Evaluation conference 2001; a member was funded to attend the AEA conference 2000; the association has been presented in IDEAS and IOCE deliberations 2001; KEA was part of a panel discussion at the last CES national conference where the president of CES presented a write-up from KEA.

We look forward for support in achieving our mission — "To Professionalize Evaluation" — and would like to create liaisons with the rest of the evaluation community.

Karen Odhiambo

The Israeli Association for Program Evaluation

The Israeli Association for Program Evaluation (IAPE) was established in the summer of 1998. It was warmly welcomed by the community of evaluators as an organization in which to exchange ideas and concerns about evaluation. The association aims at including users and potential users of evaluation as well as evaluators among its ranks. It is interested in promoting evaluation use, training and thinking. The Fourth Annual Conference, focusing on The Public Role of Evaluation, is planned for January 2002. IAPE participated in the Barbados meeting of IOCE and welcomes international cooperation and exchange.

IAPE publishes a newsletter that focuses on issues of interest to evaluators, users and students of evaluation in Israel. We have members from a variety of fields including education, social work and health.

Organization Officers:

Chairperson – Dr. Miri Levin-Rozalis,
Executive Committee - Dr. Etel Freidman, Dr. Barbara
Rosenstein and Ruth Lustig.

The newsletter committee members are Hagit Hartaf, Miry Monk
and Dr. Ricki Savaya.

We are happy to answer any questions and can be contacted by
E-mail at <yaelbd@bgumail.bgu.ac.il>

Our web site is <http://ayelet.netfirms.com>

Barbara Rosenstein

The Growing Maturity of French Culture in Evaluation

(as appeared in Sage publication *Evaluation in 2001*
(Number 4))

The French Evaluation Society (Société Française de l'Évaluation
or SFE) was created in 1998 and 1999 and is now beginning to
make a difference. Many evaluation events are happening and
there is evidence of a not insignificant evolution of a French-
specific thinking and culture of evaluation.

Attendance at the Annual Congress

The last congress, in June in Issy les Moulineaux (Ile de
France), was a meeting of 400 participants. At this third
annual congress the growth in number and diversity of those
attending was noted. Many more came from different institu-
tions: not only central state and from central public establish-
ments, as in the past, but from non-central state services and
more significantly, from regional councils, general councils,
towns and urban districts; not only from public research in
public administration but also from public research in different
disciplinary fields; not only from public research but also from
consulting. The diversity of status was also noteworthy: juniors
and seniors, women and men, experts and elected people, man-
agers, executives and employees. The increased participation
of local authorities' executive teams and elected people (from
Lyon, Rennes and Bordeaux) was considered as a success
because it was one of the challenges anticipated by those
who founded the Society.

Other Events at a Regional Level

Further to the success of the annual congress, the second
observation that can be made is the multiplicity of local
events. For example, three regional clubs are now up and run-
ning, with short meetings enabling some form of 'technology
transfer' between participants. There is a real need for this
type of interaction in this new innovative community and

culture to better inform understanding of public action.
Furthermore geographical proximity allows for local networks,
affinity and participation. For example, in May 2001, in Toulon,
a group of fifty very heterogeneous people met to exchange
views on methods and commissioning evaluation. Additionally,
in October, a two-day meeting will be organized regionally, in
the central region, by local people together with national
experts.

In France there is a growing commitment to teaching the trans-
versal competencies needed to master the supply and produc-
tion chains of the work of evaluation. An SFE enquiry is in
progress about evaluation training, diploma and certifications.

Growing Maturity on Many Issues

A simple impression of the evolution of thinking about evalua-
tion can be illustrated by the following examples.

From a discussion in a special working group on SFE strategy,
when defining the new job of evaluator, many used to ask, "Is
it new, is it specific, is it an autonomous professional activity?"
The answer in France now is more explicit: we can answer with
more confidence that evaluation cannot be practised merely
with the use of individual evaluation competencies. Evaluators
will work better when working in teams or consortia since these
teams will assemble together greater knowledge, know-how,
skills and professional tools. In France, evaluation appears as
a collective process involving a supply chain of commissioning,
control and a second supply chain of production and realiza-
tion following the public invitation to tender. In this collective
chain, everybody brings his or her competencies and has to
understand the whole process of the evaluation. Evaluation
competencies seem to be necessarily linked to knowledge
coming from audit, accounting, financial analysis, the under-
standing of the budgetary constraints, as well as from public
management, political and sociological science, and from
research methodology, the mastery of interviews and question-
naires, non-elementary statistics and so on. Evaluation appears
as a transversal profession, realized by a collective body, not
simply a joint collection of individual experts but a team neces-
sarily gluing together strategic knowledge about public action,
programs and policies. This new acknowledgement has a corol-
lary: a more collaborative way for different French experts to
work together, and a new agreement that no individual can
have the mastery of the whole field. Certainly all the answers
cannot come from only one disciplinary field, not just from
the experienced or new entrants, and not only from experts and
not elected people. The hope is that this simple, new, shared
understanding will be a new factor of development in the
French-specific context with less division between disciplines
or topics, or between Paris and the 'provinces'.

The weak links in the evaluation supply chain in France are
becoming clearer. It was generally accepted that one of the
weakest links was probably the poor development of an

evaluation culture in the local, general and regional French councils. But the real reason for this situation was not well understood. Now, it appears that the weakest link in the supply chain was the lack of a service specializing in commissioning evaluations, the lack of competencies in writing terms of references to assemble the different questions that the evaluations need to answer and how to manage the reports produced by experts. French elected people who identified that failure were rare: now they are rather more.

Ethics, Standards and Values

There is a relatively new idea in France that it is necessary in our community to begin a process of gathering opinions about standards and norms in evaluation, not necessarily to write, adopt and enforce a charter, but to have a debate. Many people recognize the necessity of having this debate. Even more numerous are those who think that nobody should forget that in evaluation the problem is a political one in our democratic societies. The objective is to participate in the production of knowledge about common affairs and, so, a deontological attitude is required from everybody involved in this political process. For a long time, French experts could think that they were neutral, morally pure, and scientifically well informed. Now, more and more French evaluators are aware of the need to clarify exactly their role and stakes in the supply chains of evaluation. They accept the need to think about their independence and their responsibility at an individual and also at a collective level. Ethical and value aspects of evaluation will continue to be explicated and debated in France.

So, if the question was, "What is the news from France in 2001?" the answer is, "We are feeling fine, thanks". The contributions of the international community of evaluators that appeared strange when the SFE began, is now a good point of comparison for which we are grateful.

Maurice Baslé

American Evaluation Association

The American Evaluation Association <website: www.eval.org> has been supportive of the development of an International Organization for Cooperation in Evaluation (IOCE). AEA's International Committee obtained funding both to support the initial planning meeting for IOCE and to support continued planning efforts. Support has also been offered to international evaluation capacity building initiatives of the World Bank and the United Nations Development Program (International Development Evaluation Association and the International Program for Development Evaluation Training). Through its active special interest group of international and cross-cultural evaluators, AEA offers a listserv for use by anyone interested in international evaluation <www.xceval@topica.com>

and scholarships for international members of AEA to attend its annual meeting. These scholarships are made available through a silent auction of AEA member donated items at the annual AEA meeting. Evaluation books are also donated by AEA members to AEA members and others in developing countries. AEA sees itself as a member of a global evaluation community and looks forward to opportunities to work with evaluators from around the world.

Other activities of AEA include its annual meeting (usually the first week in November), its journals and other publications, its listserv (EVALTALK), and active committees supporting diversity in evaluation, public statements on evaluation issues, topical interest groups, professional development, ethics in evaluation, and electronic communications.

James Sanders

African Evaluation Association

The first AfrEA conference of African evaluators and development practitioners engaged in evaluation work was held in Nairobi, Kenya, from September 13-17, 1999. Over 300 evaluation and development practitioners from 35 countries attended and 88 papers were presented. The result was a highly successful conference.

Work during the last two years has focussed on five main items:

- The number of National Evaluation Networks increased from six in 1999 to 16 in 2001.
- The African Evaluation Guidelines which are an adaptation of the "Program Evaluation Standards", is co-authored by seven national networks of evaluators in Africa and has been used by several national governments in major development program evaluations with great success.
- The new version of website is in beta testing at <www.afrea.org>.
- The annotated bibliography of evaluation is now on the web site with over 100 entries. The new version of the web site allows authors to upload their own abstracts.
- The database of evaluators in Africa now has about 450 detailed skill profiles. The new website allows searches and on-line registration of evaluators in Africa.

Planning for the 2002 AfrEA Conference (May 6-17, 2002), with one-week pre-sessions, a planned attendance of about 500 and 10 parallel Strands, is underway. The growing list of organizations and agencies that have expressed interest in running specific Strands includes the World Bank (Poverty Reduction Evaluation Strand), UNAIDS (HIV-Aids Evaluation Strand), IUCN

(Conservation and Sustainable Development Evaluation Strand), and ALNAP-UNHCR-UNICEF (Emergency Evaluation Strand). Proposed Strands for which collaborating agencies are sought include Agriculture and Natural Resource Management, Health and Nutrition, Education, Gender, Micro-finance and Enterprise Development, Evaluation Policy, and Food Security. Proposals for additional topical Strands (especially from Agencies interested in running them) are welcome.

Mahesh Patel

Leaders of International Evaluation Organizations Share Opinions about the Present and Future of Evaluation

In the Fall 2001, American Evaluation Association President James Sanders composed a small committee to solicit input on AEA's strengths and challenges to use in future planning by the AEA Board. The committee, consisting of Ross Conner, Jean King and Michael Quinn Patton (chair), solicited opinions from different sectors or perspectives, including former AEA presidents, the heads of the AEA Topical Interest Groups, AEA administration staff, and heads of different evaluation organizations outside the U.S. Ross Conner conducted the survey of the leaders of international evaluation societies, associations or networks. The population consisted of 15 people, representing evaluation organizations in the Americas, Europe, Eastern Europe and Russia, Africa and the Far East/Australia/New Zealand. The leaders were contacted by e-mail and sent four questions about AEA, their own organization, the challenges and opportunities for evaluation generally, and the possibilities for joint work by international associations. Of the 15 leaders contacted, 11 responses were received by the deadline, for a response rate of 73 percent. The results will be presented to and considered by the AEA Board at its February 2002 meeting. Following the Board meeting, a summary of the results will be available to anyone who is interested. Those in the international evaluation community will find the answers to the final two questions particularly interesting, those dealing with the challenges and opportunities for evaluation generally and the leaders' views on the possibilities for joint work by international evaluation organizations. Contact Ross Conner if you want more information (<rfconner@uci.edu>; School of Social Ecology, University of California Irvine, Irvine CA 92697-7075, USA; (1-949-824-6746).

Ross Conner

International Development Evaluation Association (IDEAS)

Overview

To help fill the gap that currently exists in development evaluation — development evaluators not adequately linked to one another or to centers of evaluation competence, difficulty in sharing knowledge and practice, or to join forces to promote excellence in the theory and practice of development evaluation — an effort is underway to create a new "International Development Evaluation Association" (IDEAS.) The UNDP and the World Bank have teamed up to help support this new initiative of a global professional network with a particular emphasis on being responsive to the needs of developing country evaluators.

In order to help constitute a representative group that reflects developing country needs and ensure connectivity to the global evaluation community, UNDP and the World Bank in partnership with the UK Department for International Development (DFID) sponsored a meeting in London in May 2001. The meeting brought together 24 development evaluators and practitioners and led to the adoption of what is termed the "London Declaration On The Establishment of IDEAS." This declaration affirms the need for an organization such as IDEAS and sets the five basic principles to guide its creation.

The Basic Principles (in summary form)

- IDEAS would be a global voluntary association firmly anchored on the needs of the developing and transition countries. It would focus on evaluation capacity development (ECD), with an emphasis on advocacy efforts towards mainstreaming evaluation in the overall development process and using evaluation as an instrument for decision-making and other governance processes.
- As a global association, IDEAS would be inclusive and pluralistic, open to any individual and association from the South and the North that is interested in development evaluation.
- IDEAS would operate according to the subsidiarity principle, i.e., it would not stifle or fragment national or regional evaluation associations and other similar mechanisms for promoting ECD.
- The governance of IDEAS would give a dominant weight to the representation and participation of developing and transition countries.
- IDEAS could start small and should operate efficiently. It would work closely with key partners in the development community.

An Interim Steering Committee (ISC) of nine members (six from developing countries and three from developed countries) was created with the task of developing specific proposals for the work program and financial plan as well as the constitution for IDEAS. The proposals will be presented to a broader constituency at an event formally launching IDEAS in mid-2002. The ISC formally began its work in July of 2001 and is focusing on the three tasks just noted as well as on issues of legal incorporation and location of the secretariat. The next meeting of the ISC will be held in New York in January of 2002.

Ray Rist

International Development Research Center: Making Evaluation Valuable to Indigenous Institutions

Since its conception in 1970, the International Development Research Centre (IDRC) has worked to help communities in the developing world find solutions to social, economic, and environmental problems through research. An important part of IDRC's approach is to build indigenous research and innovation skills along with the technical and management capacities of institutions, so they can help solve current and future problems. In its work, IDRC's Evaluation Unit applies the same capacity-building philosophy. The Unit seeks to strengthen evaluation in the developing regions of the South by building local capacity and creating opportunities for practical, first-hand experience. We also involve partners in strategic evaluations, and in the development and dissemination of evaluation tools and methods appropriate for use in Southern research and development contexts. We believe that our focus complements the drive by civil society to form evaluation associations all over the world.

Two characteristics of IDRC's programming make evaluation particularly challenging. First, research is situated upstream in both space and time from the development results to which it contributes. The pathway linking research with people's well-being is often discontinuous and subject to a wide variety of influences. Second, IDRC assists endogenous institutions to pursue their own development research goals. Therefore, the achievement of results depends ultimately on the actions of our partners, other actors, and the contexts in which they all work. In short, we work in open systems, supporting the research missions of others. Our partners, primarily Southern research institutions, will in turn contribute to greater social and economic equity, more equitable access to information, and better management of the environment and natural resources.

These characteristics present significant conceptual and methodological challenges. Recognizing that evaluation needs to be grounded in indigenous knowledge, methods and social structures, the Evaluation Unit works closely with Southern research organizations to develop tools and methods that address their specific needs and concerns. To date, this approach has resulted in the creation of: a toolkit for Organizational Self-Assessment; a tools and training series for assessing sustainability; a framework for Peace and Conflict Impact Assessment (PCIA); a Temporal Logic Model; and a book on Outcome Mapping. We encourage partner organizations to utilize evaluations at both project and organizational levels to improve the efficiency and effectiveness of their development efforts and we provide financial and technical support in the form of monitoring and evaluation capacity-building projects, institutional assessment, and training. You can learn more about IDRC's tools and methods at <www.idrc.ca/evaluation>.

The Evaluation Unit works with partners such as the West African Rural Foundation, the Nagaland Empowerment of People through Economic Development project (NEPED), BAIF Development Research Foundation (BAIF) in India, and the Arracacha project in rural Peru. Some of these organizations have become national or regional centers of evaluation expertise and are able to host in-country training sessions and send resource persons to training courses and demonstration activities elsewhere. Most recently, representatives from projects in India presented their Outcome Mapping field experiences at the American Evaluation Association's 2001 Conference in St. Louis. These presenters were able to move discussions beyond theory and concepts to address the benefits and limitations of using Outcome Mapping in serving their rural communities. It is our expectation that this type of capacity building – within local institutions – will add to and draw on the growth of professional evaluation associations in the developing regions.

Terry Smutylo

Canadian International Development Agency: The Importance of Evaluation Networks and Associations

International development has evolved significantly over the last few decades. This evolution has been characterized by a progressive shift from a projects-based towards a more program-based approach, as well as a shift from donor-driven towards more recipient country-led

development initiatives. This trend is likely to continue as donor agencies and recipient countries embrace the principles of the Comprehensive Development Framework (CDF) in preparation of Poverty Reduction Strategy Papers (PRSP) and national development strategies while engaging in new forms of aid delivery such as Sector Wide Approaches (SWAPs). These new initiatives represent a more long-term, holistic approach in which recipient countries play the lead role while donor countries work in partnership with recipient countries and other donors in a more co-ordinated fashion.

This new approach has significant implications for review functions such as monitoring/performance measurement and evaluation. An important implication is the need for developing countries to effectively use these functions to better monitor/track their progress, assess their achievement of the planned and expected results, and consequently adjust their development initiatives to maximize the likelihood of success. However, developing countries need to build their capacity in these areas, especially since monitoring and evaluation has thus far been largely conducted by international aid agencies. More and more, donors are placing emphasis on building the capacity of recipient countries in these areas. An important element of the capacity development process includes the establishment of networks for evaluators to share knowledge and best practices in development evaluation and monitoring, hence the need for organizations such as IDEAS (International Development Evaluation Association) and IOCE (International Organization for Cooperation in Evaluation). In this regard, some donors are supporting efforts to create such international umbrella organizations. Besides sharing knowledge to promote excellence in the theory and practice of evaluation, these associations and umbrella organizations could also serve informal accreditation purposes, especially since evaluation is not an accredited profession like audit. They could also help to mainstream evaluation in development efforts as recipient country-led initiatives and ownership become the norm in international development.

Goberdhan Singh

Evaluation Worldwide

Remarks by Michael Quinn Patton to
the Canadian Evaluation Society —
National Capital Chapter
Annual General Meeting, April 19, 2001

I always think about evaluation worldwide crossing the border, not just because of entering Canada, but because the only really international evaluation conference held to date was the Vancouver Conference in 1995. That remains one of the defining moments of evaluation's history with participants from some 60 countries.

The Global Evaluation Conference in Vancouver was co-sponsored by the Canadian Evaluation Society and the American Evaluation Association in cooperation with three major evaluation societies active at that time: the Australasian, Central American and European. Today there are over 40 evaluation associations worldwide and they continue to grow. The President of CES is a part of the international group that is in the process of creating an international evaluation association. Important negotiations are underway as different national and regional associations, with different cultures and politics, work out the details of how they will work together. We expect the new international association to emerge toward the end of this year or the beginning of next year.

We are at a moment when the international directions of evaluation are defining our future and infusing those of us in North America with some new perspectives about the nuances and dynamics of evaluation. I want to share just some of that with you as a way of looking toward the future and anticipating the international evaluation association and more international conferences.

I think it is fair to say that evaluation is being globalized, infusing the profession with new energy as we learn different ways of looking at what we do and face challenges about how to translate some of what we do to and for the rest of the world. In addition, those of us in the wealthy North American context are being challenged to consider what responsibility we have to support efforts like the new African Evaluation Association where it is incredibly difficult for them to come together. They don't have travel funds. They don't have Africa-centered evaluation teaching materials. They need our help.

Japan also has a new Japanese Evaluation Society. Masafumi Nagao of Hiroshima University has taken a very strategic and thoughtful approach to the challenge of introducing evaluation to Japan. In a very clever

stakeholder-oriented stroke of genius, I think, he decided to use the translation of the book *Utilization Focused Evaluation* as a diffusion mechanism for evaluation more generally. He wanted to stimulate creation of evaluation courses in Japan to support the government's new emphasis on performance measurement and the need for accountability in the non-profit and philanthropic sectors. He created a network of interested people to support these initiatives. He used his extensive contacts nationally to identify potential evaluation instructors in different universities throughout Japan, some civil servants in local government, and a couple of people who were voluntary sector leaders – fifteen in all. He convinced them to participate in the effort to translate *Utilization Focused Evaluation* by getting each one to take responsibility for translating one chapter. He picked people all over the country and we met together three years ago and spent three days trying to sort out the language, including what word to use in Japanese for "evaluation".

Imagine, if you will, introducing evaluation to Canada as if your country was virgin territory for evaluation, with no history of evaluation, and you had to pick the word for what it is that we do. There's performance measurement, accountability, assessment, judgment and on and on and on. So the translation project began with intense discussion about what word to use for evaluation. We had some interesting translation discussions and I came to realize how culturally bound my own writing is.

I also came back from trips to Japan realizing that some aspects of the American approach to evaluation are pretty macho and unlikely to work well in Asian cultures. We exhort: "Let the chips fall where they may." Americans are inclined to seek someone to blame when there are problems. My impression is that the Japanese are less interested in that. They have a deep reverence for societal harmony and so they are not interested in processes that will tear apart group harmony. In the short time I was in Japan, experiencing that different cultural context, I came to believe that they are going to challenge us to think in new ways about the social relations side of the work we do, the human side of our work, not to soften our message or judgments, but in fact to make our communications more effective. Given what I believe is the American tendency to blame and embarrass, we can learn much from Asian sensitivity to group harmony and social dynamics. By the same token, our Asian colleagues will be challenged to deal with truth – to deal with looking at real results and the loss of face that can come from acknowledging that things weren't effective. They will learn from our commitment to "tell it like it is" and I think that we have a lot to learn about how to manage that process in a way that respects the importance of the social fabric.

I also had the privilege last Fall of participating in and presenting at the European Evaluation Society meeting. European countries each have their own individual country associations. The Italian Association is three years old. The Scandinavian Society goes back several years old. The UK is four years old. Les Français ont quatre années. The Swiss have formed a Society. But in addition to these country associations, the European community has formed a regional evaluation association.

I was struck by the ferment in Europe as they work out relationships between individual countries and the larger European Community, as they deal with inevitable tensions between the center and the periphery, tensions that both Canada and the United States know well. Throughout the world, both centralization and decentralization efforts generate tensions between center and periphery and those tensions are one of the factors that have increased calls for greater accountability. As a profession, we are very much at the center of a worldwide trend that involves trying to sort out relations between the center and periphery through evaluation processes and accountability-based communications

The theme for the European Evaluation Society conference was "Taking Evaluation to the People: A Vision of Evaluation in Support of Democracy." It's a provocative theme, one that invites us to think about our profession's role in improving democratic systems and processes.

Certainly one of the most important trends of the last century has been the widespread emergence and worldwide diffusion of democratic institutions. Never in the history of our species has there been as much democracy as there is now. It takes different forms, to be sure, but what the European conference made explicit was that evaluation in the information age, in the knowledge age, has a role to play in the success of democracies.

Saville Kushner, in his extraordinary book *Personalizing Evaluation* (Kushner is in the UK where he does grassroots, participatory kinds of evaluation) examines the relationship between evaluation and democracy. His premise is that every time those of us in the democracies evaluate publicly funded programs, we are evaluating the current effectiveness of our democracy – and we are helping determine the future effectiveness of our democracy. Our collective democratic commitments to people in need and our collective capacity as a society for shared decision-making about how to allocate resources are but two examples of issues affected by evaluation processes and findings. Accountability is at the heart of collective public trust, and democracies can only flourish over the long term when there is collective public trust.

This is a perspective that I found the Japanese very sensitive to. The vision of evaluation supporting democracy goes beyond evaluation as a source of answers, techniques, and methods. Rather, it's a vision of evaluation that promotes meaningful public dialogue and high quality citizen participation. In this new knowledge age we have entered, increasing the capacity of ordinary citizens at the grassroots level to engage data will be a hallmark of the future of an informed electorate. It is becoming part of our profession's responsibility to use participatory and collaborative forms of evaluation to make the knowledge that comes from our work accessible to the general electorate in support of the democratic dialogue. One of the challenges going forward in our increasing specialized and highly technical world is to provide avenues for ordinary citizens to stay engaged, to ensure that they don't get cut out of the action because they are told that they can't understand the complexities of what goes on. A recent volume of *New Directions in Evaluation* was devoted to issues of democratic evaluation based on nurturing deliberation and enhancing inclusion. From a global perspective, such discussions will be part of our ongoing international and cross-cultural dialogues with each other as we define terms, share case examples, and explore innovative approaches.

Michael Quinn Patton

Skill-Building for Development Evaluation: Canada Helps Launch International Program in Development Evaluation Training (IPDET)

"An experience of a lifetime" was what Caribbean consultant Monica Woodley called her participation in IPDET 01, and so did many of her colleagues.

For four exhilarating and demanding weeks this past summer, 140 professionals from 40 countries came together in Ottawa to create an unprecedented learning community: the International Program for Development Evaluation Training, or IPDET. This community included

some 115 program participants – developing country government officials, donor-agency managers, NGO staff and private consultants – assisted by a team of 25 experienced instructors. Thirty of the participants from developing countries came with full scholarships provided by the Canadian, Dutch, and Norwegian governments, together with the World Bank.

The partner organizations leading the delivery of this unique program were the Operations Evaluation Departments of the World Bank and the International Finance Corporation, in co-operation with the Faculty of Public Affairs and Management at Carleton University. The Netherlands and the World Bank were the prime funders of the program.

Canada played a special role in launching IPDET. The Canadian International Development Agency and the International Development Research Centre both sent speakers and sponsored participants. CIDA's Vice-President of Policy, Brian Emmett, opened the program. John Mayne of the Office of the Auditor General served as an instructor. And Nancy Porteous, Arnold Love and other senior members of the Canadian Evaluation Society networked extensively with program participants and faculty.

The first two weeks comprised a core course on how to do high-quality development evaluation. Involving 80 instructional hours and replete with tools, cases, discussion groups and readings, this course was designed for practitioners who are new to the field of development evaluation, or those seeking additional or "refresher" training. Based on modules developed by the World Bank, the course devoted special attention to evaluating and monitoring the implementation of the poverty reduction strategies of heavily indebted countries. It also emphasized results-based management and stakeholder participation in the evaluation process, among many other features.

Participants rated the core course very highly. "I am returning with a lot of knowledge that I will apply directly to the HIV/AIDS field," said James Mugaju, a UNICEF officer in Rwanda. Most importantly, participants connected with each other. "I am leaving with a whole new family," remarked Woodley.

In the final two weeks of IPDET, participants were offered a menu of 17 workshops on a variety of specialized evaluation topics. Workshops examined, for example, impact evaluation, performance auditing, designing and building a national monitoring and evaluation system, policy-cycle evaluation, and the evaluation of country-assistance programs. Among the evaluation methods addressed in the workshops were focus groups, case studies, questionnaires and interviews, sampling methods, and cost-benefit analysis.

Workshop instructors included prominent experts from around the world. For example, Michael Quinn Patton of the United States (former President of the American Evaluation Association), the Netherlands' Frans Leeuw (former president of the European Evaluation Society), and Robert Picciotto, Vice President of the World Bank, served as workshop faculty.

While many workshops were successful, some were not fully able to meet the diverse learning needs and experience levels of workshop participants. These sessions are being redesigned. The program is also strengthening a number of administrative and logistical arrangements to make IPDET 02 even more efficient than the initial offering of the program.

Planning has begun for IPDET 02. The dates for the 2002 program will be June 17 through July 12 and will again be held at Carleton University. Consult the IPDET website <www.carleton.ca/ipdet> for more details in the months ahead.

And the learning community continues. The World Bank has setup a listserv for graduates of IPDET and it is in active use, enhancing connectivity and exchanges among practitioners around the world. Contact Linda Morra-Imas if you wish to join the list (telephone (202) 473-1715 or e-mail, <lmorra@ifc.org>).

IPDET is launched and has a bright future. All are welcome to join in this remarkable professional development enterprise.

Drs. Jackson, Rist, and Morra-Imas served as core faculty instructors for IPDET 01.

Edward Jackson, Ray Rist, Linda Morra-Imas

Announcements

***Gracias! "Arigato"! Merci!
"Toa chie"! Danke! Thank you!***

A warm thank you to the Canadian Evaluation Society for agreeing to support the idea of a student Olympics in Evaluation.

The Evaluation Olympics will provide students with an opportunity to participate in international essay contests, case competitions, debates, video presentations and so forth.

Michael Obrecht

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"Evidence for Better Decision-Making"
Halifax, Nova Scotia
May 5 to 8, 2002**

...watch for more details coming soon!

Previous issues of the newsletter are available at <www.evaluationcanada.ca>. If you are interested in submitting an article for the newsletter, contact Sue Licari at <slicari@thewillowgroup.com>.

Disclaimer

Individuals interested in evaluation are encouraged to submit articles to the CES national newsletter to encourage dialogue and debate on issues. The views expressed in the newsletter are those of the authors and may not necessarily reflect the opinions of the Canadian Evaluation Society.

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