

Bio

Lennise Baptiste, is a citizen of Trinidad and Tobago and works as an Independent Consultant undertaking evaluations of donor funded projects throughout the Caribbean region. She has more than 35 years combined professional experience in the fields of education and programme evaluation.

Her introduction to the evaluation of projects and programmes began in the US in 2005 at the Research and Evaluation Bureau at Kent State University, Ohio. She was the 2010 recipient of the Michael Scriven Dissertation Award for Outstanding Contribution to Evaluation Theory, Methodology, or Practice.

Some of her publications relevant to the evaluation field include:

- Baptiste, L., Iese, V. et al (2019). *Evaluation for Transformational Change: Opportunities and challenges for the Sustainable Development Goals* – Chapter: The transformative agenda for evaluation in Small Island Developing States: The Caribbean and The Pacific, pp 71-87, IDEAS publication.
- Baptiste, L. & Moss-Knight, T (2016). *Handbook of Research on Training Evaluation in the Modern Workforce* – Chapter: Revisiting an HIV-AIDS workforce training and evaluation: A case study from the British and Dutch Caribbean Overseas Territories
- Baptiste, L. (2006). Promoting development cooperation through partnership with a voluntary network
(<http://www.norad.no/en/Tools+and+publications/Publications/Publication+Page?key=117422>)
- Baptiste, L. (2006). Lessons from partnership with a parent advocacy group from Jamaica.
(<http://www.norad.no/en/Tools+and+publications/Publications/Publication+Page?key=117425>)

She is the Immediate Past Chair (2015-2018) of the Caribbean Evaluators International (CEI) Board and she continues to work on behalf of the CEI on the South to South Evaluation Initiative continuing to link with other Voluntary Organisations of Professional Evaluators (VOPEs) in the Global South. She has been a member of the American Evaluation Association since 2006 and was the Chair of the Mixed Methods Topical Interest Group from 2008-2018.

Lennise values participatory approaches to evaluation. She frequently blends the empowerment evaluation and the utilization-focused evaluation approaches in her work. She believes in the transformative value of evaluation activities when stakeholders learn from the process not just the results. She advocates that there is more to be learned than feared when evaluation activities are undertaken.