



Standards for enhancing
meaningful engagement
of youth in evaluation

**Voluntary Organizations for
Professional Evaluation
(VOPEs)**

2023



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Foreword

With the world population at 8 billion, harnessing demographic shifts is critical to accelerating the implementation of the Sustainable Development Goals and responding to global crises such as the climate emergency. To achieve an inclusive and sustainable world, it is crucial that we create opportunities and spaces in all spheres, including evaluation, for the increasing youth population. The United Nations Secretary-General's [Our Common Agenda](#) highlights the importance of intergenerational collaboration to address the complex issues we face today.

The Eval4Action campaign – co-led by the UNFPA Evaluation Office, EvalYouth Global Network and the Global Parliamentarians Forum for Evaluation – launched the [Youth in Evaluation initiative](#) at a celebratory event in May 2022. At this event, the Executive Director of UNFPA, Dr Natalia Kanem, released a manifesto on meaningful engagement of youth in evaluation. This occasion brought together various evaluation partners, young and emerging evaluators, other members of the global evaluation community, and youth at large to celebrate and commit to enhanced youth engagement in evaluation.

The Youth in Evaluation manifesto, published in six languages, has been adopted widely, including by governments, international agencies, Voluntary Organizations for Professional Evaluation (VOPEs), academia, youth organizations, the private sector and non-governmental organizations. The governments of Argentina, Costa Rica, Ecuador, India, Kenya, Nigeria and Uganda have endorsed the manifesto. In addition, the ILO Evaluation Office, UNDP Independent Evaluation Office, UNFPA Evaluation Office, World Bank Independent Evaluation Group, Independent Evaluation Department of the Asian Development Bank, Independent Development Evaluation at the African Development Bank, and the Centers for Learning on Evaluations and Results (CLEAR) for Anglophone Africa, Francophone Africa, Latin America and the Caribbean, and South Asia have also adopted the manifesto.

Building on this global momentum, the Eval4Action campaign and its partners initiated the development of standards to enhance meaningful youth engagement in evaluation. Given the unique contexts of stakeholders, specific standards have been developed for six stakeholder groups: academia, governments, international organizations, the private sector, VOPEs and youth organizations. All six standards are available [here](#).

These standards aim to enhance the accountability and promote the effective engagement of youth in evaluation, thereby fulfilling the commitment outlined in the manifesto. These standards provide practical guidance and pathways for organizations

of all types to achieve meaningful youth engagement in evaluation. The standards were launched at the [Youth in Evaluation Week](#) (April 2023) and made publicly available. Regardless of whether an organization has signed the manifesto, we encourage all interested organizations to use the standards to strengthen their capacity to engage youth in all phases of evaluation. If you have questions regarding the use of the standards, please write to us at contact@eval4action.org.

Marco Segone, Director, UNFPA Evaluation Office

Gabriela Rentería Flores, Chair, EvalYouth Global Network

Kabir Hashim, Chair, Global Parliamentarians Forum for Evaluation

1. Background

i. What is the Youth in Evaluation initiative?

The United Nations Secretary-General's [Our Common Agenda](#) emphasizes the urgency of intergenerational solidarity in all areas as a key solution for the complex global challenges facing the world today. In this context, Eval4Action launched the [Youth in Evaluation](#) initiative in May 2022, calling upon the global evaluation community to commit to concrete action towards long-term, sustainable and meaningful engagement of young and emerging evaluators (YEEs), and youth at large, in evaluation by signing and implementing a [manifesto](#).

The manifesto on meaningful engagement of youth in evaluation has so far been adopted by over 600 organizations and individuals (as of March 2023). By adopting the manifesto, the organizations and individuals commit to undertake strategic and concerted efforts to build the capacities of YEEs and to engage youth and YEEs meaningfully in all stages of evaluation.

[Sign the Youth in Evaluation manifesto!](#)

[Arabic](#) | [English](#) | [French](#) | [Russian](#) | [Spanish](#) | [Swahili](#)

[List of manifesto adoptees](#)

ii. In what ways can the standards enhance youth engagement in evaluation?

The Youth in Evaluation initiative has mobilized a wide range of stakeholders, including academia, governments, international organizations, public institutions, the private sector, Voluntary Organizations for Professional Evaluation (VOPEs) and youth organizations, to adopt the manifesto to enhance youth engagement in evaluation. For real change to be achieved, the commitments in the manifesto must be translated into practice. To support stakeholders in identifying and implementing actions most suited to their context, specific standards have been developed for academia, governments, international organizations, the private sector, VOPEs and youth organizations. These standards serve as a tool for self-accountability and for initiating and improving practice for enhancing meaningful engagement of youth in evaluation. While the standards offer

a range of actions to advance youth engagement in evaluation, stakeholders are not limited to these actions and can undertake additional measures as well.

This resource includes standards and an assessment guide for VOPEs to advance meaningful engagement of youth in evaluation. The standards for academia, governments, international organizations, the private sector and youth organizations are available [here](#).

iii. How were the standards developed?

The standards to enhance meaningful youth engagement in evaluation were co-created through intergenerational and participatory dialogues with six stakeholder groups: academia, governments, international organizations, the private sector, VOPEs and youth organizations. For each stakeholder group, a task force was established following self-nominations from across the world. The six task forces co-created the standards for their stakeholder group, following a highly inclusive process, through a series of consultative meetings from September 2022 to March 2023. In addition, the consultations served as an advocacy mechanism and networking platform for each stakeholder group.

iv. What do the standards contain?

The standards for VOPEs covers seven dimensions:

Dimension	Definition
1. Leadership	Leadership in the organization is committed to youth in evaluation.
2. Accountability	The organization is accountable to deliver on its commitment to youth in evaluation.
3. Practice	The organization's evaluation guidelines and tools include youth participation in all evaluation phases, focusing on the diversity of youth.
4. Advocacy and capacity development	National governments and local partners are mobilized to meaningfully engage youth in evaluation.

5. Knowledge management and communication	The value of engaging youth in evaluation through communications and knowledge management is promoted.
6. Human resources	Access of young professionals to the evaluation labour market is facilitated.
7. Financial resources	Necessary resources are allocated to support meaningful engagement of youth in evaluation in the annual budget.

In each of the seven dimensions the standards are organized into four categories:

1. **Minimum requirement**
2. **Approaching minimum requirement**
3. **Meeting minimum requirement**
4. **Exceeding minimum requirement**

Section v contains guidance on rating each of the dimensions and overall assessment of the implementation of the standards for VOPEs.

v. How should the standards be used?

a. Generating internal support to implement the standards

Strong leadership, accountability and a comprehensive understanding of the standards are critical for the implementation of the standards in an organization. An organization, division or work unit can spearhead the implementation of the standards. In this regard, the following two steps are proposed:

1. **Create organizational buy-in for the standard.** Leadership commitment to youth in evaluation is a prerequisite to implementing the standards. VOPEs interested in applying the standards in their operations should organize a meeting with key members and colleagues to raise awareness of the importance of enhancing youth engagement in evaluation and the role of standards in facilitating this. In addition, this is an opportunity to consult the team on how to implement the standards in the VOPE with active contributions from all units/colleagues.
2. **Appoint a committee or focal point/s for coordination.** The focal point/s or committee should ensure that the VOPE takes the necessary steps in implementing, monitoring and reporting progress related to the standards. While the focal point/s or committee focus on overall coordination, the implementation of the standards is the responsibility of the VOPE. The focal point/s or committee should also ensure that

the implementation of the standards is incorporated into the organizational work plan, with clear roles and responsibilities.

b. Assessing and monitoring the uptake of the standards

Self-assessment and monitoring are key elements in the implementation of the standards and can help inform a VOPE's actions to enhance youth engagement in evaluation. Self-assessment and monitoring tools can be used to:

- Assess which requirements are already being met or practiced
- Identify gaps in meetings requirements
- Plan for meeting the remaining requirements.

The outcomes of the assessment can be presented to a wider audience in the organization for review and analysis and can be used for planning. The results can be shared in the organization's annual report and can also be used for awareness raising within the organization.

VOPEs are requested to share the outcomes of their self-assessment with the Eval4Action campaign coordinator annually by 31 March each year, by writing to contact@eval4action.org. The information will help Eval4Action to analyze and report on the number of (anonymized) organizations that are approaching, meeting and exceeding the requirements, identify which requirements are most challenging to meet and provide guidance on how to accelerate the implementation of the standards. In addition, Eval4Action can support the sharing of best practices in using and assessing the standards.

2. Standards for VOPEs to meaningfully engage youth in evaluation

1. Leadership

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
1.1 VOPE commitment to the youth in evaluation manifesto	1.1.1 The VOPE declares commitment to meaningful engagement of youth in evaluation by signing the Youth in Evaluation manifesto	1.1.2 The VOPE takes action to deliver on the commitment	1.1.3 The VOPE reviews the commitment and report on its progress
1.2 YEE participation in VOPE governance	1.2.1 The VOPE provides space for YEEs from all backgrounds to participate in VOPE governance and encourages YEE representation	1.2.2 VOPE governance (board/executive committee/management group, etc.) includes a seat for at least one YEE	1.2.3 The YEE representative in the VOPE governance has the opportunity to actively participate in decision-making
1.3 YEE leadership roles in VOPEs	1.3.1 Key strategic documents of the VOPE promotes leadership roles for youth	1.3.2 The VOPE mentors YEEs to undertake leadership roles within the VOPE	1.3.3 The VOPE actively undertakes capacity-building of YEEs to enhance their leadership skills

2. Accountability

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
2.1 Youth participation in evaluation in VOPE vision/mission or objectives	2.1.1 The VOPE takes initiative to incorporate the promotion of youth participation in evaluation in its vision/mission or objectives	2.1.2 The vision/mission or objectives of the VOPE clearly reflect the promotion of youth participation in evaluation	2.1.3 The VOPE translates the promotion of youth participation in evaluation, as per the vision/mission or objectives, into action plans
2.2 Youth participation in evaluation in VOPE reporting	2.2.1 The VOPE's progress reviews include progress in youth participation in evaluation	2.2.2 Based on progress reviews, the VOPE prepares recommendations on youth participation in evaluation	2.2.3 The VOPE takes action to improve youth participation in evaluation based on review recommendations

3. Practice

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
3.1 Stakeholder mobilization for development of guidelines and tools	3.1.1 The VOPE mobilizes stakeholders to develop guidelines and tools for meaningful youth participation in all phases of evaluation	3.1.2 The VOPE provides technical support for the development of guidelines and tools for meaningful youth participation in all phases of evaluation	3.1.3 The VOPE supports active involvement of youth in the development of guidelines and tools for meaningful youth participation in all phases of evaluation

3.2 VOPE action on YEE participation in evaluation teams	3.2.1 The VOPE encourages YEE participation in evaluation through promoting/advocating YEEs as members of the evaluation team	3.2.1 The VOPE ensures diversity of youth participation, including the most vulnerable groups, in evaluation teams	3.2.3 The VOPE recognizes/ acknowledges the participation of YEEs in evaluations
3.3 Measures of success for meaningful youth engagement in evaluation	3.3.1 The VOPE identifies measures of success for meaningful youth engagement in evaluation	3.3.2 Measures of success for meaningful youth engagement in evaluation are documented and ready for use	3.3.3 Quality assurance of youth participation is introduced to various stakeholders

4. Advocacy and capacity development

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
4.1 Awareness raising and advocacy for creating work opportunities	4.1.1 The VOPE raises awareness of the need for and advocates for the involvement of YEEs in evaluation departments or in the formal structure of organizations	4.1.2 The VOPE raises awareness of the need for and advocates for the opening of spaces for YEE voluntary work and encourages local partners to advocate as well	4.1.3 The VOPE works together with local partners to create opportunities for YEEs and young professionals in evaluation
4.2 Planning for capacity-building of YEEs	4.2.1 The VOPE identifies career development needs of YEEs	4.2.2 The VOPE identifies priority actions based on the career development needs of YEEs	4.2.3 The VOPE develops a joint strategic plan for the VOPE and government and/or local partners for YEE capacity-building

4.3 Capacity-building of YEEs for career development in monitoring and evaluation (M&E)	4.3.1 The VOPE designs M&E training and mentorship programmes for YEE career development	4.3.2 The VOPE conducts M&E training and mentorship programmes for YEE career development	4.3.3 The VOPE sets aside a budget each year for M&E training and mentorship programmes for YEE career development
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5. Knowledge management and communications

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
5.1 Creating opportunities for discussing youth engagement in evaluation	5.1.1 The VOPE includes the topic of youth engagement in evaluation in seminars, conferences, workshops and events to encourage evidence generation and knowledge sharing on meaningful YEE engagement	5.1.2 The VOPE hosts seminars/conferences and workshops dedicated to the theme of youth engagement in evaluation	5.1.3 Senior and young evaluators jointly create and deliver presentations on the need for and experience of youth engagement in evaluation, at various events
5.2 Supporting peer learning and sharing among youth	5.2.1 The VOPE produces documentation on good practices in youth participation in evaluation	5.2.2 Informed by the documentation on good practices, the VOPE organizes activities for capacity-building and peer-to-peer learning for YEEs	5.2.3 The VOPE involves YEEs in peer-to-peer learning through networking, learning fora, social media, websites and other media

6. Human resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
6.1 Creating internship opportunities for youth	6.1.1 The VOPE introduces an internship programme involving government and local partners for youth to work on evaluation tasks	6.1.2 Youth interns are supported by the VOPE with learning opportunities and mentored on evaluation	6.1.3 Youth are supported by the VOPE with networking to get job opportunities in the evaluation field
6.2 Dissemination of M&E job opportunities among young professionals	6.2.1 The VOPE identifies sources of evaluation jobs/opportunities for young professionals	6.2.2 The VOPE creates a system for wide circulation of evaluation jobs/opportunities among youth/young professionals	6.2.3 The VOPE regularly disseminates jobs/opportunities among youth/young professionals

7. Financial resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
7.1 Making funds and scholarships available for YEE participation	7.1.1 Stakeholders create a common fund to support YEE participation in evaluation workshops and conferences based on defined criteria	7.1.2 Stakeholders introduce and promote scholarships for YEE participation in evaluation workshops and conferences	7.1.3 Discounts and scholarships awarded to YEEs for participation in the workshops and conferences
7.2 Mobilizing resources for capacity-building of YEEs	7.2.1 The VOPE actively mobilizes resources for capacity-building of YEEs	7.2.2 The VOPE plans resource-sharing with partner organizations for capacity-building of YEEs	7.2.3 The VOPE has resources on a regular basis for capacity-building of YEEs

3. Guide for assessing the implementation of the standards

This assessment guide explains how to assess the standards for VOPEs.

i. Assessment categories

The standards for VOPEs cover seven dimensions, namely, leadership, accountability, practice, advocacy and capacity development, knowledge management and communication, human resources and financial resources.

In each of these seven dimensions the standards are organized into four categories – minimum requirement, approaching minimum requirement, meeting minimum requirement, and exceeding minimum requirement – displaying a spectrum.

The minimum requirement describes what needs to be in place within the VOPE to advance youth engagement in evaluation. “Approaching” the minimum requirement describes meeting the initial level of the requirement. “Meeting” the minimum requirement describes meeting the requirement to a greater degree than “approaching” the minimum requirement. “Exceeding” the minimum requirement describes meeting the requirement at an advanced level, and is the highest level expected, although VOPEs are free to achieve levels beyond this.

ii. Rating the standards

A score for each dimension and category can be assigned, as per the tables ahead. If the VOPE does not meet the criteria for “approaching”, “meeting” or “exceeding” a minimum requirement, the minimum requirement is considered to be “missing” and the VOPE scores 0 points on that dimension. If the VOPE fulfills the criterion for “approaching” the minimum requirement, it scores 1 point. “Meeting” the minimum requirement results in a score of 2 points and “exceeding” the minimum requirement results in a score of 3 points. If a VOPE fulfills the criteria for both “approaching” and “meeting” the minimum requirement, it scores 3 points (1 + 2 points). If all criteria are met, the VOPE scores 6 points (1 + 2 + 3 points).

For example, in the leadership dimension, if the VOPE promotes participation of YEEs in VOPE governance, it scores 1 point. If the VOPE has a dedicated seat for a YEE on its governing board, the VOPE scores 2 points. If the YEE board member has the opportunity to actively participate in decision-making, the VOPE scores 3 points. If the VOPE has 1.2.1,

1.2.2 and 1.2.3 in place, it scores 6 points. The total number of points for each category and dimension should be recorded in the final column of each table.

iii. Rating tables for the standards for VOPEs

[Download the editable rating table here.](#)

1. Leadership

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
1.1 VOPE commitment to the youth in evaluation manifesto	1.1.1 The VOPE declares commitment to meaningful engagement of youth in evaluation by signing the Youth in Evaluation manifesto	1.1.2 The VOPE takes action to deliver on the commitment	1.1.3 The VOPE reviews the commitment and report on its progress	
0	1	2	3	
1.2 YEE participation in VOPE governance	1.2.1 The VOPE provides space for YEEs from all backgrounds to participate in VOPE governance and encourages YEE representation	1.2.2 VOPE governance (board/executive committee/management group, etc.) includes a seat for at least one YEE	1.2.3 The YEE representative in the VOPE governance has the opportunity to actively participate in decision-making	
0	1	2	3	
1.3 YEE leadership roles in VOPEs	1.3.1 Key strategic documents of the VOPE promotes leadership roles for youth	1.3.2 The VOPE mentors YEEs to undertake leadership roles within the VOPE	1.3.3 The VOPE actively undertakes capacity-building of YEEs to enhance their leadership skills	
0	1	2	3	
Total points for leadership				

2. Accountability

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
2.1 Youth participation in evaluation in VOPE vision/mission or objectives	2.1.1 The VOPE takes initiative to incorporate the promotion of youth participation in evaluation in its vision/mission or objectives	2.1.2 The vision/mission or objectives of the VOPE clearly reflect the promotion of youth participation in evaluation	2.1.3 The VOPE translates the promotion of youth participation in evaluation, as per the vision/mission or objectives, into action plans	
0	1	2	3	
2.2 Youth participation in evaluation in VOPE reporting	2.2.1 The VOPE's progress reviews include progress in youth participation in evaluation	2.2.2 Based on progress reviews, the VOPE prepares recommendations on youth participation in evaluation	2.2.3 The VOPE takes action to improve youth participation in evaluation based on review recommendations	
0	1	2	3	
Total points for accountability				

3. Practice

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
3.1 Stakeholder mobilization for development of guidelines and tools	3.1.1 The VOPE mobilizes stakeholders to develop guidelines and tools for meaningful youth participation in all phases of evaluation	3.1.2 The VOPE provides technical support for the development of guidelines and tools for meaningful youth participation in all phases of evaluation	3.1.3 The VOPE supports active involvement of youth in the development of guidelines and tools for meaningful youth participation in all phases of evaluation	
0	1	2	3	

3.2 VOPE action on YEE participation in evaluation teams	3.2.1 The VOPE encourages YEE participation in evaluation through promoting/advocating YEEs as members of the evaluation team	3.2.1 The VOPE ensures diversity of youth participation, including the most vulnerable groups, in evaluation teams	3.2.3 The VOPE recognizes/ acknowledges the participation of YEEs in evaluations	
0	1	2	3	
3.3 Measures of success for meaningful youth engagement in evaluation	3.3.1 The VOPE identifies measures of success for meaningful youth engagement in evaluation	3.3.2 Measures of success for meaningful youth engagement in evaluation are documented and ready for use	3.3.3 Quality assurance of youth participation is introduced to various stakeholders	
0	1	2	3	
Total points for practice				

4. Advocacy and capacity development

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
4.1 Awareness raising and advocacy for creating work opportunities	4.1.1 The VOPE raises awareness of the need for and advocates for the involvement of YEEs in evaluation departments or in the formal structure of organizations	4.1.2 The VOPE raises awareness of the need for and advocates for the opening of spaces for YEE voluntary work and encourages local partners to advocate as well	4.1.3 The VOPE works together with local partners to create opportunities for YEEs and young professionals in evaluation	
0	1	2	3	

4.2 Planning for capacity-building of YEEs	4.2.1 The VOPE identifies career development needs of YEEs	4.2.2 The VOPE identifies priority actions based on the career development needs of YEEs	4.2.3 The VOPE develops a joint strategic plan for the VOPE and government and/or local partners for YEE capacity-building	
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0	1	2	3	
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4.3 Capacity-building of YEEs for career development in monitoring and evaluation (M&E)	4.3.1 The VOPE designs M&E training and mentorship programmes for YEE career development	4.3.2 The VOPE conducts M&E training and mentorship programmes for YEE career development	4.3.3 The VOPE sets aside a budget each year for M&E training and mentorship programmes for YEE career development	
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0	1	2	3	
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Total points for advocacy and capacity development

5. Knowledge management and communications

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
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5.1 Creating opportunities for discussing youth engagement in evaluation	5.1.1 The VOPE includes the topic of youth engagement in evaluation in seminars, conferences, workshops and events to encourage evidence generation and knowledge sharing on meaningful YEE engagement	5.1.2 The VOPE hosts seminars/conferences and workshops dedicated to the theme of youth engagement in evaluation	5.1.3 Senior and young evaluators jointly create and deliver presentations on the need for and experience of youth engagement in evaluation, at various events	
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0	1	2	3	
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5.2 Supporting peer learning and sharing among youth	5.2.1 The VOPE produces documentation on good practices in youth participation in evaluation	5.2.2 Informed by the documentation on good practices, the VOPE organizes activities for capacity-building and peer-to-peer learning for YEEs	5.2.3 The VOPE involves YEEs in peer-to-peer learning through networking, learning fora, social media, websites and other media	
0	1	2	3	

Total points for knowledge management and communications

6. Human resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
6.1 Creating internship opportunities for youth	6.1.1 The VOPE introduces an internship programme involving government and local partners for youth to work on evaluation tasks	6.1.2 Youth interns are supported by the VOPE with learning opportunities and mentored on evaluation	6.1.3 Youth are supported by the VOPE with networking to get job opportunities in the evaluation field	
0	1	2	3	

6.2 Dissemination of M&E job opportunities among young professionals	6.2.1 The VOPE identifies sources of evaluation jobs/opportunities for young professionals	6.2.2 The VOPE creates a system for wide circulation of evaluation jobs/opportunities among youth/young professionals	6.2.3 The VOPE regularly disseminates jobs/opportunities among youth/young professionals	
0	1	2	3	

Total points for human resources

7. Financial resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
7.1 Making funds and scholarships available for YEE participation	7.1.1 Stakeholders create a common fund to support YEE participation in evaluation workshops and conferences based on defined criteria	7.1.2 Stakeholders introduce and promote scholarships for YEE participation in evaluation workshops and conferences	7.1.3 Discounts and scholarships awarded to YEEs for participation in the workshops and conferences	
0	1	2	3	
7.2 Mobilizing resources for capacity-building of YEEs	7.2.1 The VOPE actively mobilizes resources for capacity-building of YEEs	7.2.2 The VOPE plans resource-sharing with partner organizations for capacity-building of YEEs	7.2.3 The VOPE has resources on a regular basis for capacity-building of YEEs	
0	1	2	3	
Total points for financial resources				

iv. Overall performance of the VOPE

Once the rating is determined for each dimension, the summary scores can be added to the below table to analyze the current status of the VOPE in terms of meaningful engagement of youth in evaluation. This analysis will be helpful for the VOPE to understand which dimensions are stronger and which need further attention, so that necessary actions can be planned.

#	Dimension	Score
1	Leadership	
2	Accountability	
3	Practice	
4	Advocacy and capacity development	
5	Knowledge management and communication	
6	Human resources	
7	Financial resources	
Total		

The **overall performance** of the organization can be determined using the categories below:

- Overall rating 0 to 25 – missing minimum requirement
- Overall rating 26 to 50 – approaching minimum requirement
- Overall rating from 51 to 76 – meeting minimum requirement
- Overall rating from 77 to 102 – exceeding minimum requirement

Once the overall performance has been determined, the organization can make recommendations for future improvement, which can be addressed in the organization’s strategic plan. The analysis and recommendations of the assessment can be included in the VOPE’s annual report and subsequent progress reports. Eval4Action recommends that the assessment is conducted annually by the organization.

v. Next steps and improvement plan

The leadership of the VOPE can use the outcome of the assessment for decision-making. Based on the analysis and recommendations of the assessment, the leaders of the VOPE can decide on the next steps and prepare an improvement plan that advances youth engagement in evaluation.

Please write to contact@eval4action.org to provide any feedback on the standards.

Annex: Intergenerational task force members

- i. Tom Ling, President, European Evaluation Society
- ii. Shylock Muyengwa, Board Member, African Evaluation Association
- iii. Tsigereda Bekele, Secretary, International Organization for Cooperation in Evaluation
- iv. Raquel Herrera, Executive Committee Member, ReLAC
- v. Amr Alsarary, Board Member, EvalYemen
- vi. Antonina Rishko-Porcescu, Representative, EvalYouth
- vii. Tashi Choden, Representative, EvalYouth
- viii. Nazgul Aitmamatova, Representative, Kyrgyz Monitoring and Evaluation Network
- ix. Essomba Eyenga Joseph, Representative, Cameroon Development Evaluation Association
- x. Gyengani Guillaume Alfred, Representative, Burkina Faso monitoring and evaluation network [Réseau Burkinabe de Suivi Evaluation] (RéBuSE)
- xi. Adnane Diallo, Representative, French Society for Evaluation [Société Française de l'Evaluation] (SFE)



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