#Eval4Action

youth in evaluation

be a champion!

Standards for enhancing meaningful engagement of youth in evaluation

Voluntary Organizations for Professional Evaluation (VOPEs) and EvalYouth chapters

2024-2025

Decade of EVALUATION for action

#Eval4Action

Contents

Foreword

With the world population at 8 billion, harnessing demographic shifts is critical to accelerating the implementation of the Sustainable Development Goals (SDGs) and responding to global crises including the climate emergency. To achieve an inclusive and sustainable world, it is crucial that we create opportunities and spaces for youth participation in all spheres, including evaluation. The outcome of the Summit of the Future, the "Pact for the Future", including the Declaration for Future Generations and the Global Digital Compact, increasingly highlight the importance of youth participation at decision-making as critical to advance multilateralism for the achievement of the SDGs.

Aligned to this vision, the Eval4Action campaign – co-led by the UNFPA Independent Evaluation Office, EvalYouth Global Network and the Global Parliamentarians Forum for Evaluation, are leading a flagship initiative, Youth in Evaluation, launched in 2022. At this launch, the Executive Director of UNFPA, Dr Natalia Kanem, released a manifesto on meaningful engagement of youth in evaluation that has been globally well received. In 2024, there are about 1200 commitments to the manifesto, including from over 200 organizations.

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/EvalYouth chapters and youth organizations. All six standards are available here.

These standards aim to enhance 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). In the first round of self-reporting on the standards in March 2024, 45 organizations assessed themselves on the six dimensions of the standards. Youth in Evaluation champions were selected based on the self-assessments and recognized at the second Youth in Evaluation week (July 2024).

The growing momentum and widespread adoption of these standards is incredibly encouraging. We're particularly excited that organizations are not only self-reporting on the standards, but actively using them to boost youth engagement practices

worldwide. This demonstrates the value of the standards as both a practical guide and an inspirational resource for those seeking to initiate or enhance their work in this vital area.

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 Independent 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. Building on this, the Summit of the Future's outcome, the "Pact for the Future," encompassing the Declaration for Future Generations and the Global Digital Compact, recognizes young people as crucial partners in decision-making. Their engagement is essential for strengthening multilateralism and achieving the Sustainable Development Goals (SDGs). In this context, Eval4Action's Youth in Evaluation initiative calls 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 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 Costa Rica, India, Kenya and Malawi have endorsed the manifesto. In addition, the ILO Evaluation Office, UNDP Independent Evaluation Office, UNESCO Evaluation Office, UNICEF Evaluation Office, UNFPA Independent Evaluation Office, World Bank Independent Evaluation Group, World Food Program Evaluation Office, 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. 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, 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 and EvalYouth chapter[1] to advance the 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. In 2024, the standards were updated based on the feedback received from the first round of self-reporting in 2023.

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[1] EvalYouth chapters are networks of young and emerging evaluators at regional, national level or thematic networks such as for Francophone. EvalYouth chapters formally recognized by the EvalYouth Global Network are available here.

iv. What do the standards contain?

The standards for VOPEs/EvalYouth chapters covers seven dimensions:

Dimension	Definition
1. Leadership and accountability	Leadership in the organization is committed to youth in evaluation.
2. Practice	The organization's evaluation guidelines and tools include youth participation in all evaluation phases, focusing on the diversity of youth.
3. Advocacy and capacity development	Governments and partners are mobilized to meaningfully engage youth in evaluation.
4. Knowledge management and communication	The value of engaging youth in evaluation through communications and knowledge management is promoted.
5. Human resources	Access of young professionals to the evaluation labour market is facilitated.
6. Financial resources	Necessary resources are allocated to support meaningful engagement of youth in evaluation in the annual budget.

In each of the six 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 and EvalYouth chapters.

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/EY chapters 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/EvalYouth chapter with active contributions from colleagues.

2. Appoint a committee or focal point/s for coordination. The focal point/s or committee should ensure that the VOPE/EvalYouth chapter 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/EvalYouth chapter. 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/EvalYouth chapter'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 and EvalYouth chapters are requested to share the outcomes of their self-assessment with the Eval4Action campaign coordinator annually by 31 January 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 and EY chapters to meaningfully engage youth in evaluation

1. Leadership and accountability

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
1.1 VOPE/EY chapter commitment to the youth in evaluation manifesto	1.1.1 The VOPE/EY chapter declares commitment to meaningful engagement of youth in evaluation by signing the Youth in Evaluation manifesto	1.1.2 The VOPE/EY chapter takes action to deliver on the commitment	1.1.3 The VOPE/EY chapter reports the progress on the commitment
1.2 Youth participation in evaluation declared in VOPE/EY chapter vision/mission or objectives	1.2.1 The VOPE/EY chapter takes initiative to incorporate the promotion of youth participation in evaluation in its vision/mission or objectives	1.2.2 The vision/mission or objectives of the VOPE/ EY chapter clearly reflect the promotion of youth participation in evaluation	1.2.3 The VOPE/EY chapter translates into action the promotion of youth participation in evaluation, as per the vision/mission or objectives
1.3 YEE participation in VOPE/EY chapter governance	1.3.1 **For VOPEs:** The VOPE provides space for YEEs from all backgrounds to participate in VOPE governance and encourages YEE representation **For EY chapters:** The EY chapter provides space for YEEs from under represented groups to participate in EY chapter governance	1.3.2 **For VOPEs:** VOPE governance[2] includes a seat for at least one YEE **For EY chapters:** The EY chapter governance includes a seat for at least one YEE from under represented groups)	1.3.3 **For VOPEs:** The YEE representative in the VOPE governance has the opportunity to actively participate in decision-making **For EY chapters:** The YEE from under represented groups in the EY chapter governance has the opportunity to actively participate in decision-making)

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[2] Board/executive committee/management group of the VOPE

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
1.4 YEE leadership roles in VOPEs/EY chapters	1.4.1 Key strategic documents of the VOPE/EY chapter promotes leadership roles for youth	1.4.2 The VOPE EY chapter mentors YEEs to undertake leadership roles within the VOPE/EY chapter	1.4.3 The VOPE/EY chapter actively undertakes capacity-building of YEEs to enhance their leadership skills

2. Practice

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
2.1 Stakeholder mobilization for development of guidelines and tools	2.1.1 The VOPE/EY chapter mobilizes stakeholders to develop guidelines and tools for meaningful youth participation in all phases of evaluation	2.1.2 The VOPE/EY chapter provides technical support for the development of guidelines and tools for meaningful youth participation in all phases of evaluation	2.1.3 The VOPE/EY chapter supports active involvement of youth in the development of guidelines and tools for meaningful youth participation in all phases of evaluation
2.2 VOPE/EY chapter action on YEE participation in evaluation teams	2.2.1 The VOPE/EY chapter encourages YEE participation in evaluation through promoting/advocating YEEs as members of the evaluation team	2.2.1 The VOPE/EY chapter ensures diversity of youth participation, including the most vulnerable groups, in evaluation teams	2.2.3 The VOPE/EY chapter recognizes/ acknowledges the participation of YEEs in evaluations
2.3 VOPE/EY chapter reports on youth participation in evaluation	2.3.1 The VOPE's/EY chapter's progress reviews include progress on youth participation in evaluation	2.3.2 Based on progress reviews, the VOPE/EY chapter prepares recommendations on youth participation in evaluation	2.3.3 The VOPE/EY chapter takes action to improve youth participation in evaluation based on review recommendations

3. Advocacy and capacity development

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
3.1 Awareness raising and advocacy for creating work opportunities	3.1.1 The VOPE/EY chapter raises awareness of the need for and advocates for the involvement of YEEs in evaluation departments or in the formal structure of organizations	3.1.2 The VOPE/EY chapter 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	3.1.3 The VOPE/EY chapter works together with local partners to create opportunities for YEEs and young professionals in evaluation
3.2 Planning for capacity-building of YEEs	3.2.1 The VOPE/EY chapter identifies career development needs of YEEs	3.2.2 The VOPE/EY chapter identifies priority actions based on the career development needs of YEEs	3.2.3 The VOPE/EY chapter develops a joint strategic plan for the VOPE/ EY chapter and other partners for YEE capacity-building
3.3 Capacity-building of YEEs for career development in monitoring and evaluation (M&E)	3.3.1 The VOPE/EY chapter designs M&E training and mentorship programmes for YEE career development	3.3.2 The VOPE/EY chapter conducts M&E training and mentorship programmes for YEE career development	3.3.3 The VOPE/EY chapter sets aside a budget each year for M&E training and mentorship programmes for YEE career development

4. Knowledge management and communications

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
4.1 Creating opportunities for discussing youth engagement in evaluation	4.1.1 The VOPE/EY chapter 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	4.1.2 The VOPE/EY chapter hosts seminars/conferences and workshops dedicated to the theme of youth engagement in evaluation	4.1.3 Senior and young evaluators jointly create and deliver presentations on the need for and experience of youth engagement in evaluation, at various events
4.2 Supporting peer learning and sharing among youth	4.2.1 The VOPE/EY chapter produces documentation on good practices in youth participation in evaluation	4.2.2 Informed by the documentation on good practices, the VOPE/EY chapter organizes activities for capacity-building and peer-to-peer learning for YEEs	4.2.3 The VOPE/EY chapter involves YEEs in peer-to-peer learning through networking, learning fora, social media, websites and other media

5. Human resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
5.1 Creating internship opportunities for youth	5.1.1 The VOPE/EY chapter introduces an internship programme involving government and local partners for youth to work on evaluation tasks	5.1.2 Youth interns are supported by the VOPE/EY chapter with learning opportunities and mentored on evaluation	5.1.3 Youth are supported by the VOPE/EY chapter with networking to get job opportunities in the evaluation field
5.2 Creating accessibility for M&E job opportunities for young professionals	5.2.1 The VOPE/EY chapter identifies sources of evaluation jobs/opportunities for young professionals	5.2.2 The VOPE/EY chapter creates a system for wide circulation of evaluation jobs/opportunities among youth/young professionals	5.2.3 The VOPE/EY chapter regularly disseminates jobs/opportunities among youth/young professionals

6. Financial resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement
6.1 Making funds and scholarships available for YEE participation	6.1.1 Stakeholders create a common fund to support YEE participation in evaluation workshops and conferences based on defined criteria	6.1.2 Stakeholders introduce and promote scholarships for YEE participation in evaluation workshops and conferences	6.1.3 Discounts and scholarships awarded to YEEs for participation in the workshops and conferences
6.2 Mobilizing resources for capacity-building of YEEs	6.2.1 The VOPE/EY chapter actively mobilizes resources for capacity-building of YEEs	6.2.2 The VOPE/EY chapter plans resource-sharing with partner organizations for capacity-building of YEEs	6.2.3 The VOPE/EY chapter 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/EvalYouth chapters 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/EY chapter 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/EY chapters 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/EY chapter does not meet the criteria for "approaching", "meeting" or "exceeding" a minimum requirement, the minimum requirement is considered to be "missing" and the VOPE/EY chapter scores 0 points on that dimension. If the VOPE/EY chapter 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/EY chapter 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/EY chapter scores 6 points (1 + 2 + 3 points).

For example, in the leadership dimension, if the VOPE/EY chapter promote/s participation of YEEs in VOPE/EY chapter governance, it scores 1 point. If the VOPEEY chapter has a dedicated seat for a YEE on its governing board, the VOPE/EY chapter scores 2 points. If the YEE board member has the opportunity to actively participate

in decision-making, the VOPE/EY chapter scores 3 points. If the VOPE/EY chapter 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.

The organization can share documents that support their assessment efforts and facilitate the cross-fertilization of knowledge and the sharing of best practices.

iii.Rating tables for the standards for VOPEs/EvalYouth chapters

Download the assessment sheet here.

1. Leadership and accountability

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
1.1 VOPE/EY chapter commitment to the youth in evaluation manifesto	1.1.1 The VOPE/EY chapter declares commitment to meaningful engagement of youth in evaluation by signing the Youth in Evaluation manifesto	1.1.2 The VOPE/EY chapter takes action to deliver on the commitment	1.1.3 The VOPE/EY chapter reports the progress on the commitment	
0	1	2	3	
1.2 Youth participation in evaluation declared in VOPE/EY chapter vision/mission or objectives	1.2.1 The VOPE/EY chapter takes initiative to incorporate the promotion of youth participation in evaluation in its vision/mission or objectives	1.2.2 The vision/mission or objectives of the VOPE/EY chapter clearly reflect the promotion of youth participation in evaluation	1.2.3 The VOPE/EY chapter translates the promotion of youth participation in evaluation, as per the vision/mission or objectives, into action plans	
0	1	2	3	

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
1.3 YEE participation in VOPE governance	1.3.1 **For VOPEs:** The VOPE provides space for YEEs from all backgrounds to participate in VOPE governance and encourages YEE representation **For EY Chapters:** The EY chapter provides space for YEEs from under represented groups to participate in EY chapter governance)	1.3.2 **For VOPEs:** VOPE governance (board/executive committee/management group, etc.) includes a seat for at least one YEE **For EY Chapters:** The EY chapter governance includes a seat for atleast one YEE from under represented groups)	1.3.3 **For VOPEs:** The YEE representative in the VOPE governance has the opportunity to actively participate in decision-making **For EY Chapters:** The YEE from under represented groups in the EY chapter governance has the opportunity to actively participate in decision-making)	
0	1	2	3	
1.4 YEE leadership roles in VOPEs/EY chapters	1.4.1 Key strategic documents of the VOPE/EY chapter promotes leadership roles for youth	1.4.2 The VOPE/EY chapter mentors YEEs to undertake leadership roles within the VOPE/EY chapter	1.4.3 The VOPE/EY chapter actively undertakes capacity-building of YEEs to enhance their leadership skills	
0	1	2	3	
Total points for leadership and accountability				

2. Practice

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
2.1 Stakeholder mobilization for development of guidelines and tools	2.1.1 The VOPE/EY chapter mobilizes stakeholders to develop guidelines and tools for meaningful youth participation in all phases of evaluation	2.1.2 The VOPE/EY chapter provides technical support for the development of guidelines and tools for meaningful youth participation in all phases of evaluation	2.1.3 The VOPE/EY chapter 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	
2.2 VOPE/EY chapter action on YEE participation in evaluation teams	2.2.1 The VOPE/EY chapter encourages YEE participation in evaluation through promoting/advocating YEEs as members of the evaluation team	2.2.1 The VOPE/EY chapter ensures diversity of youth participation, including the most vulnerable groups, in evaluation teams	2.2.3 The VOPE/EY chapter recognizes/ acknowledges the participation of YEEs in evaluations	
0	1	2	3	
2.3 VOPE/EY chapter reports on youth participation in evaluation	2.3.1 The VOPE's/EY chapter's progress reviews include progress on youth participation on evaluation	2.3.2 Based on progress reviews, the VOPE/EY chapter prepares recommendations on youth participation in evaluation	2.3.3 The VOPE/EY chapter takes action to improve youth participation in evaluation based on review recommendations	
0	1	2	3	
			Total points for practice	

3. Advocacy and capacity development

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
3.1 Awareness raising and advocacy for creating work opportunities	3.1.1 The VOPE/EY chapter raises awareness of the need for and advocates for the involvement of YEEs in evaluation departments or in the formal structure of organizations	3.1.2 The VOPE/EY chapter 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	3.1.3 The VOPE/EY chapter works together with local partners to create opportunities for YEEs and young professionals in evaluation	
0	1	2	3	
3.2 Planning for capacity-building of YEEs	3.2.1 The VOPE/EY chapter identifies career development needs of YEEs	3.2.2 The VOPE/EY chapter identifies priority actions based on the career development needs of YEEs	3.2.3 The VOPE/EY chapter develops a joint strategic plan for the VOPE/EY chapter and other partners for YEE capacity-building	
0	1	2	3	
3.3 Capacity-building of YEEs for career development in monitoring and evaluation (M&E)	3.3.1 The VOPE/EY chapter designs M&E training and mentorship programmes for YEE career development	3.3.2 The VOPE/EY chapter conducts M&E training and mentorship programmes for YEE career development	3.3.3 The VOPE/EY chapter sets aside a budget each year for M&E training and mentorship programmes for YEE career development	
0	1	2	3	
Total points for advocacy and capacity development				

4. Knowledge management and communications

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
4.1 Creating opportunities for discussing youth engagement in evaluation	4.1.1 The VOPE/EY chapter 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	4.1.2 The VOPE/EY chapter hosts seminars/conferences and workshops dedicated to the theme of youth engagement in evaluation	4.1.3 Senior and young evaluators jointly create and deliver presentations on the need for and experience of youth engagement in evaluation, at various events	
0	1	2	3	
4.2 Supporting peer learning and sharing among youth	4.2.1 The VOPE/EY chapter produces documentation on good practices in youth participation in evaluation	4.2.2 Informed by the documentation on good practices, the VOPE/EY chapter organizes activities for capacity-building and peer-to-peer learning for YEEs	4.2.3 The VOPE/EY chapter 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 communication				

5. Human resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
5.1 Creating internship opportunities for youth	5.1.1 The VOPE/EY chapter introduces an internship programme involving government and local partners for youth to work on evaluation tasks	5.1.2 Youth interns are supported by the VOPE/EY chapter with learning opportunities and mentored on evaluation	5.1.3 Youth are supported by the VOPE/EY chapter with networking to get job opportunities in the evaluation field	
0	1	2	3	
5.2 Creating accessibility for M&E job opportunities among young professionals	5.2.1 The VOPE/EY chapter identifies sources of evaluation jobs/opportunities for young professionals	5.2.2 The VOPE/EY chapter creates a system for wide circulation of evaluation jobs/opportunities among youth/young professionals	5.2.3 The VOPE/EY chapter regularly disseminates jobs/opportunities among youth/young professionals	
0	1	2	3	
			Total points for human resources	

6. Financial resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points
6.1 Making funds and scholarships available for YEE participation	6.1.1 Stakeholders create a common fund to support YEE participation in evaluation workshops and conferences based on defined criteria	6.1.2 Stakeholders introduce and promote scholarships for YEE participation in evaluation workshops and conferences	6.1.3 Discounts and scholarships awarded to YEEs for participation in the workshops and conferences	
0	1	2	3	
6.2 Mobilizing resources for capacity-building of YEEs	6.2.1 The VOPE/EY chapter actively mobilizes resources for capacity-building of YEEs	6.2.2 The VOPE/EY chapter plans resource-sharing with partner organizations for capacity-building of YEEs	6.2.3 The VOPE/EY chapter has resources on a regular basis for capacity-building of YEEs	
0	1	2	3	
			Total points for financial resources	

iii. Overall performance of the VOPE/EY chapter

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/EY chapter in terms of meaningful engagement of youth in evaluation. This analysis will be helpful for the VOPE/EY chapter to understand which dimensions are stronger and which need further attention, so that necessary actions can be planned.

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

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

- Overall rating 0 to 24 – missing minimum requirement
- Overall rating 25 to 48 – approaching minimum requirement
- Overall rating from 49 to 72 – meeting minimum requirement
- Overall rating from 73 to 96 – 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/EY chapter's annual report and subsequent progress reports. Eval4Action recommends that the assessment is conducted annually by the organization.

iv. Next steps and improvement plan

The leadership of the VOPE/EY chapter can use the outcome of the assessment for decision-making. Based on the analysis and recommendations of the assessment, the leaders of the VOPE/EY chapter 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.