



# THE ROLE OF EVALUATION IN CONTRIBUTING TO CLIMATE EFFORTS BY AFRICAN GOVERNMENTS

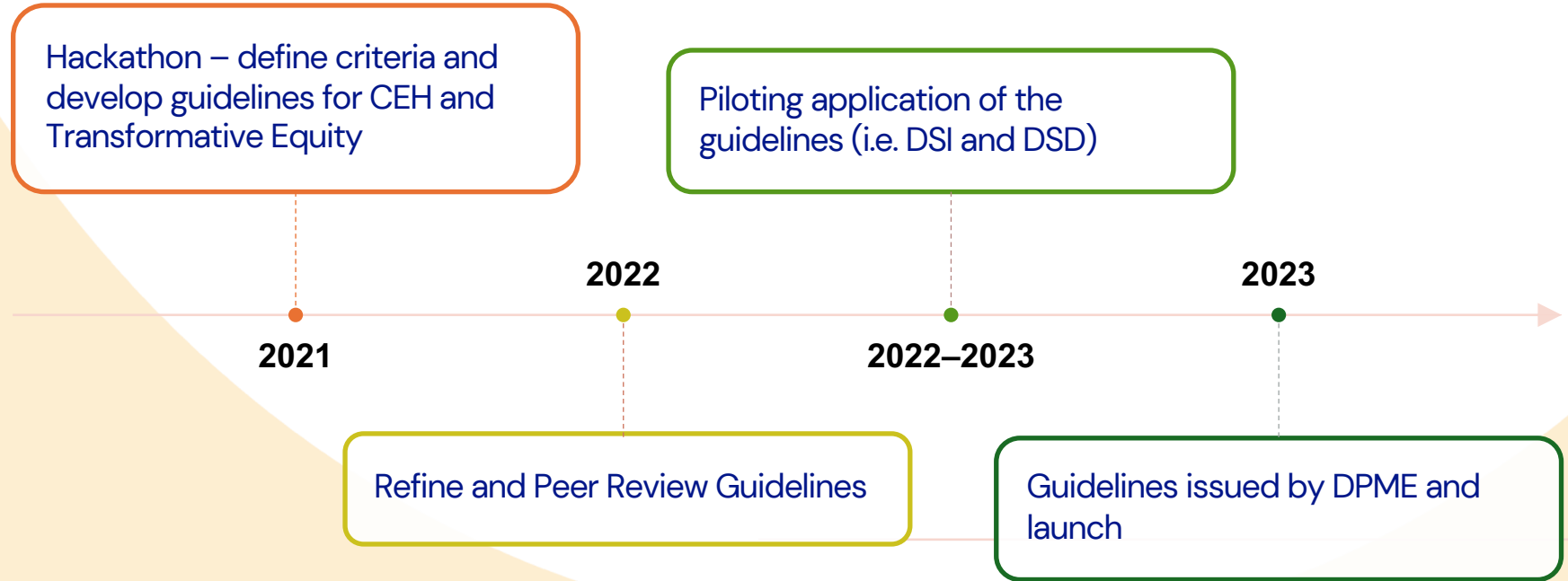
Presentation at the Evidence to Action Conference  
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- Most countries have signed the Agenda 2030, which places emphasise on sustainability and equality
- *Social, economic and environmental factors have a role to play in sustainable development*
- Sustainability is *widely understood and used when concluding evaluations using the DAC Criteria*
- However, there are some conceptual issues where the definition of sustainability is silent on environmental dimension of sustainability.
- After many years of doing evaluations, “there has been a call for a new value system that is not only based on measuring economic growth but emphasises sustainability and equity.” (Naidoo, 2019)
- The interconnectedness of climate action and equity in achieving sustainability.  
Strategies for evaluators to incorporate climate and equity considerations (e.g., stakeholder engagement, context-specific metrics).  
Call to action: Embrace a holistic approach to evaluations that foregrounds sustainability.

# Why new evaluation criteria?

- “We cannot evaluate without criteria” (Patton, 2020)
- Criteria **set priorities and clarify what is valued; focus questions, data sources, reporting**
- OECD DAC criteria (relevance, effectiveness, efficiency etc) don’t explicitly cover equity or climate and ecosystems health
  - **sustainability = durability**
- New criteria developed with aim of integrating into all evaluations

# SAMEA ACTIVITIES



# Criterion: Transformative Equity

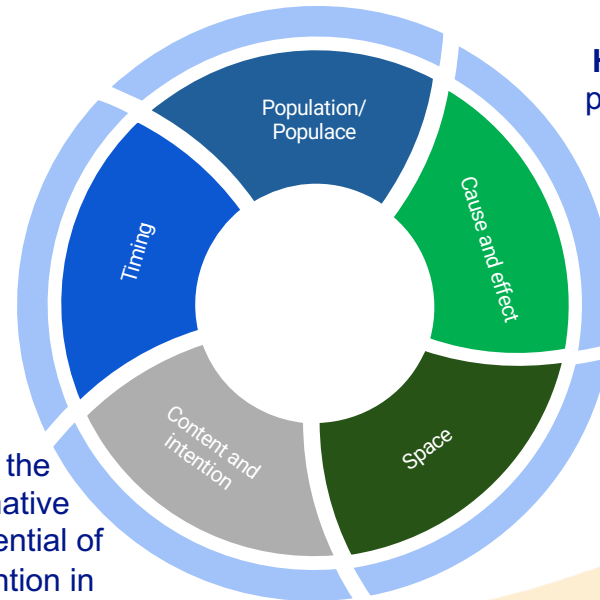
## Criterion Definition:

The extent to which an intervention's objectives, design, implementation and impact contribute to, or do not contribute to, addressing systemic inequities and promoting a more inclusive society

**Who** benefits/who loses, who is included/who is excluded

**When** is the intervention/evaluation taking place? How has the equity issue changed over time?

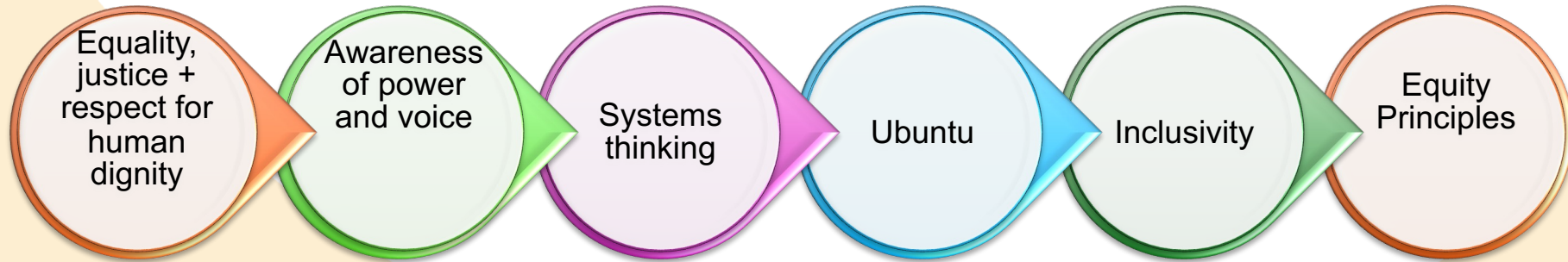
**What** is the transformative change potential of the intervention in relation to equity



**How** does inequity play out and How is the intervention responding to inequity

**Where** do key inequities persist and what are the geographical and spatial factors affecting equity

# SAMEA ACTIVITIES



➤ **Equality, justice + respect for human dignity**

How does the intervention or the evaluation process promote equality and human dignity? Does intervention and evaluation promote justice?

➤ **Awareness of power and voice**

Evaluators, commissioners, and funders must be prepared to explicitly search for how power manifests in the intervention and influences the evaluation process

➤ **Ubuntu**

Evaluators and commissioners of evaluation are urged to consider the multiple and interconnected ways of knowing and ways of being that will influence how an intervention is experienced and how values are determined and to ensure that benefits accrue equitably

➤ **Inclusivity**

Inclusivity reflects the intentional inclusion of the multiple identities and geographies that are affected (directly or indirectly) by a given intervention and ensure adequate representation of these identities and geographies in different phases of the evaluation including preparation, implementation, and follow-up

➤ **Systems thinking**

Evaluation practice needs to incorporate analyses of interactions and inclusivity within systems. This can be achieved by mapping and understanding the components of sub-systems of interest and understanding their needed contributions within the overall system

# POSSIBLE QUESTIONS

## Possible adapted core question

## • Equity-focused evaluation questions (and in brackets where these relate to equity dimensions and the six DAC criteria, where relevant)

Is the intervention being implemented as specified, are the outcomes likely to be achieved and why, and **is the intervention likely to result in changes in the equity dimensions?**

- How is the implementation of the intervention working in practice and how does this relate to the theory of change in relation to different population groups (**who**), geographic locations (**where**) and contexts (**how**)? Why? (effectiveness)
- Have different population groups (**who**) or geographic locations (**where**) been able to participate in the programme appropriately and fairly? How efficiently were key priority groups reached? (**who**)
- To what extent has the participation or collaboration between stakeholders demonstrated objectives of transformative equity (inclusion, representativeness, and respect? (**what**))
- What are the strengths/enablers and weaknesses/constraints of the programme? How can the strengths / opportunities be leveraged, or weaknesses/ threats mitigated to transform inequitable systems (**how**)?
- How is the context/situation changing for beneficiaries/stakeholders over the period of the implementation? What influence does a shift in context/policy/discourse have on the intervention's likely success? (**when**)

# CLIMATE AND ECOSYSTEMS HEALTH CRITERION

The primary focus of this criterion is on assessing the impacts that result from the interaction between intervention activities/practices and climate and ecosystems and making recommendations about how intervention practices can be improved to make more positive contributions



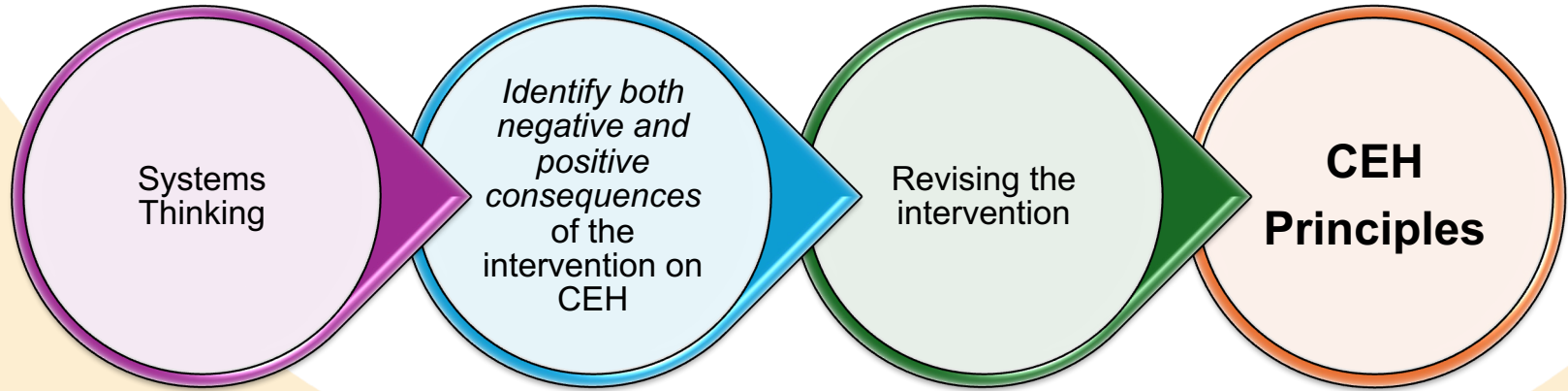
The **impacts (degenerative, neutral, regenerative) on CEH** of the resources consumed and the waste/pollution generated in the implementation of the intervention



The extent to which the **intervention design facilitates or inhibits** the capacity of it and its beneficiaries to adapt to the effects of climate change and ecosystem degradation.



The impacts of climate change and ecosystem degradation on the operation, outcomes and sustainability of the intervention;



➤ Apply **systems thinking**:

- Be aware of *interrelated systems* within which the intervention operates and influences
- Be prepared to *address the systemic transformations* needed

➤ Identify **both negative and positive consequences of the intervention on CEH** and identify opportunities for change and the skills that will be required to bring about such change

- Investigate how the **power of different stakeholders** affects their ability to act on CEH issues or has consequences for different groups - be inclusive of voices of those most affected or who have knowledge of ecosystems affected (link with equity)

➤ In **revising the intervention**:

- Integrate *regenerative and restorative practices* into the intervention and the evaluation itself
- Bring in *adaptability* to account for *evolution of climate and ecosystems breakdown*
- Incorporate a *CEH educative component* into the intervention

# EXAMPLE: IMPLEMENTATION EVALUATION OF THE NATIONAL WATER RESEARCH, DEVELOPMENT, AND INNOVATION

***Integrating transformative equity criterion to the evaluation***

## **Just outcomes**

To what extent have inequities in access to and use of water resources been reduced or eliminated?

## **Responsiveness**

To what extent have Roadmap plans been responsive to the needs and lived realities of vulnerable communities?

## **Intersectionality**

To what extent have Roadmap plans taken intersectional vulnerabilities into account?

Integrating EQUITY and CEH criteria into the Roadmap evaluation

***Applying the climate and ecosystems health criterion to the evaluation***

## **Mitigation**

To what extent have Roadmap plans implemented mitigation and regenerative water management practices?

## **Adaptation**

To what extent have Roadmap plans created an enabling environment for adaptive water management practices?

## **Sustainability**

To what extent have the Roadmap plans created possibilities for sustainable water management?




# Example: Implementation Evaluation of the National Water Research, Development, and Innovation

Main Evaluation Questions	Sub-Questions
<p><b>EQ</b> - Has the intervention been responsive to vulnerable groups/institutions, namely: women, disabled, youth, historically disadvantaged institutions, and disadvantaged communities? If not, how can this be achieved?</p>	<ul style="list-style-type: none"> <li>✓ What are the systemic factors that hinder the responsiveness of interventions for the aforementioned groups?</li> <li>✓ To what extent are interventions addressing equity issues in the supply and demand of water?</li> </ul>
<p><b>EQ</b> - Has the intervention achieved the intended outcomes?</p>	<ul style="list-style-type: none"> <li>✓ Has the intervention achieved any unintended outcomes?</li> <li>✓ What factors have influenced the achievement or non-achievement of objectives?</li> <li>✓ Has the programme achieved its objectives?</li> <li>✓ Are there any differences in the extent to which these objectives have been achieved based on geographic location (equity)?</li> <li>✓ What are the key successes produced by the programme?</li> <li>✓ What evidence is emerging that points to the extent to which the programme is facilitating adaptation to climate change and ecosystems degradation (CEH)?</li> </ul>

# THANK YOU

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