

TRANSFORMATIONAL EVALUATION

FOR THE GLOBAL CRISES OF OUR TIMES

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EDITORS



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CHAPTER 9

Avenues for Young and Emerging Evaluators' Journeys to 2030

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Abstract. The Decade of Action offers young and emerging evaluators (YEEs) an opportunity to embark on transformative professional journeys to 2030. In this chapter, we share concrete avenues to help them conceptualize their career trajectories. We rely on the concept of 'professional identity work' to present a framework that defines and differentiates the various types of evaluator identities that YEEs could explore – through formal employment engagement or involvement with voluntary organizations for professional evaluation (VOPEs) and YEE networks. We posit that, in the coming decade, VOPEs and YEE networks could be considered as 'identity workspaces' that support YEEs in discovering, understanding and shaping who they are and can become in the era of the Sustainable Development Goals – as transformational evaluators in the making.

Heroes set out on a journey, transform into new and improved versions of themselves, and in the process encourage us all to follow in their footsteps.

–Allison and Goethals, *The Hero's Transformation* (2017)

Introduction

In his classic volume *The Hero with a Thousand Faces*, American mythographer Joseph Campbell (1949) outlined a set of principles for what he called 'The Hero's Journey'. Following Campbell, every hero myth is basically the same story, retold endlessly, in infinite variation. At heart, the story is always a *journey*, which implies leaving comfortable and ordinary surroundings, venturing into challenging and unfamiliar settings and returning *transformed* and empowered to advance society. This transformative journey usually starts with a *call to adventure* that presents the quest that the protagonist of the story must undertake, thereby establishing the stake of the game.

In this chapter, we issue such a call to adventure to the young and emerging evaluators (YEEs) of the world. We invite them to consider departing from their current professional configurations to embark on transformative professional journeys that will turn them into major protagonists of the Decade of Action that the United Nations has launched and place them front and centre in the 10 years left to deliver on the Sustainable Development Goals (SDGs).

Accelerating progress for achievement of the 2030 Agenda (United Nations General Assembly 2015) requires challenging the traditions of evaluation and rethinking our theory, practice and organization as a global community of evaluators so that these traditions can be better tailored to help realize the sustainable development ideals of our times (SDG Transformations Forum 2017). Adopted as an outcome of the IDEAS 2019 Global Assembly, the *Prague Declaration on Evaluation for Transformational Change* established the path to departing from the status quo by laying the groundwork for the realization of an ambitious transformational evaluation agenda. The declaration called for the development of new approaches in evaluation and recognized the potential contributions that 'new evaluators and collaborators from different disciplines and fields of work, including *young and emerging evaluators*' could make (IDEAS 2019, emphasis ours).

The Prague Assembly also saw the launch of *Evaluation for Transformational Change – Opportunities and Challenges for the Sustainable Development Goals*, the fifth book in the publication series of IDEAS

(Van den Berg, Magro and Salinas Mulder 2019), in which some of the founders of the EvalYouth Global Network presented a somewhat provocative essay on what they called 'a new evaluation revolution fuelled by youth' (Montrosse-Moorhead et al. 2019, 33) and highlighted 'what the value-added is of having youth at the table as equal partners, including *young and emerging evaluators*', particularly in the era of the SDGs (Montrosse-Moorhead et al. 2019, 35, emphasis ours).

Since the International Year of Evaluation in 2015 and the launch of the Global Evaluation Agenda in 2016 (EvalAgenda2020), YEEs have fought for and won space in the global evaluation community and have increasingly contributed to shaping the global evaluation culture (Montrosse-Moorhead et al. 2019; Bennani and Hoosen 2020)¹. Today, they constitute a solid, vital pool for a demand-and-supply workforce and are eager to support the transformation of evaluation practice and the emergence of a powerful evaluation system (Bennani and Hoosen 2020)². With that in mind, how can YEEs look towards 2030 and use the Decade of Action to become transformative agents of change, aligned with the needs of the implementation, follow-up and review of the 2030 Agenda and its 17 SDGs?

As they embark on their voyage to 2030, we invite YEEs to consider shaping their career pathways through the lens of Inkson's (2004) path metaphor, in which he sees a career as a journey with three aspects: first, as *movement* towards an objectively defined destination (delivering the SDGs) through time (from 2020 to 2030) and space (across organizational

¹ All over the world, YEEs have organized themselves to take ownership of EvalAgenda2020, pushing for greater youth participation in evaluation and advocating for what Montrosse-Moorhead and colleagues refer to as a move from 'evaluation on youth to evaluation *with and by youth*' (2019, 40). In doing so, they have positioned themselves as a new generation of evaluation advocates for a 'global youth-participatory evaluation culture', with the role of YEEs defined as collaborator and co-leader (Bennani and Hoosen 2020, 55). The current Eval4Action Campaign (www.eval4action.org), which the United Nations Population Fund Evaluation Office launched in partnership with EvalYouth and more than a dozen national and regional YEE networks, is a vivid example of YEEs' willingness to promote and shape a strong evaluation culture for 2020 and beyond.

² Montrosse-Moorhead and colleagues (2019, 44) underline that, although in previous decades, a limited number of professionals from North America and Western Europe practiced evaluation, many developing countries are now seeing a significant increase in the number of evaluation professionals, including YEEs, particularly in Sub-Saharan Africa, the Middle East and North Africa, and South America. In these regions, YEEs bring cutting-edge technology, connectivity and communication skills to evaluation practice and are eager to enhance their capacities. For example, half of the applications that the EvalYouth Global Mentoring Program receives come from YEEs from Africa alone.

and geographical settings); second, as the *pursuit* of transformational evaluation through processes of continuous learning and change, involving exploration and experimentation to uncover the unknown and make it known; and third, as an *adventure* into uncharted territory, with the goals of enjoying the overall route and learning from paths travelled, fellow travellers and surprises encountered along the way.

In this chapter, we follow in the wake of Montrosse-Moorhead and colleagues by drawing on key takeaways of the Prague Assembly to guide YEEs as they embark on the journey to 2030³. We begin by presenting the notion of ‘professional identity work’ and some of its implications for YEEs who enter the field of evaluation practice. We then propose a framework describing several evaluator identities that YEEs could explore throughout their transformative professional journeys to 2030 – through formal employment engagement and through involvement with voluntary organizations for professional evaluation (VOPEs). We conclude by introducing the concept of ‘identity workspaces’ to suggest that a function that VOPEs and YEE networks could be called upon to fulfil by 2030 is hosting their youngest members’ identity work.

Professional Identity Work in Evaluation: Instrumental and Exploratory Approaches

Shaping one’s career pathway usually implies engaging in ‘professional identity work’, through which professional possible selves can be formed, crafted, maintained, strengthened, revised and reinvented, both in the present and prospectively in the future (Petriglieri, Petriglieri and Wood 2018; Markus and Nurius 1986). Although the literature on career and work role transitions underlines that professional identity work is an ongoing process, it also highlights that it tends to be undertaken most intensely and consciously during specific career junctures, in situations in which individuals transition into a new professional role or field (Petriglieri and Petriglieri 2010).

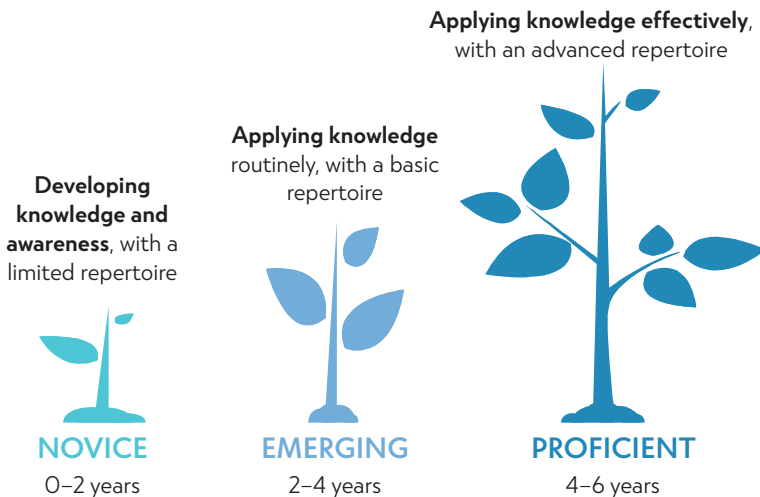
This is precisely the configuration in which most novice evaluators (and thus YEEs) usually find themselves (Stevahn et al. 2005). Per EvalAgenda2020’s definition, YEEs are young evaluators under the age of 35,

³ In particular, we rely on key takeaways from four sessions held under the *Professionalization* strand of the Prague Assembly: special session on YEEs and EvalAgenda2020, workshop on skills assessment and professional development plan, roundtable on career pathways in international development evaluation, session on strengthening the capacities of YEEs in Latin America.

new evaluators with less than five years of experience in evaluation, recent university graduates who are willing to join the evaluation profession or development professionals who have technical knowledge of evaluation and are willing to become evaluation professionals – or some combination of any or all of these (EvalPartners 2016). The material that the EvalYouth Global Mentoring Program uses stresses that, when they join the evaluation community, YEEs enter a robust field that requires acquisition of specific knowledge, skills and dispositions. Their professional growth and development entail a continuous learning process over several years of practice, from novice to emerging to proficient (figure 9.1).

This rather linear approach to professional development and the conduct of identity work can be labelled 'instrumental' (Petriglieri, Petriglieri and Wood 2018, 12). It is centred on delivering performance, understood as the capacity to act credibly and competently in a role. This approach translates into a range of activities aimed at facilitating acquisition and demonstration of knowledge and skills and at pushing YEEs to think and act like competent evaluators in a range of circumstances.

Figure 9.1 Professional Development Process for Novice Evaluators: Instrumental Approach (Delivering Performance)



Source: Bennani (2019). Design based on Stevahn et al. (2005) and material from the 2017 EvalYouth Global Mentoring Program, which was used to facilitate the joint IDEAS-EvalYouth workshop on skills assessment and professional development held at the 2019 Prague Assembly.

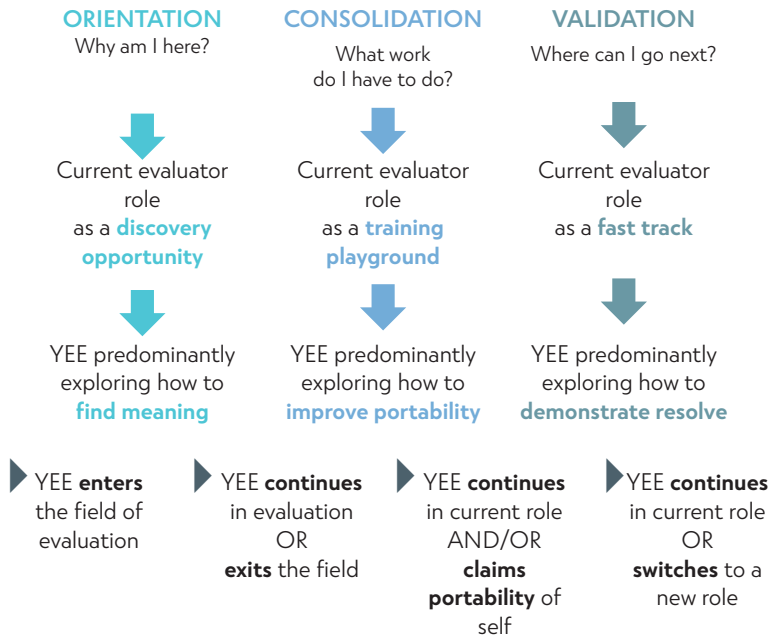
Another way to look at the professional development process of novice evaluators would be to adopt a dynamic lens with an 'exploratory' approach (Petriglieri, Petriglieri and Wood 2018, 13). This approach is centred on finding meaning, understood as the ability to make sense of one's own behaviour and social context. It translates into a range of activities designed to push YEEs to operate reflectively and purposefully in order to examine the meaning and motives of their career choices. It invites them to engage actively in the enterprise of discovering, articulating and shaping their unique professional identities in order to recognize, develop and exercise their capacity to lead in the evaluation world. This approach is based on conceptions of professional development as being experimental and involving identity work and identity play (Ibarra and Petriglieri 2010).

As Ibarra and Petriglieri (2010, 10) put it, 'in organizational life, people work at being certain things but play at becoming others'. Although identity work fundamentally seeks compliance with externally imposed image requirements, identity play is concerned with inventing and reinventing one's professional self. More specifically, identity play is defined as 'people's engagement in provisional but active trial of possible future selves' (Ibarra and Petriglieri 2010, 10). Complementary to the notion of identity work, identity play is a concept that provides a useful starting point to understanding and unveiling the process of discovery necessary for creating one's professional identity. Once identity is in play (open to question and change), a playful posture (as opposed to a rational or efficient one) facilitates exploration and discovery.

In figure 9.2, we present three situational conditions that can foster the dynamics of YEEs' identity construction throughout their professional journeys to 2030. We invite YEEs to approach it as a (perfectible) tool that can help them make sense of the past, make decisions for the present and make plans for the future.

The 'orientation' phase unfolds as YEEs enter the field of evaluation and encounter evaluation practices and fellow evaluators. During this phase, they focus on scanning their environment, understanding the meaning and relevance of their career choice and discovering different types of evaluator roles. They also attempt to figure out ways to use the knowledge and skills they have acquired and apply them to evaluation. When they enter the field of evaluation, YEEs usually have a more or less stable narrative about why they chose to do so. The orientation phase ends when YEEs have a relatively firm answer to the question 'Why am I here?' Depending on the answer, they will choose to keep the narrative going and remain in evaluation or change the plot and exit the field.

Figure 9.2 Professional Development Process for Novice Evaluators: Exploratory Approach (Finding Meaning)



Source: Designed by the authors based on the concepts presented in Ibarra and Petriglieri (2010) and Petriglieri, Petriglieri and Wood (2018).

YEEs who choose to embrace evaluation enter a new 'consolidation' phase, which involves engaging in cycles of social observation, experimentation and self-reflection. YEEs discover more about evaluation practices and evaluator roles. With support and feedback from fellow evaluators, they identify and define the work they need to do to close the gap between their current and desired future selves. The consolidation phase ends when YEEs have a relatively firm answer to the question 'What work do I need to do?' Depending on the answer, they will choose to continue in their current evaluation role and consolidate their skills or prepare for a transition to another role.

YEEs who are interested in switching from their current evaluation role to another enter yet another new phase. During this 'validation' phase, they start demonstrating their resolve to gain recognition of their skills and status as evaluators outside of their current professional configurations. Gaining such recognition is the central concern of this last phase, which

ends when YEEs have a relatively firm answer to the question 'Where can I go next?' Depending on the answer, they will continue in their current evaluation role or transition to a new one.

Ultimately, YEEs' ability to switch from one evaluation role to another will depend on their ability to craft 'portable selves', defined as 'selves endowed with definitions, motives and abilities that can be deployed across roles and organizations over time' (Petriglieri, Petriglieri and Wood 2018, 1). These types of professional identities are fit for itinerant careers that unfold across organizations, sectors and locations, a type of career that is held in high regard today and viewed as a prerequisite for developing the perspective and skills necessary to operate effectively in a globalized world.

In the next section, we present and describe a few evaluator identities that YEEs could explore throughout their transformative professional journeys to 2030.

Departing from Current Professional Configurations: Avenues for YEEs' Journeys to 2030

To assist YEEs in becoming transformative agents of change by 2030, we invite them to consider crafting and shaping their own customized career pathways by combining professional development goals with personal commitments to contribute to the global evaluation community⁴.

The umbrella framework presented in this section (tables 9.1 and 9.2) offers concrete avenues to help our readers conceptualize their career trajectories while also reflecting on ways to build and consolidate transformational evaluation approaches fit for the complexity of the many pressing challenges of our times. This framework attempts to define and differentiate work experiences that YEEs could explore within formal employment engagement or on a voluntary basis through involvement with VOPEs. It offers several prototypes – or role models – of possible selves to supply practical raw material for YEEs' identity work and play

This framework should be considered not as a structured or pre-designed linear career path, but rather as a way for YEEs to *think* of their

⁴ More broadly, this is an invitation to embrace a mandate aligned with the sustainable development ideals of our times. This mandate involves shaping the meaning and exercise of leadership in evaluation as one that encompasses a strong sense of responsible global citizenship.

journeys in order to proactively craft, construct, self-manage and self-direct their own career paths. It aims to provide *inspiration* for how specific roles could be applied throughout the Decade of Action.

Avenues for Work Experiences Within Formal Employment Engagement

At the professional level, there are multiple options for the definition of career paths in evaluation, with different evaluator profiles towards which novice professionals can plan to gravitate. In table 9.1, we deconstruct several professional identities to guide our readers in their exploration. As YEEs embark on their transformative professional journeys to 2030, they may want to reflect on which path will better reflect their skills, ambition and own potential to contribute to the development of transformational evaluation (box 9.1).

Box 9.1 Evaluation Professionals

'One hallmark of professional effectiveness is continuous learning and skills refinement' (Stevahn et al., 2005, 46). All evaluators are learners and should demonstrate specific dispositions to develop and grow. They must be reflective and thoughtful about their own practice in order to strengthen their knowledge and skills. They should be willing to maintain an attitude of personal responsibility towards their development, enhance their motivation and ability to learn from ongoing experiences, and acquire new resources to succeed in the evaluation career.

Avenues for Work Experiences Through Involvement with VOPEs and YEE Networks

At the personal level, there are multiple options for YEEs to commit to the global evaluation community to contribute to the emergence of a powerful evaluation system that can help accelerate and support transformational development.

Over the past decade, the number of national and regional VOPEs has expanded dramatically – from 15 in the 1990s to some 140 nowadays (IOCE

Table 9.1 Roles for Work Experiences Within Formal Employment Engagement

	Evaluation manager	Evaluation practitioner	Evaluation communicator	Evaluation advocate	Evaluation researcher	Evaluation professor
Descriptor: Most prominent differentiator	Commissions and oversees evaluations	Plans, designs and conducts evaluations	Enhances use of evaluations through appropriate evaluative knowledge delivery	Publicly supports need for influential evaluation and evidence-based policies	Produces knowledge on evaluation theory and practice	Teaches evaluation theory and practice
Summary quotation: What matters most in this role	'I secure the production of evaluations that meet the needs of intended users.'	'I conduct evaluations that meet the needs of my clients.'	'I effectively manage, communicate and disseminate evaluation results.'	'I champion stronger evaluation systems, capacities and cultures.'	'I effectively manage, communicate and disseminate evaluation results.'	'I effectively transfer evaluation knowledge and skills to my students.'
Professional background: Typical positions	<ul style="list-style-type: none"> Evaluation officer Senior evaluation officer Head of evaluation service 	<ul style="list-style-type: none"> Evaluation analyst Junior evaluator Senior evaluator Project manager 	<ul style="list-style-type: none"> Editorial expert Communications officer Knowledge manager 	<ul style="list-style-type: none"> Evaluation manager Head of evaluation service parliamentarian Civil society activist 	<ul style="list-style-type: none"> PhD candidate Research fellow Research associate 	<ul style="list-style-type: none"> Graduate student Associate professor Tenured professor Instructor or lecturer
Professional settings: Typical work-places	<ul style="list-style-type: none"> Government Multilateral agency Foundation NGO 	<ul style="list-style-type: none"> Consulting firm University Research Centre (external) Government Multilateral agency Foundation NGO (internal) 	<ul style="list-style-type: none"> Consulting firm Government Multilateral agency Foundation NGO Research centre 	<ul style="list-style-type: none"> Government Multilateral agency Foundation NGO Parliament 	<ul style="list-style-type: none"> University Research centre Think tank NGO 	<ul style="list-style-type: none"> University Training centre
Competencies: Indispensable strengths	<p>Framing evaluation purpose, scope and questions for production of relevant terms of reference</p> <p>Facilitating work of multidisciplinary teams that include highly skilled technical experts</p>	<p>Applying evaluation approaches, methods and tools while maintaining ethical oversight</p> <p>Building strong client relationships while demonstrating commitment to exceptional service</p>	<p>Developing multimedia communication packages comprising relevant, diversified and innovative evaluation content built around key messages and visual assets</p> <p>Making evaluative knowledge accessible to internal and external stakeholders through efficient, user-tailored knowledge management platforms</p>	<p>Shaping narrative and public messaging around key advocacy priorities</p> <p>Nurturing network of influential leaders, powerful decision makers and key stakeholders</p>	<p>Developing profound knowledge of evaluation methods, theories and approaches</p> <p>Conducting qualitative and quantitative research on evaluation theories, methods and approaches</p>	<p>Developing profound knowledge of evaluation methods, theories and approaches</p> <p>Imparting knowledge pedagogically by developing learner-friendly teaching designs</p>

(continued)

Table 9.1 Roles for Work Experiences Within Formal Employment Engagement (continued)

	Evaluation manager	Evaluation practitioner	Evaluation communicator	Evaluation advocate	Evaluation researcher	Evaluation professor
Motivations: Key goals	Ensuring production of robust evaluations that meet high standards and requirements Promoting culture of accountability, learning and use of evaluation	Becoming actively involved in 'doing' evaluation, by conducting fieldwork and other reviews Evaluating different units of analysis in different thematic areas	Incorporating culture of communications and knowledge management at each step of evaluation process Bringing the right evidence to the right people at the right time so that it supports decision-making, accountability and learning	Influencing ecosystems by generating increase in demand for and supply of evaluations Generating widespread recognition of evaluation being critical to and a key accelerator for achieving sustainable development	Publishing research results in journals and books Sharing and disseminating generated knowledge at conferences and through webinars	Ensuring that students gradually develop enough knowledge, skills and dispositions to embrace evaluation profession Instilling evaluation vocations in minds of students
Frustrations: Key challenges	Managing potential upfront risks of evaluation findings not confirming existing beliefs and public positions or not being used by stakeholders	Complicated client settings, with limited resources to conduct an evaluation and lack of reliable data to support analysis	Limited interest in evaluations from key stakeholders, resulting in wasted investment and missed opportunity for learning and improving performance	Limited capacity to measure effective results of advocacy efforts as they require long-term strategies	Limited access to real-life evaluations	Limited teaching opportunities, particularly in regions where evaluation training and capacity development programs are not developed
Prospective lens Potential contribution to transformation of evaluation practice during Decade of Action (2020–2030)	Striving to shift commissioning practices from 'business as usual' approach to innovative, transformational approach aligned with foci and needs of Agenda 2030 and its 17 SDGs	Supporting transformation of evaluation practice to be in position to supply evidence-based evaluations aligned with foci and needs of Agenda 2030 and its 17 SDGs	Moving from effectively disseminating evaluation products to strategically communicating evaluative knowledge to different audiences while relying on mechanisms and tools aligned with foci and needs of Agenda 2030 and its 17 SDGs	Changing mindsets and behaviours to support demand and supply of influential, equity-focused, gender-responsible, transformational evaluations aligned with foci and needs of Agenda 2030 and its 17 SDGs	Developing innovative, transformational evaluation theories, approaches and practices aligned with foci and needs of Agenda 2030 and its 17 SDGs	Expanding number of capable evaluators who can fill an important societal role and advancing worldwide spread of evaluation training and practices aligned with foci and needs of Agenda 2030 and its 17 SDGs

Source: Designed by the authors based on their knowledge and understanding of evaluator roles and on IDEAS (2012) and UNFPA Evaluation Office (2019).

Note: NGO = non-governmental organization.

2020; Rugh and Segone 2013). These formally organized societies or associations not only work to increase the supply of high-quality, credible, useful evaluations, but also attempt to address the demand side, by advocating for government policies and systems centred around accountability, learning and public transparency (Kosheleva and Segone 2013). VOPEs offer multiple ways for YEEs all over the world to engage meaningfully in volunteer work in order to share experiences, learn from seasoned peers, plan their professional development, discuss the future of the field, form partnerships to advance the evaluation profession and advocate for demand and supply of transformational approaches to evaluation.

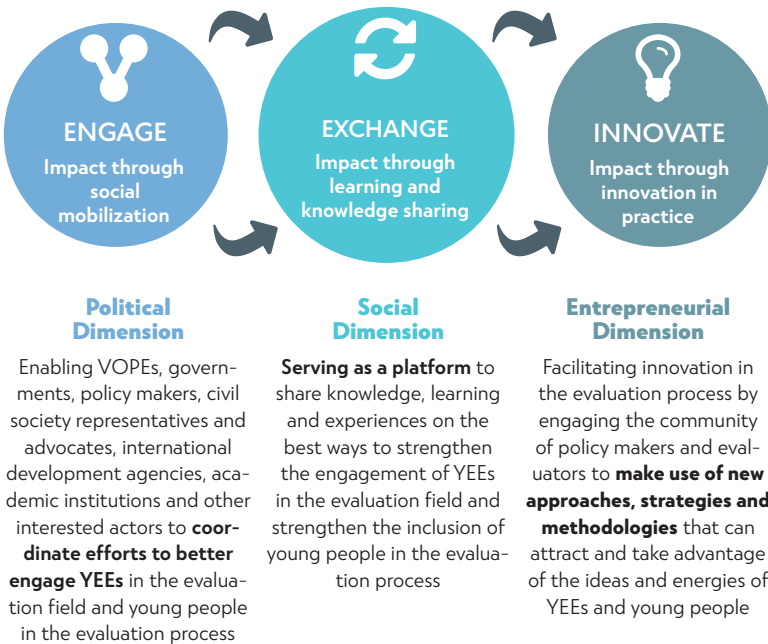
In addition to VOPEs, we have seen the launch of multiple national and regional YEE networks in the Global North and South⁵. These networks have been cooperating in unprecedented ways under the global umbrella network EvalYouth, an initiative that EvalPartners launched in 2015 to promote engagement, exchange and innovation among YEEs, youth stakeholders and other key actors. All over the world, YEE networks have taken full ownership of EvalAgenda2020, operating through action plans aligned with the three pillars described in figure 9.3 (EvalPartners 2016).

VOPEs and YEE networks are two types of fora that offer the possibility of engaging across boundaries and encountering diversity by working with evaluation peers from different backgrounds, sectors and regions.

The United Nations (2016) public outreach website dedicated to the SDGs lists and defines five potential roles young people (in general) can play in the overall effort to achieve the SDGs (United Nations 2016): leaders, change-makers, innovators, critical thinkers and communicators. While reflecting on ways to commit as volunteers through involvement with VOPEs and YEE networks, YEEs could find interesting ways to apply these five youth roles in the evaluation field. They could consider them to define the mindset and position with which they intend to engage and contribute to the global evaluation community as transformational evaluators. Table 9.2 provides a few details on these roles, as well as some examples that illuminate how YEEs could perform them throughout their transformative professional journeys to 2030 (box 9.2).

⁵ Regional networks include EvalYouth Latin America and the Caribbean, EvalYouth Europe and Central Asia, EvalYouth Asia, EvalYouth Middle East and North Africa, Francophone Network of YEEs, European Evaluation Society YEEs and African Evaluation Association YEEs. In many countries, they are often supplemented by national YEE networks affiliated with national VOPEs. At the global level, IDEAS has also recently integrated a YEEs Thematic Interest Group within the scope of its work.

Figure 9.3 EvalAgenda 2020 Pillars for Cultivation of Novice Evaluators' Individual Capacities



Source: Designed by authors based on EvalPartners (2016, 63–69).

Box 9.2 Evaluation Ambassadors

'When you label yourself (or others label you) as an evaluator, you represent us all' (Podems 2019, 216). By undertaking work experiences with VOPEs and YEE networks, YEEs can fulfil the overarching role of 'evaluation ambassador', which entails advocating for the institutionalization of evaluation; promoting the worldwide recognition of evaluation as a profession; educating others on evaluation standards and ethics and raising awareness of evaluation societies, groups and other organizations that are relevant to the contexts in which evaluators work.

Table 9.2 Roles for Work Experiences Through Involvement with Voluntary Organizations for Professional Evaluation and Young and Emerging Evaluator Networks

Descriptor: Most prominent differentiator	Evaluation Leader	Evaluation Change Maker	Evaluation Innovator	Evaluation Critical Thinker	Evaluation Communicator
Summary quotation: What matters most in this role	'I strive for the development of strong national and regional evaluation capacities.'	'I actively work for the establishment of a strong enabling environment for evaluation in my region or country.'	'I contribute to thought leadership for development of new approaches to evaluation.'	'I raise awareness of the need for equity-focused, gender-responsive evaluation systems.'	'I join advocacy coalitions to promote influential evaluation as an essential management and social change instrument.'
Context: Configuration in which role will be performed	VOPEs and YEE networks are often managed by boards and management groups that rely on commitment and work of highly motivated volunteers. YEEs are still under-represented in leadership, governance and decision-making bodies of many VOPEs.	Despite its growing acceptance, evaluation has not been embraced as widely as it should be. There is inadequate appreciation of what it is, how it differs from policy research and performance auditing and measurement, and how it can help improve policymaking and programme implementation efforts on a practical level.	VOPEs often host thematic working groups that seek to explore reframing of evaluative practice around the 2030 Agenda and its 17 SDGs. Some networks such as the SDG Transformations Forum can also offer opportunities to contribute to development of alternative solutions.	To facilitate transformative change, policymakers need equity-focused, gender-responsive evaluative evidence. There is a need for appropriate participation from all stakeholders, including youth, who are frequently absent from evaluation processes that affect them.	Youth activists and YEEs are engaging all over the world to promote the need to achieve the SDGs and call for a stronger consideration of them in national plans and policies, including by conducting voluntary national reviews. Gaining access to broader connectivity and use of social media is bolstering their efforts
Contributions: Typical actions to undertake	Improving YEEs' representation by running for board elections and taking the lead on flagship initiatives to bring the specific perspectives of youth into the work of VOPEs	Advocating for achievement of a positive evaluation culture that embeds broad-based evaluative thinking and drives policies geared to the public interest	Engaging in projects that target transformation of evaluation practice by focusing on development of new approaches such as Blue Marble Evaluation*	Providing policymakers with guidance on use of transformative approaches to evaluation that can help identify structural causes of inequalities through deeper analysis of power relationships, social norms and cultural beliefs	Launching and leading advocacy initiatives such as the Eval4Action Campaign* to influence policymakers and other key stakeholders so public policies are based on evidence and incorporate considerations of equity and effectiveness

(continued)

Table 9.2 Roles for Work Experiences Through Involvement with Voluntary Organizations for Professional Evaluation and Young and Emerging Evaluator Networks *(continued)*

	Evaluation Leader	Evaluation Change Maker	Evaluation Innovator	Evaluation Critical Thinker	Evaluation Communicator
Contributions: Typical actions to undertake <i>(continued)</i>	Strengthening the institutional capacities of VOPEs and YEE networks and supporting their vision and dynamism over time to advance the interests of the evaluation profession at the national and regional levels Building a service line that can enlarge the pool of skilled evaluators to secure production of high-quality transformational evaluations	Building relationships with members of the political and policy sphere to help strengthen the capacity to demand and use evidence generated by evaluations to inform policy decision-making and implementation Building relationships with civil society organizations to promote evaluation as an instrument of transparent, accountable, collaborative, inclusive governance	Publishing innovative ideas and approaches in evaluation journals and other official publications Sharing and discussing innovative ideas and approaches during evaluation workshops, conferences and webinars	Disseminating knowledge on the use of mixed-methods, big data and new information technology for assessing complexity, causality, sustainability and resilience Advocating for a global youth participatory evaluation culture that positions youth and YEEs as partners and co-leaders and fully integrates their energy, perspectives, values and skills	Positioning YEEs as partners of other young people by acting jointly with youth activist networks to advocate for young people to be more systematically involved in implementing and reviewing progress towards the SDGs Connecting to voluntary national review processes and other local, national or regional public mobilization campaigns on SDG implementation, gender equality, climate change etc., to advocate for use of evaluation in policymaking
Prospective lens: Potential contribution to transformation of evaluation practice during Decade of Action (2020–2030)	Shifting service line and advocacy work of VOPEs and YEE networks from a business-as-usual approach to an innovative, transformational approach aligned with foci and needs of Agenda 2030 and its 17 SDGs	Contributing to emergence of powerful global community of VOPEs and YEE networks able to influence policymakers, public opinion and other key stakeholders in a way that is aligned with foci and needs of Agenda 2030 and its 17 SDGs	Advancing transformational evaluation knowledge, methods and tools to lead to breakthroughs aligned with foci and needs of Agenda 2030 and its 17 SDGs	Ensuring systematic use of transformational equity-focused, gender-responsive evaluations aligned with foci and needs of Agenda 2030 and its 17 SDGs	Disseminating knowledge about and promoting use of strong, influential transformational evaluation approaches aligned with foci and needs of Agenda 2030 and its 17 SDGs

source: Designed by the authors based on their own knowledge and understanding of evaluator roles and on Action Aid (2020); Bamberger, Segone and Tateossian (2016); Ben Salem, Mouafo Nopi and Dieffi Tchifou (2020); De Sole (2018); Karkara et al. (2014); Olavarria and Sánchez-Romero (2019); UN DESA (2015, 2018); Velez and Alkowni (2018).

• Blue Marble Evaluation is a global initiative launched by Utilization-Focused Evaluation designed to train the next generation of evaluators in global systems evaluation (Patton 2019).

• Eval4Action, also known as the Decade of Evaluation for Action campaign, is a call for stronger evaluation capacities to accelerate progress towards the SDGs that the United Nations Population Fund Evaluation Office, EvalYouth, and the Global Parliamentarians Forum for Evaluation launched in April 2020 and some 115 international and national institutional partners have joined (UNFPA Evaluation Office 2020).

Looking Forward: Towards the Emergence of Evaluation 'Identity Workspaces'?

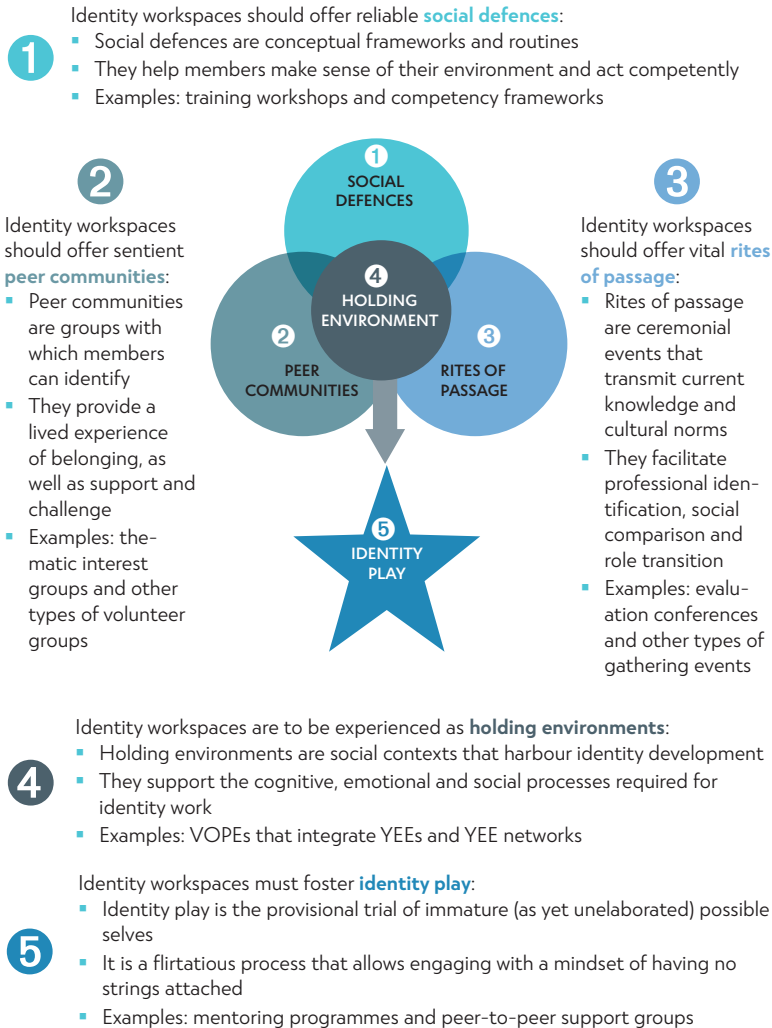
In this last section, we introduce the concept of 'identity workspaces', defined as 'institutions that provide a holding environment for individuals' identity work' (Petriglieri and Petriglieri 2010, 44). We posit that a function that VOPEs and YEE networks could be called upon to fulfil by 2030 is hosting their youngest members' identity work. By serving as identity workspaces, VOPEs and YEE networks would go beyond influencing what the new generation of evaluators knows and does by supporting YEEs in discovering, understanding and shaping who they are and can become in the era of the SDGs – or, better yet, who they are *becoming*. As such, YEEs could consider them as physical, social and psychological spaces that offer the possibility of contextualizing and personalizing their transformative journeys to 2030 in order to constantly revise, consolidate and redraft their professional narratives as transformational evaluators in the making.

As shown in figure 9.4, institutions are trusted as identity workspaces when they offer a combination of five features. Each of these features sustains the psychological and social adjustments underpinning professional identity work.

The literature on career and work role transition emphasizes the importance of having sentient peer communities and stresses that exploring possible identities is not an activity that can occur in isolation (Petriglieri and Petriglieri 2010; Kreiner, Hollensbe and Sheep 2006). To be entrusted with the function of identity workspaces, VOPEs and YEE networks should offer opportunities to sustain connections and foster identification. The role that referent others⁶ fill in identity work is essential and often decisive (Schwartz and Ames 1977). The guidance of seasoned professionals and peers can shape YEEs' expectations about the range of open possibilities and encourage them to delve into different alternatives. Counsellors and mentors can also play a central role, facilitating the effective practice of YEEs as they craft, construct and assemble their careers. In this regard, two initiatives that YEE networks have launched are worth highlighting as relevant examples that could inspire future endeavours for the facilitation of YEEs' professional identity work by 2030. In table 9.3, we briefly present these two initiatives: the EvalYouth Global Mentoring Programme, launched

⁶ 'Referent others' are individuals or groups who serve as role models and have a particularly strong influence on the process of self-definition.

Figure 9.4 Identity Workspaces for the Professional Development of Young and Emerging Evaluators



Source: Designed by authors based on the concepts presented in Petriglieri and Petriglieri (2010) and Ibarra and Petriglieri (2010).

in 2017, and the Peer-to-Peer Career Advisory Sessions for YEEs, launched in 2019. We believe that they each present interesting features that could be embedded in the work of VOPEs and YEE networks willing to become well-suited enough to serve as identity workspaces.

Table 9.3 Mentoring and Peer-to-Peer Support Initiatives for the Professional Development of Young and Emerging Evaluators

Element	EvalYouth Global Mentoring Programme	Peer-to-Peer Career Advisory Sessions for YEEs
Hosting	Hosted exclusively by EvalYouth Global (Task Force 2)	Hosted jointly by several YEE networks (European Evaluation Society YEEs, EvalYouth, IDEAS, JEEunes)
Focus	Elder focused: matches YEEs with seasoned evaluators	Peer focused: connects YEEs with YEEs
Format	Mentees follow online learning modules and hold regular meetings with mentors to discuss level of attainment	Online focus group meetings held on virtual conference platform with rounds of questions and answers between YEE participants and two YEE facilitators
Purpose	Provide a formal curriculum to acquire knowledge and skills, identify and overcome challenges and barriers, and formulate actionable professional development plans	Provide informal safe space where YEEs can share sensitive work challenges and exchange advice
Philosophy	Mentor/mentee pairs are matched based on mutual professional interests and regions of work	Content of sessions is bottom up and demand driven, and facilitators adopt nonjudgemental mindset

Source: Authors, based on material used by EvalYouth Global Mentoring Program and Peer-to-Peer Career Advisory Sessions for YEEs concept paper.

Note: According to the needs assessment that EvalYouth conducted in 2016, mentoring and understanding of career path were indicated as the most important unmet needs of YEEs. YEE networks have been actively working in response to this need.

Both initiatives rely on the assumption that an evaluator's professional identity is a project to be worked on and that identity play requires a relatively safe space to try out new and untested behaviours. The EvalYouth Global Mentoring Program is primarily centred on the instrumental approach to professional development, with a strong focus on acquisition of knowledge and skills through online learning modules and a defined framework for competency development, but the programme also makes room for play; the bond that can develop between the YEE and the guiding mentor forms a transitional space within which the fantasy of a future possible self can start becoming a reality. Conversely, the Peer-to-Peer Career

Advisory Sessions are primarily centred on the exploratory approach to professional development. With a strong focus on the discovery of alternatives, these sessions can shape YEEs' expectations about the range of possibilities open to them and motivate them to pursue roles in the field of evaluation and eventually become well-established, seasoned evaluators.

Ultimately, VOPEs and YEE networks will be well suited to serving as identity workspaces for YEEs in the era of the SDGs when they include a significant experimental component, combine the acquisition of knowledge and skills with opportunities for personal reflection and experimentation, inspire YEEs to pursue long-term development, involve learning about the activities and identities associated with evaluation practice, expose YEEs to the interplay between individual functioning and the group dynamics of the global evaluation community and foster the strength of a shared culture. More importantly, to be truly considered identity workspaces by YEEs throughout their transformative professional journeys to 2030, VOPEs and YEE networks should provide safe training grounds in which YEEs can experiment freely, with features similar to those of formal work environments but more forgiving.

Conclusion

The Decade of Action offers YEEs an opportunity to become major contributors to development of transformational evaluation approaches fit for the complexity of the many pressing challenges of our times. In this chapter, we have invited them to depart from their current professional configurations to embark on transformative professional journeys that can take multiple forms, with combinations of complementary work experiences acquired in more (professional engagement) and less (volunteer engagement) formal settings. To be truly meaningful and valuable for YEEs, such journeys to 2030 cannot be undertaken alone. Institutional and individual partners, with which YEEs should learn to build and nurture strong relationships, constantly facilitate careers in evaluation. We also invite our readers to approach their journeys as an opportunity to revisit the motif of Campbell's hero myth. As Christopher Vogler (2007, 7) puts it, 'every storyteller bends the mythic pattern to his or her own purpose or the needs of a particular culture, that's why the hero has a thousand faces'. As they embark on the road to 2030, YEEs should absorb the ideas and avenues presented in this chapter; recreate them with fresh insights and personal sense of self and draft their own, unique professional narratives as transformational evaluators in the making.

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The COVID-19 pandemic has demonstrated the enormous challenges humanity is facing. It has been facilitated by other crises as climate change, biodiversity loss, economic exploitation, and increased inequity and inequality. The UN Agenda 2030 and the Paris Agreement on climate change call for transformational change of our societies, our economies and our interaction with the environment. Evaluation is tasked to bring rigorous evidence to support transformation at all levels, from local to global. This book explores how the future of the evaluation profession can take shape in 18 chapters from authors from all over the world, from North and South, East and West, and from Indigenous and Decolonized voices to integrative perspectives for a truly sustainable future. It builds on what was discussed at the IDEAS Global Assembly in October 2019 in Prague and follows through by opening trajectories towards supporting transformation aimed at solving the global crises of our times.

By combining practical experiences with perspectives drawn from new initiatives, this book offers invaluable insights into how evaluation can be transformed to support transformational change on the global stage.

Indran A. Naidoo, Director of the Office of Independent Evaluation of IFAD

Across continents, educational systems, and historical complexities, this book builds up the language we all should speak about our field. A mandatory read for all young evaluators.

Weronika Felcis, Board member of EES and Secretary of IOCE

After reading these chapters you will have a sharper look at what is relevant when managing or doing an evaluation, and you will notice that 'business as usual' will no longer be an option.

Janett Salvador, Co-founder of ACEVAL, Former Treasurer of ReLAC

This book offers original, visionary discourse and critical perspectives on the challenges evaluation is facing in the post COVID-19 pandemic era.

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