

DIALOGUE WITH YOUNG AND EMERGING EVALUATORS (YEE)

Qualitative Study on interests and needs of YEE regarding formal evaluation education

Summary



ABOUT ME



I am a Ph.D. candidate at Claremont Graduate University - Psychology / Evaluation and Applied Research Methods.

I am also a consultant and one of the 4 directors of the Brazilian Monitoring and Evaluation Network

11 Participants

The Focus Group was held as one of the 2022 Glocal (Evalweek) events, via zoom.

All the participants signed the consent form.



GUIDING QUESTIONS



**What does
transformational
change mean to
you?**

Transformational Change

"...you realize the purpose of evaluation is for not just accountability, but to utilize results for a more effective decision making. And so, in transformational change, we'll be looking at **how are we going to ensure that the people about whom data is collected, or evaluation is done are participating in the process.**"

Transformation that it is, you **include those those who have been left behind**, the farthest. And, again, looking at our context here in Africa, essentially, evaluation has been the white man's affair.

"Transformational evaluation for me is to **change a paradigm on how to think on things in a more systemic and systematic way, instead of using traditional linear models.**"
...think on how things that we do at the local level can have an impact on the global level. And things that happen on the global level, even far or further away, they actually have an effect on our lives.

GUIDING QUESTIONS



01

When looking for opportunities in evaluation education, what are your main expectations?

02

What are the main barriers YEEs face to accessing the education they need ?

03

What should the priorities be for the evaluation education programs to meet your needs?

04

What should evaluation education programs look like to prepare YEE to be involved in transformational change evaluations?



MAIN FINDINGS

01

EXPECTATIONS

When looking for opportunities in evaluation education, what are your main expectations?



A decorative graphic on the left side of the slide, consisting of a yellow shape with a black outline that curves upwards and to the right, resembling a stylized arrow or a speech bubble tail.

EXPECTATIONS

- programs related to the student **background** (e.g., economy)
- **More than short term** courses
- programs that offer **opportunities to practice**; more **hands-on classes**
- programs that offer **technological tools' trainings** to use in evaluation processes
- Programs that have a **strong research component**
- **Affordable** in terms of price
- **Online**, as participants don't need to move to another city and cope with additional costs
- **Part-time** programs to accommodate professional circumstances

EXPECTATIONS

“**Tools** that allow me to improve my ability to work as an evaluator at all stages of project evaluation”

“ the format of these courses, especially after the pandemic during which everything online has become more possible and easier, **need to be more inclusive in order to break down financial and physical barriers.**”

what I expect from any type of work degree like a master's degree is that I **get to practice it and apply it.** Especially for young emerging evaluators.



02

BARRIERS

**What are the main
barriers YEEs face to
accessing the
education they need ?**



BARRIERS

Access

- Graduate evaluation programs not offered in the country (e.g., Mozambique, Ghana, India) which makes evaluation learning only possible through open-sources and free courses combined with on-the-job training opportunities
- most of the programs are in the Global North (US, Europe). Increasingly, there have been more in the Global South.
- programs are most of the time focused on education and psychology
- Some programs require a bachelor's on specific areas (such as psychology)
- It's difficult to find post-graduate programs. Short webinars more accessible, but are not seen as formal education and do not add to the curriculum

Cost

- The programs are expensive for people from the Global South, even when there are Summer Schools, open to everyone

Compatibility with professional needs

- Difficult to find programs that allow participants to student while working

Infrastructure

- Lack of tech infrastructure for online programs can make them cost more than on campus options

Lack of understanding on what's out there

- avenues for employment; lack of opportunities for beginners

BARRIERS

Being an Economist, I am a bit frustrated because **evaluation education programs are focused on education and psychology**..." shorter programs are kind of open to everyone"

I feel a little bit locked there, because I cannot find anything related to my educational background. And when I try to apply, for example, for a master's program or something, **they require a bachelor's on psychology**, and I don't have it. And then I just, sometimes **I feel left out**, even considering studies, psychology or sociology.

For these programs that I went for the university, a **semester would do about 1200 USD, that's quite high** for people based here"...." So people **are seeking for learning opportunities, but they can't afford** to have them."

In India, we don't have really a separate evaluation, education anywhere in the universities and everywhere. And **people are getting training on the job**, they are going to development sectors and where there are projects going.

03

PRIORITIES

What should the priorities be for the evaluation education programs to meet your needs?





PRIORITIES

Target population:

- not only consultants, but people who are able to bring evaluation into the management of their organizations to expand knowledge and disseminate the evaluative culture where the evaluation professional is.
- Evaluation should be taught since the undergrad level

Practical opportunities: giving experience opportunities in the field of evaluation

Content:

- a strong research component and researcher training - today, a good evaluator must have robust training in research methodology and research practices
- Training in data analysis / statistical resources
- Evaluation philosophies, approaches, and methods: include the most contemporary
- Include the training on different types of tech tools and the practical sense of use them; new technologies (AI, unstructured data) to reduce studies time

Mentoring / Support:

- have mentoring and follow-up as part of the training
- Stimulate networking among students and with experienced professionals as they can get technical support

Language: adapt the language (e.g., Portuguese speaking countries)

Flexibility: to allow students balancing study and work

PRIORITIES

"The most **practical aspect** of evaluation would be something that today I would seek more in a possible training."

We need to have a great **mastery of statistics**, and know how to use (**R, Power BI, Python**) - is a very specific knowledge but it makes a lot of difference for the evaluator who masters this type of resource .

It is also difficult to have an evaluation as a TCC and do it alone because it is usually the first time that you are dealing with an evaluation process. **It is necessary to have mentoring and follow-up as part of the training**

Most of the literature is in English and those who do not master this language end up staying on the sidelines - adapting the materials to the context of Portuguese-speaking countries

04

EVALUATION EDUCATION PROGRAMS SHOULD...



What should evaluation education programs look like to prepare YEE to be involved in transformational change evaluations?

To prepare YEE to be involved in transformational change, evaluation education programs should:

TOPICS

- Evaluation as a professional career / competencies' alignment / activism role of evaluation (at a global perspective)
- Technological Transformations
- System Thinking / systemic change
- Complexity
- Decolonization: focus on youth, women and indigenous
- Climate Change
- Public policies: cross cutting
- Evaluative thinking
- Use of evaluation

APPROACHES

- Environmentally responsive evaluations
- Utilization-focused evaluations
- People centered
- Systemic approach
- Innovative approaches (e.g., foresight)
- Gender responsive evaluation

METHODS

- More qualitative: hearing more (storytelling), interview more, less structured questionnaires. How to deal with the analysis challenge
- Quantitative methods: when the attribution is something to be investigated
- Mixed-methods

PRACTICE REQUIRED

HOW IT SHOULD LOOK LIKE

"Being people centered, I think it's a very key aspects in evaluation as a whole. And the **made in Africa approach** means we want to use our ways of doing things, our ways of **analyzing** things."

the most important part is **creating the evaluative thinking**, so yes, I do believe we need to focus on **youth, on women, on indigenous**. But I think decolonizing evaluation will bring us a lot of that

I have been learning **utilization-focused evaluation** on the job leading an exercise with xxxx. We are the stewards in the organizations for digital principles of evaluation. And we want to look at how meaningful, how is it adhered to? And does it make sense?

Evaluation Systems and evaluation processes **need to become more gender responsive, incorporating all the elements of diversity, inclusion**

THANKS!

Do you have any questions?

marcia.joppert@cgu.edu

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