

ENCOURAGING ACCOUNTABILITY AND ENGAGING EVALUATION

Danie Visser
University of Cape Town



LEVELS OF EVALUATION

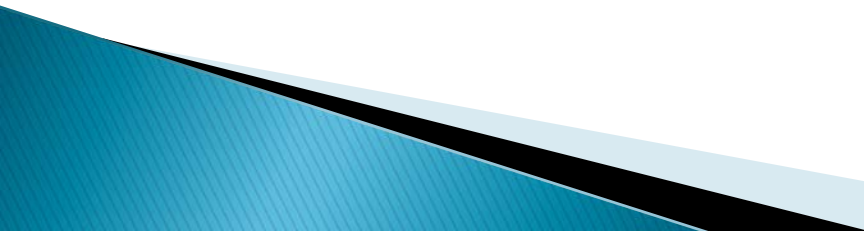
INSTITUTIONAL-LEVEL EVALUATION: how well are we meeting the objectives of the project in each participating institution; and what is its impact on each institution?

PROJECT-LEVEL EVALUATION: how well has the larger project succeeded; and what is its impact on the Africa-wide ambitions of the project?

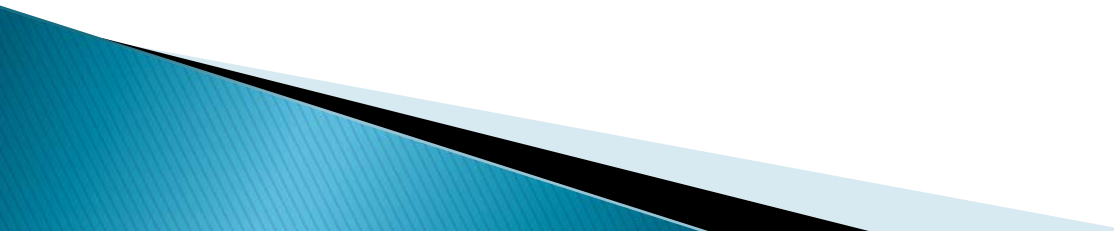
EVALUATION AS AN INSTRUMENT

- ▶ Evaluation should be **ongoing** during the project: *in this way it can shape each institution's mission more effectively*
- ▶ Evaluation should **not merely measure outcomes**: *because knowing in the end that, for example, Makerere has produced the number of PhDs that it promised and UCT did not is not enough: we need to know why - and that will enable us to assess how the efficacy of our methods*

EVALUATION AS AN INSTRUMENT (2)

- ▶ The evaluation should take into account the **context** in which it is operating
 - ▶ Lessons from another Carnegie project at UCT, (Khuluma project): main shortcoming was that its monitoring and evaluation did not include an assessment of the way in which the project components articulated with each other or with the different components of the broader institutional strategy
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ACCOUNTABILITY

- ▶ TWO-TIER ACCOUNTABILITY:
 - ▶ the individual institutions
 - ▶ the Carnegie Corporation
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WHO MUST DO IT?

- ▶ INTERNAL INSTITUTIONAL MONITORING AND EVALUATION
 - an internal evaluator, distinct from the project manager
- ▶ PROJECT-WIDE EVALUATION
 - an overall evaluator for the project