Evaluation
Practice
Exchange
2015

UNEG
United Nations Evaluation Group

Report of the UNEG Evaluation Practice Exchange (EPE) 2015 Seminar

Dates: **11-13 March 2015**

Location: **UNICEF House, New York, USA**

Lead Agencies: **UNICEF & GEF**

This report, prepared by the EPE Management Group, encompasses the discussions and outcomes from the UNEG EPE 2015

Contents

Introduction

The format of this report represents the decentralized approach taken in the delivery of the 2015 EPE.

1. The UNEG Evaluation Practice Exchange Seminar (EPE) 2015 was held at UNICEF Headquarters in New York from 11 to 13 March 2015. The meeting was organized by the UNEG EPE Management Group (MG) co-chaired by Colin Kirk (UNICEF) and Juha Uitto (GEF). The UNICEF lead team were Abigail Taylor-Jones (UNICEF) and Laura Olsen (UNICEF). Members of the MG included Alexandra Chambel (UNFPA), Andrea Cook (UNFPA), Andrew Fyfe (UNCDF), Colin Kirk (UNICEF), Juha Uitto (GEF), Ada Ocampo (UNICEF), Christa Lex (OIOS) Florencia Tateossian (UN Women), and Julia Engelhardt (WIPO).

2. **Official opening of the 2015 EPE**: Colin Kirk, Director of the UNICEF Evaluation Office welcomed all the participants to UNICEF House for the second time, as the 2013 EPE was also hosted at UNICEF House. He introduced Martin Mogwanja, Deputy Director at UNICEF who officially opened the EPE 2015. He welcomed all the participants to UNICEF once more and said that UNICEF was happy to be hosting this for the second time. He went on to say evaluation is an evolving discipline and it's important for UN staff to share experiences, update their skills and knowledge and harmonize approaches across the UN system; the EPE is an excellent opportunity to do so. He went on to say that 2015 is the international year of evaluation, and also an important year for development with the SDGs. The Sustainable Development Goals (SDGs) is about results and evaluation has an important job, to measure and understand how we achieve results. Furthermore, Evaluation was missing in action in the MDGs and UNEG needs to lobby harder for evaluation in the SDGs. There is the data revolution, big data, and data analysis, however, it's important to understand what the numbers are telling us. Are we doing the right thing, the right way, or doing it better? "*We need an evaluation revolution*" he said. Evaluation needs to become smarter and more agile, closer to real-time and take advantage of new technologies. The EPE is an essential platform to build a stronger evaluation function to deliver results. Martin closed by wishing the participants a productive and engaging meeting. Click here to watch the video of the official opening of the 2015 EPE.

3. Juha Uitto, Director of Evaluation at Global Environment Fund (GEF), also welcomed the participants and thanked Colin for his lead as co-chair and UNICEF for once again hosting the EPE. He also thanked Martin Mogwanja for his enlightened and inspiring words, and acknowledged that Martin had raised some key issue for the evaluation function across the UN. He mentioned that the EPE has become a regular feature of the UNEG meetings, and the new addition of the high level events in the past two years, which highlights that senior management is taking evaluation seriously. He went on to say that the EPE is where evaluators are able to talk openly and freely about methods, approaches, challenges and good practices. He ended by saying that he hoped participants will enjoy the stimulating programme with new partnerships forged, and new ideas on how evaluation can contribute to the SDGs.

4. **The themes/sessions for the 2015 EPE were:**
   i. Why innovation matters for sustainable development?
   ii. UN-SWAP: Integrating gender equality and human rights in evaluation
   iii. Performance Measurement in UN Organizations
   iv. Mixed Methods and Impact Evaluation in the Information Era
   v. Innovations and Challenges in Designing and Managing Thematic Evaluations
   vi. Communications and Knowledge Management
   vii. Strengthening Decentralized Functions
   viii. Common Challenges, Uncommon Solutions: evaluating peacebuilding interventions
   ix. Evaluation in Humanitarian Settings - The 'new normal' for UN Evaluators?
   x. Professionalization
   xi. National Evaluation Capacity Development Support
   xii. World Café: which hosted the following topics:
      - Evaluating the MDG Achievement Fund: Measuring results and impact of UN joint programmes
      - Evaluating Standard Setting Work in the UN – a case of UNESCO – lessons learnt'
      - Methodological aspects, challenges and opportunities for using an equity framework when conducting an evaluation
      - Strengthening Decentralized Functions
      - Experiences using Outcome Harvesting and Most Significant Change
      - Use of Evaluations
      - Self-evaluation

5. Why Innovation matters for sustainable development? Wednesday 11 March

Moderator: Julia Engelhardt, Julia Engelhardt, Senior Evaluator, Evaluation Section, Internal Audit and Oversight Division, World Intellectual Property Organization

Presenters: Lucinda Longcroft, Head of Office, New York (WIPO), Professor Soumitra Dutta, Anne and Elmer Lindseth Dean, Professor of Management, Samuel Curtis Johnson, Graduate School of Management, Cornell University and Sam Bickel (UNICEF), Ashwani Muthoo, Deputy Director of the Independent Evaluation Office, IFAD.

Presentations and video: click here to access the presentations and video recording of this session

Sam Bickel, Senior Evaluation Specialist, UNICEF, gave a background to innovation at UNICEF. He then highlighted how the governance of innovation determines the M&E system needed. For example, M&E is affected by the various ways in which organizations encourage innovation (though challenges, grants, directed etc.) and by the definition of sustainability – either as survival in the private sector or managed by the public sector. Fortunately, there are some organizations with recent good experience which can be examined to guide one's own choices.

Second, he discussed how to conceptualize the innovation cycle and gave the example of the 'waterfall' or 'cascade model' which require M&E efforts at various moments in the cycle. Third, he stressed that innovations must have a complete evidence approach and gave an example of what a complete M&E approach to innovation might look like, highlighting the surveys, studies, reviews and evaluations at various movements in the innovation's development. Although innovators may resist such a complete M&E approach, it is the evaluator's task is to help them select what type of evidence is most important.

Finally, he stressed that evaluating innovation can be challenging. For example, comparison groups often collapse must faster in innovations because it is hard to keep them separate from the experimental group. Also, innovators, clearly see the need to evaluate at the pilot phase, but require guidance in understanding why and how to evaluate the developmental effects of the innovation when it is taken to scale.

6. UN-SWAP: Integrating gender equality and human rights in evaluation, Wednesday 11 March

Session Chair: Sabrina Evangelista (UN Women)

Session Participants: Ramla Khalidi (ESCWA), Elisa Calcatera (UNEP), Chandi Kadirgamar (UNDP) and Karen Cadondon (UNDP)

Presentations and video: click here to access the presentations and video recording of this session

The session was organized as a 'talk show' which allowed for a casual exchange on experience of evaluation offices integrating gender equality and human rights in evaluation systems and reporting on the UN-SWAP Evaluation Performance Indicator (EPI).

Elisa Calcatera (UNEP) shared that based on an internal review of evaluation systems, UNEP is taking steps to integrate gender equality more adequately in evaluation processes. For example, UNEP is revising its evaluation methodology to ensure integration of gender equality principles under each evaluation criteria, engaging with the gender unit specialists to receive specific feedback on evaluation processes and reports, identifying qualified evaluators with GEEW expertise, and seeking out training/staff development on the topic for its own evaluation office staff.

Ramla Khalidi (ESCWA) talked about ESCWA's revised evaluation policy which promotes the integration of human rights and gender equality principles across the planning and implementation of the evaluation of ESCWA programmes, projects, initiatives, and institutional processes, applying the UNEG Handbook, "Integrating Human Rights and Gender Equality in Evaluation—Towards UNEG Guidance". Additional measures adopted by ESCWA to ensure organizational commitment in complying with UN-SWAP EPI include the involvement of a senior gender advisor in the review of

evaluation terms of reference and reports, and the inclusion of improved performance on the UN-SWAP EPI as an indicator of achievement in the performance of staff in the evaluation unit.

Chandi Kadirgamar and Karen Cadondon (UNDP) shared their experience conducting an external meta-evaluation against the UN-SWAP EPI and the lessons identified. Lessons included the need to include not only gender balance but also a gender specialist in evaluation teams, and ensuring adequate time and resources necessary for gender-responsive evaluation. The UNDP IEO has developed a 'How to note' that identifies key sources of GEWE data for corporate evaluations and is now revising its quality assessment system for assessing evaluation reports taking into consideration the technical guidance and criteria defined in UNEG guidance on integrating gender equality and human rights. Additionally, UNDP is reviewing its evaluation policy to identify how gender equality can be more adequately integrated and providing support to the Bureau for Programme Policy and Support as it develops initiatives to strengthen decentralized evaluation.

Sabrina Evangelista shared UN Women experience, noting that although UN Women's work is focused on gender equality and women's empowerment, the external meta-evaluation assessed its evaluations as only just barely meeting requirements. UN Women has incorporated the UN-SWAP EPI into existing quality assurance processes, which has enabled the UN-SWAP EPI to be streamlined in the UN Women evaluation quality assurance process. Moving forward, UN Women IEO is taking steps to improve performance such as through the launch of a professionalization initiative, which includes the issuance of an updated evaluation handbook and corresponding e-learning course on how to manage gender-responsive evaluation, which is aligned with the UNEG guidance on integrating gender equality and human rights in evaluation.

The participants engaged in a lively discussion, which indicated the interest amongst entities in sharing experience and identifying good practice in strengthening systems for gender-responsive evaluation. Participants indicated interest in the creation of a UNEG special interest group focused on this topic.

7. Performance Measurement in UN Organizations, Wednesday 11 March

The Performance Measurement session was organized by the Global Environment Facility (GEF) and United Nations Environmental Programme (UNEP).

Presenters: Anna Viggh, Senior Evaluation Officer (GEF Independent Evaluation Office) facilitated the session. Neeraj Negi, Senior Evaluation Officer (GEF) and Mike Spilsbury, Chief, UNEP Evaluation Office presented. Kseniya Temnenko, Knowledge Management Officer (GEF), was the rapporteur for the session.

Presentations and video: Click here to access the presentations and video recording of this session

- **Performance Measurement in the GEF by Neeraj Negi, GEF IEO:**

GEF IEO undertakes performance evaluations to provide real-time feedback on the quality of the GEF portfolio, policies, processes, and monitoring and evaluation. Performance evaluations assess efficiency and effectiveness of GEF supported activities and processes. Examples of performance evaluations include GEF Annual Performance Report, evaluations of GEF policies and procedures, evaluations of performance of GEF programs and partnerships. GEF performance evaluations, among other things, involve measurement of the following: conversion of inputs into outputs and outcomes; sustainability; compliance with the GEF policies and procedures; quality of systems, approaches, and activities; quality of management action on the Council decisions. Performance evaluations use rating scales and categories to convert qualitative data in a quantitative form. On other instances where ratios and time lags are analyzed the available data may not require such conversion.

Over the years, performance evaluations contributed to institutional changes across the GEF partnership. Some of the areas where performance evaluations have led to improvements are: quality of end-of-project evaluations; project supervision and tracking of risks by the GEF Agencies; GEF's resource allocation approach; and, GEF activity cycle.

It is now possible to track performance trends due to availability of medium to long-term data on several parameters. However, tracking long-term changes presents its own challenges. For instance, there may be changes in policies, in the underlying performance expectations, or the changes in performance due to factors of interest may be very small, compared to the factors that introduce noise in the data. These challenges need to be factored in for credible assessment of performance trends.

Given the network nature of GEF partnership, the performance evaluations undertaken by the GEF IEO involve comparison of performance of the GEF Partner Agencies. Where possible, the analysis of the results of activities also takes into account the differences in the underlying activities and compares performance of different categories of activities. The GEF IEO works in collaboration with the evaluation offices of its Partner Agencies. To ensure comparability it also undertakes reviews to assess the extent ratings provided by the evaluation offices are consistent with the ratings provided by the IEO.

Organizational Performance & Evaluations: Summative and Formative Examples by Mike Spilsbury, UNEP Evaluation Office:

UNEP moved to a results-based work programing (RBM) approach in 2010. The motivation for the RBM approach was to improve organizational performance and address member-states' demands for accountability and 'value for money'. The Corporate level monitoring of organizational performance includes the following elements: programme performance reports to the governing

body every six months; monitoring of project milestones at programme level; monitoring of the Programme of Work outputs; monitoring performance indicators at the programme outcome level (called Expected Accomplishment (EA) in UNEP); monitoring budget vs. expenditure; a 'dashboard' for senior managers.

The UNEP Evaluation Office conducts summative meta-evaluations, i.e. bi-annual synthesis of all evaluations to reflect on performance issues. The summary is collected from meta-analysis of project performance; mid-term evaluation of the medium-term strategy, evaluation of UNEP sub-programmes. The challenge of meta-analysis with ratings is that it does provide information on performance, but not on the 'real' achievements.

The Evaluation Office also conducts formative evaluation of organizational results framework. The formative evaluation reviews results statements, performance indicators, units of measure, as well as analyzes the causal logic in UNEP planning documents. The challenges of the formative work are related to high level performance indicators and linkages between project results, programmatic results frameworks, and high level development objectives. Project outcomes are not captured in the programmatic results framework, while high level results and indicators are 'set in stone' early in process. The organization still struggles with the bottom up processes, with the culture of defining new ideas with a programmatic perspective in mind.

The articulation of causal linkages at higher results levels has improved, but is still weak in project designs and programmatic strategies. Planning processes have been revised, with more attention to convergence and synergy in programme planning. Formative evaluations of the organizational level planning and performance frameworks can greatly influence longer term performance.

Some of the issues faced by UNEP in measuring performance are: political pressure in defining indicators and targets; the art of robust programme design that captures strategic intentionality, but is workable from the perspective of existing management and organizational structures; the planning fatigue, i.e. the need for upstream 'strategic thinking' ahead of programme planning.

Question and Answers:

The presentations were followed by a question and answers. The discussion focused on methodological issues, including coverage, comparisons, constructions and use of rating scales, use of performance evaluations to inform financial allocations, and gender.

Coverage: balancing breadth and depth of evaluations. UNEP has to evaluate all its projects funded by the GEF. As for evaluation of other UNEP projects, decisions are based on expected return: strategic relevance, expected learning effect, and feasibility. High level evaluations are conducted every two years. In the GEF, coverage depends on resources and time available. Country evaluations provide more in-depth review of projects in a country portfolio.

Construction and use of rating scales: most ratings are based on qualitative data. In the GEF, outcomes data comes from terminal evaluations, supervision ratings are based on the annual monitoring report, interviews with people, and secondary data. In some areas ratings are very useful, for example, when testing compliance. In some other areas, ratings are less useful. Especially, when many factors affect outcomes, the ratings may not show the change. Use of performance ratings for resource allocation: In GEF performance ratings are a part of the country resource allocation index (called System of Transparent Allocation of Resources - - STAR). The system includes weighted average performance ratings, country potential to achieve global environmental benefits, and the Social Economic Development Index.

Gender equality: in UNEP gender is a part of socio-economic safeguards. Project and programme design documents include gender. At the GEF gender issues have been assessed twice in Overall Performance Studies. With the GEF Gender Policy approved in 2011, GEF Secretariat starts including gender indicators in RBM and project proposals. There have been no requirements for GEF Agencies to report on gender. GEF IEO is working to include gender dimensions in evaluations.

8. Mixed Methods and Impact Evaluation in the Information Era, Wednesday 11 March

Facilitated by: Alan Fox (UNDP IEO)

Presenters: Olivier Cossee (UNDP), Omar Awabdeh (FAO), Jeneen Garcia (GEF), Aaron Zazueta (GEF)

Presentations and video: click here to access the presentations and video recording of this session

After the presentations there was a discussion that addressed the following issues:

- how to use theories of change as a first step to ensure we ask the right questions, before we design data collection and analysis methods to get answers to those questions. In other words: the methods should be driven by the questions, not the other way around.
- along similar lines, how to explore potential unintended impacts before "jumping into measurement" of impact.
- how spatial characteristics (e.g. remoteness from cities/services, but also distance from the protected areas in the case of the GEF-UNDP study) can shape responses and impact, and must thus be taken into careful consideration in sampling and assessing impact.
- how UN evaluators' mobility can be constrained in difficult security conditions, which makes "light" impact assessment techniques particularly attractive in such contexts.

Two major conclusions of the panel and the discussion were
(a) To be able to identify and assess less obvious impacts, the larger system in which the intervention is being implemented has to be understood, and the intervention needs to be viewed as interactively part of the system rather than independently influencing it.

(b) It is important to use different sources of evidence, and correspondingly, different methods and technologies for assessment and analysis. This is especially necessary in cases where data gaps abound. However, the evaluator must be aware of the logistical challenges of working with data sources across different disciplines and geographical locations, and weigh the costs and benefits of these additional methods and technologies when designing the evaluation.

9.   World Café Sessions , Thursday 12 March

World Café Presentations are all available via this link. There are no video recordings of the World Café sessions.

9a. Evaluating the MDG Achievement Fund: Measuring results and impact of UN joint programmes by MDG-F

Presenters: Jose Carlos Ferrer, Bruno Moro via video, and SDG-F team (MDG-F)
No video available for this session

The MDG-F was established in 2007 through a landmark agreement between the Government of Spain and the UNDP, on behalf of the UN System, with the aim of accelerating progress on the MDGs with a total budget of $900 million. The MDG-F supported 130 Joint Programmes (JPs) in eight thematic windows involving 27 UN agencies and 1,694 other partners over the programme period from 2007 to 2013. The eight thematic areas included; Conflict Prevention and Peace Building; Children, Food Security & Nutrition; Culture & Development; Democratic Economic Governance; Environment & Climate Change; Gender Equality & Women's Empowerment; Development & Private Sector and; and Youth, Employment & Migration. Overall, the evaluation demonstrated the added value of the JPs as a development cooperation modality in the UN system and it provided valuable lessons to strengthen future JPs.

A video with a statement by former Director of the MDGF, Mr. Bruno Moro, was showed during the session and former MDG-F Monitoring & Evaluation Specialist, Mr. Jose Carlos Ferrer, along with the SDG-F team, lead the 2 hour EPE (Evaluation Practice Exchange) session at the annual UNEG EPE event which took place at UNICEF House on March 12, 2015. Representatives of the SDG-F team had the opportunity to present the MDG-F Global and Thematic Evaluation elements and process as well as the key findings and lessons learned generated through that exercise. The primary purpose of the evaluation was to provide an in-depth assessment of the achievements and the overall added value of the MDG-F as a multilateral mechanism for development cooperation. In addition, the evaluation assessed the extent to which the Fund had contributed to UN system-wide coherence and the Principles of the Paris Declaration on Aid Effectiveness.

Throughout the EPE session, SDG-F representatives highlighted the main aspects and challenges faced during the MDG-F Global and Thematic Evaluation some of which were also underlined by the evaluators in their final report, namely; the vast number of evaluation questions (182); pre - established TORs; insufficient input in the selection process of the evaluation company (as the process

was pre- established by procurement); the reduce number of visit countries observed in the TORs (only 5) for an evaluation that had to cover action in 50 different countries, new team members taking over, etc.

Overall, the EPE session proved highly beneficial for the SDG-F representatives and was perceived to be dynamic and interactive, with sufficient time for in-depth discussions with the evaluation practitioners, ensuring knowledge exchange and learning. The most recurring questions and conclusions were regarding the management process and the lessons learned and how these were incorporated in the new Fund.

There was a general consensus about the fact that the number of evaluation questions were excessive (max 15-20 is standard for this kind of exercise), and that the procurement process for choosing the evaluation company might need to reconsidered for future reference. One of the main areas of discussion was the monitoring system used by the MDG-F, which was technically very advanced but was implemented once the JPs started and without reliable baselines in many cases.

The SDG-F is a development corporation mechanism established in 2014 by UNDP with an initial contribution from the Government of Spain to support sustainable development activities through integrated and multidimensional joint programmes. Albeit not a continuation of the previous MDG-F, this new Fund will rely on the knowledge, lessons learned and best practices gathered during the former experience, and the recommendations of the JP Final Evaluations and the MDG-F Global and Thematic Evaluation.

The SDG-F is currently financing JPs in 18 countries and is focusing on three sectorial areas; inclusive economic growth for poverty eradication, food security and nutrition, and water and sanitation. Gender equality, women's empowerment, public-private partnerships and sustainability are cross-cutting priorities in all areas of the work. National and international partners, including the private sector, provide 55% of these resources in the form or matching funds.

The SDG-F, which continues supporting inter-agency cooperation, has indeed incorporated some improvements taking into account the findings from the MDG-F Global Evaluation. For example, there is a greater focus on sustainability, understood both environmental sustainability and long-term sustainability of results. In particular, the latter will be achieved by co-financing joint programmes with matching funds. In particular, additional funds that come from national governments boosts national ownership, sustainability and increases programme impact. There is also a greater focus on public-private partnerships. A 4-month inception phase has been added to the implementation phase and a maximum cap of 4 UN participating Agencies has be established to improve UN coordination.

To download the final evaluation report of the MDG-F, please refer to the official website:
http://www.mdgfund.org/sites/default/files/UNDP_MDG-F_Evaluation_Final_Report_20140929.pdf

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9b. Evaluations of Standard-setting Work by UNESCO

Presenter: Amir Piric (UNESCO)
No video available for this session

The purpose of the UNESCO evaluation of standard-setting work of the culture sector was to generate findings and recommendations regarding its relevance and effectiveness with a focus on its impact on legislation, policies, and strategies of Parties to UNESCO's culture conventions. The evaluation focused on the following four conventions:

(1)   The 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property;

(2)   The 1972 Convention concerning the Protection of the World Cultural and Natural Heritage;

(3)   The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage; and

(4)   The 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

The evaluation looked at the three key levels of standard-setting work: I. Ratification; II. Integration of the provisions of the conventions in national/regional legislation, policy and strategy (policy development level); and III. Implementation of the legislation, policies and strategies at national level (policy implementation level); and at the causal linkages between the various levels of results. Data collection methods included desk study, interviews, surveys, observation of statutory and other relevant international meetings and conferences, and field visits.

Cross-cutting findings of the evaluation suggest that, *inter-alia*, conventions are highly relevant international legal instruments, a large number of State Parties have integrated the provisions of the conventions in national cultural policies, strategies and legislation, and that some conventions have had an influence on the interpretation and application of international norms in areas aside from cultural and natural heritage.

This topic attracted few colleagues from agencies which deal with normative/standard-setting work, and the debate was very useful for exchange of experiences and practices.

9c. Methodological aspect, challenges and opportunities for using an equity framework when conducting an evaluation by UNICEF

Presenter: Lori Bell (UNICEF)
No video available for this session

The presentation made concerned was on the topic of "Evaluation Framework for Measuring Changes for Children and Reduced Equity Gaps" that UNICEF uses globally and which was found very useful to use as an evaluation framework in CEE/CIS region. This framework allows evaluators to look systematically at impact and also at equity (impact for who?).

When we speak about the UNICEF Goals on Progressive Realization of Children's Rights to Survival, Development and Protection and Reduced Equity Gaps, we note important equity challenges in the Central and Eastern Europe, the Caucasus and Central Asia: national developmental indicators can appear quite good – but national averages can mask significant disparities between those who have and those who have not. For example: the primary school enrollment rate in many of our countries is

over 95%. However drop out rates are very high amongst some groups e.g. Roma – and specific groups have almost no access e.g. children with disabilities.
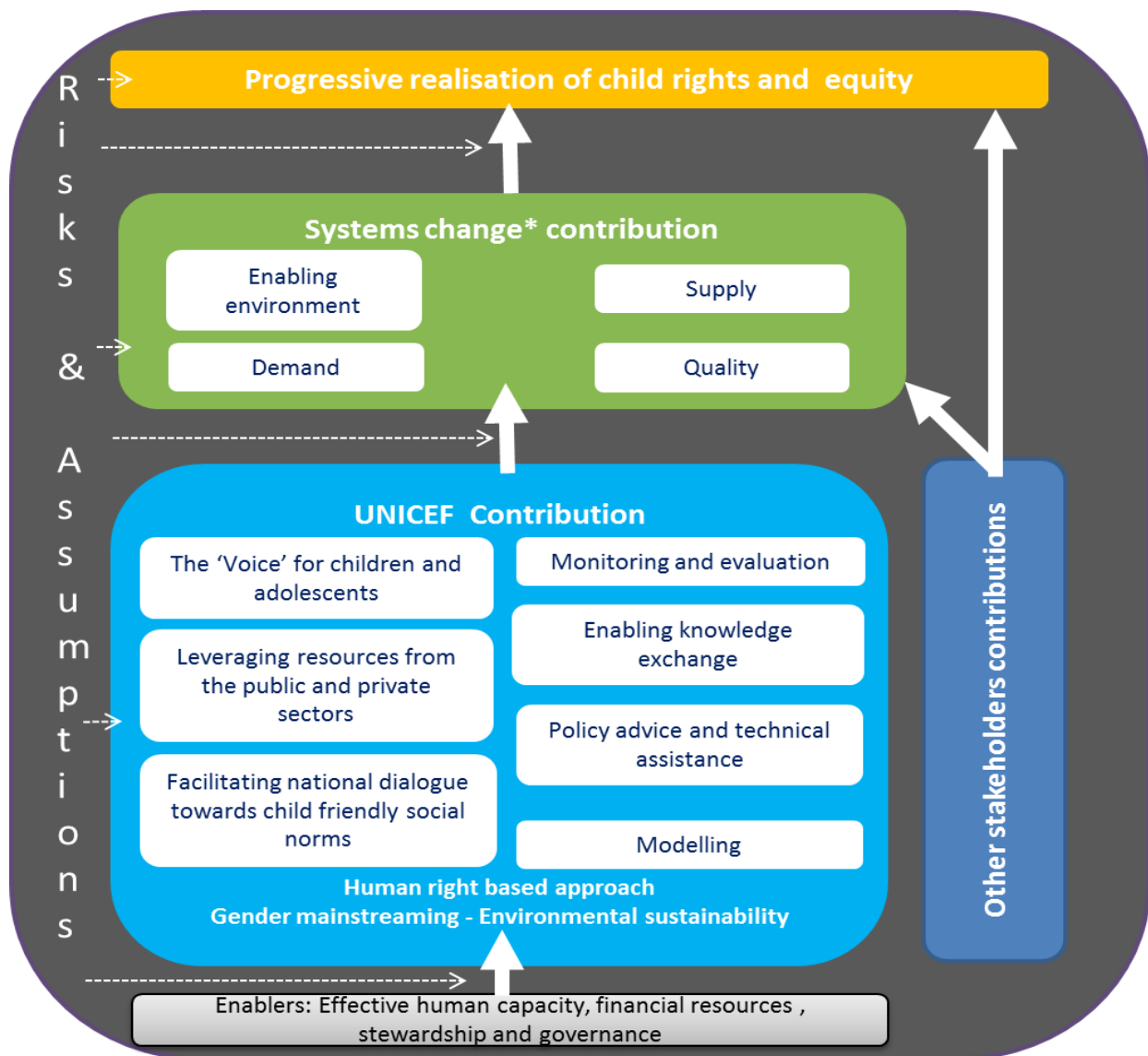
When talking about equity it is important to have a common understanding: Disparities are gaps between population groups, some of which may be unavoidable (e.g. driven by biologic factors). However the gaps e.g. in access to services, between population groups that are avoidable and unfair are termed inequities. Equity is therefore based on the concept of fairness and non discrimination. In Eastern Europe and Central Asia some important avoidable inequalities can be observed and are associated with geographic distribution of services (e.g. supply of health services in rural versus urban areas), with poverty (e.g. families do not have the financial means to send their children to school) and with discrimination (e.g. beliefs and practices related to certain ethnic groups or people with disabilities).
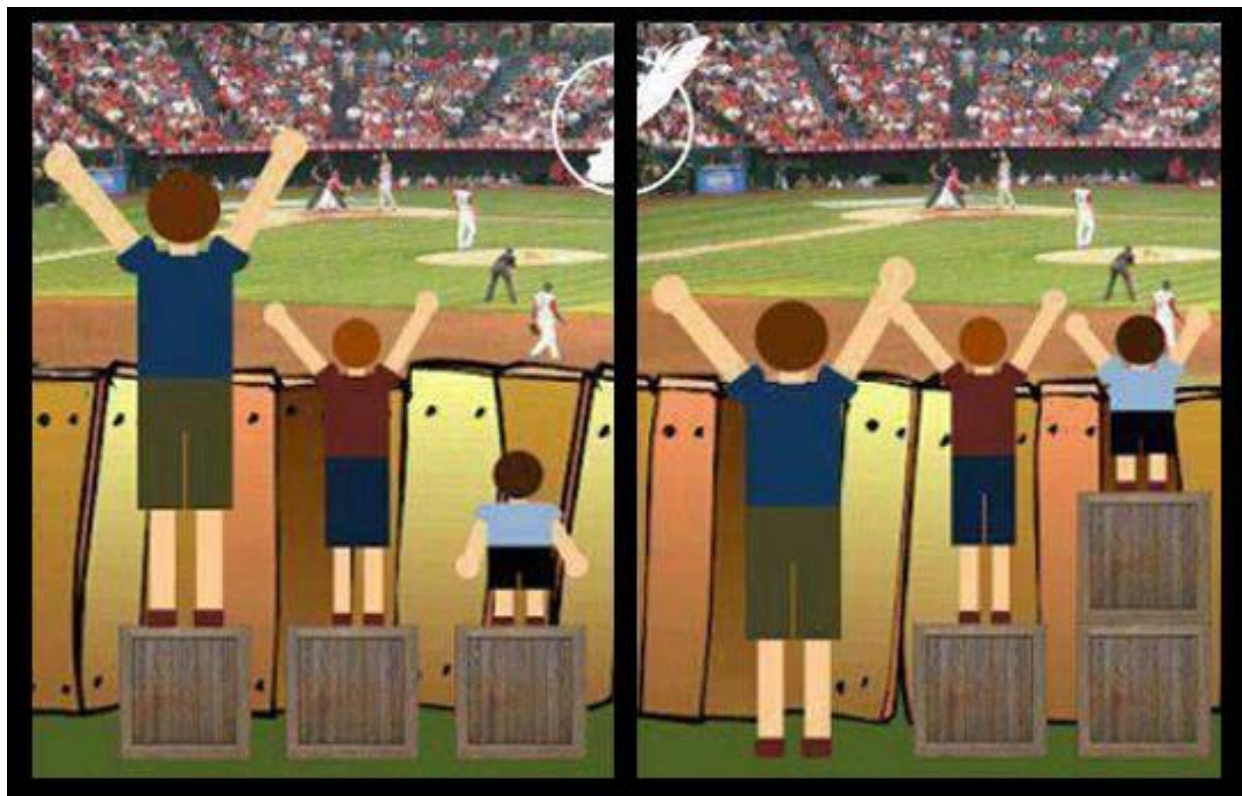
Everyone gets the same thing = equality   Everyone gets what they need = equity

Based on a model originally developed for the health sector, and reflecting our understanding of the main drivers of inequality, UNICEF has established a generic **Theory of Change** in the CEE/CIS region that both identifies the main system level determinants that contribute to (or are a barrier to) the achievement of children's rights. In our region, we have also identified the main areas of action or intervention for UNICEF and the main inputs.

Progressive realisation of child rights and equity

Risks & Assumptions

Systems change* contribution
- Enabling environment
- Supply
- Demand
- Quality

UNICEF Contribution
- The 'Voice' for children and adolescents
- Monitoring and evaluation
- Leveraging resources from the public and private sectors
- Enabling knowledge exchange
- Policy advice and technical assistance
- Facilitating national dialogue towards child friendly social norms
- Modelling

Human right based approach
Gender mainstreaming - Environmental sustainability

Other stakeholders contributions

Enablers: Effective human capacity, financial resources , stewardship and governance

Based on the above TOC, UNICEF developed and has been delivering a programme in the region that covers 10 substantive areas of work. In 2012, UNICEF decided to undertake independent **Multi-Country Evaluations (MCE)** of 5 of these 10 thematic areas of work: Health; Inclusive education; Early learning; Child care reform and Juvenile justice. The Theory of Change described previously has been the main evaluative framework used for all five.

Evaluations have been designed to inform the strategic direction of UNICEF's work in the region – as well as to distill good practices and lessons learned that can be shared in and across countries with partners. The five MCE were conducted by independent evaluation teams comprising national and international experts. Methodology: Desk review, missions and field visits and observation and key informant and focus groups.

The purpose of MCEs of UNICEF's Work in the Region: to assess whether and how "impact results" for children, in terms of changes in the lives of children and reduction of equity gaps for several key indicators, occurred due to national changes at the system level (in demand, the enabling environment, and in access to and quality of services) –as well as UNICEF's specific contribution to these results for children. Each evaluation included 5-11 CEE/CIS countries within its scope.

Below are the examples of some **key evaluation questions** considered from an equity perspective:

- What was the quality of UNICEF's analysis on disparity patterns in the country and how did this affect the design of the organizations country programme? (Relevance)
- Did UNICEF, through its core roles, consistently promote an equity focus in the sectors in which it worked, prioritizing marginalized children and communities? How well coordinated have these efforts been vis a vis other partners efforts? (efficiency)
- To what extent did UNICEF's interventions result in more equity focussed policies and services? How has UNICEF contributed to shifting social norms that are the drivers of discrimination and inequities in the countries in which it works? (effectiveness)
- Are there any indications that equity gaps are reducing over time? To what extent can part of this change be associated with UNICEF contributions? What have been the most important other factors that have led to change/no change in equity? (impact)
- To what extent have government resource flows (staff and budgets) been mainstreamed for the promoted equity focussed services? What policies and measures have been put into place to reduce disparities? (Sustainability)

Although generally in our region the equity gaps in a number of areas are smaller in comparison with other regions - and access to services continues to improve - there are still persistent equity gaps despite economic and social gains in the region. Lessons learned in undertaking the MCEs from a methodological point of view included the following:

1. One of the main constraints to evaluating equity is the lack of disaggregated data.
2. Data on policies and supply of services are more readily available than data on quality of services or demand (particular beliefs and practices).
3. Given UNICEF's upstream work in this region (no/little direct service delivery), it may be unrealistic to assume that UNICEFs contribution will be measurable at the impact level (level of the child)?
4. Going back 10 years makes sense from the point of view of measuring impact –but practically speaking it is impossible to collect reliable and comparable data over such a long period.
5. Challenges but also opportunities for making multi-country evaluations relevant to country stakeholders.

Session Feedback (UNEG AGM/EPE participants)

- Sometimes relative change is more important than absolute change i.e. a doubling in Children with Disabilities in mainstream schools can be important even if the numbers are small.
- Evaluating the enabling environment is complicated. Thinking in terms of the political economy when looking at system level changes can be useful.
- Usefulness of the framework in driving the analysis of what approaches work and what work less well (what to stop doing).
- Clearly no system level change, however necessary, will be sufficient for leveraging changes at the level of the child and equity gap reductions.
- The group discussed explore the possibility that such approaches and frameworks be used in more volatile contexts (humanitarian).
- Participants discussed the shelf life and usefulness of such evaluations considering the multi country nature. The fact that MCEs are less politically sensitive that single country evaluations was also discussed.

- Given the heavy reliance on existing secondary data, taxonomy is important –data collection and usefulness depends on common definitions and measures that are often not available across countries in more intangible results e.g. well-being.

9d. Experiences using Outcome Harvesting and Most Significant Change by UNDP

Presenters: Chandi Kadirgamar (UNDP) and Alexandra Pitman (External consultant, Founder Impact Mapper)
There are no video recordings for this session

Following the presentation, there was one issue raised on whether the methods we were using could be used for "attribution" analysis and we confirmed that these methods were being used solely for "contribution analysis".

9e. Use of Evaluations by UNRWA

Presenter: Manuela Bucciarelli (UNRWA)
There are no video recordings for this session

The session was focused on sharing experiences on use of evaluation across different agencies, by presenting short case-studies. After an introduction of the participants to the World Café Session, the presenter briefly summarized the six messages that emerged from the research undertaken by UNRWA on use of evaluation in the UN System, including the methodology used (online survey, semi-structured interviews, case-studies).

The presenter then invited the owners of the case studies to share their case for discussion. Four case-studies were presented: GEF, ICAO, ESCAP and UNRWA.

Key Message 1: GEF-Country Level Evaluations

Country-level evaluations in GEF are mainly targeting the GEF council, national stakeholders, including GEF focal points, GEF Agencies and Secretariat. This case study emphasizes the systematic engagement of country stakeholders in the whole process, from the draft of the ToR to the discussion of preliminary findings.

Main conclusions reached by the audience:

- Systematic engagement of GEF stakeholders throughout the process is key to ensure ownership and promote use of evaluation
- It was important to involve operational focal points and track the M&E policy each agency has agreed upon
- The use of new modalities for engaging with stakeholders such as consultations platforms (webinars) was perceived to be effective and to be promoted

- Engage top management first on the vision of the evaluation

Key Message 2: ICAO- Result Based Management Evaluation

This evaluation was meant to inform ICAO governing body and senior management on the progress made in implementing the RBM approach in the organization. The main success factor, as highlighted by the case study owner, was the inclusion of ICAO Council Members who had championed performance management within the organization. Moreover the fact that the evaluation had used the JIU result based management model as benchmarking framework, helped strengthening the credibility of the evaluation.

Main conclusions reached by the audience:

- The adoption of key performance indicators (KPIs) and the encouragement to use outcome indicators by units was perceived to be very important. The introduction of training and workshops on performance management with senior managers were also very helpful to increase awareness and use of KPIs.
- Use of evaluation happens during the implementation.

Key Message 3: ESCAP- Trust fund for Tsunami

This evaluation was demand-driven (requested by the donors) and had therefore a strong focus on accountability of the Fund. It generated very useful recommendations on policy issues and management of the Fund that were translated into concrete actions that improved the performance.

In particular the evaluation led to a bigger focus on the process, results and to the implementation of a concrete resource mobilization plan.

One of the positive achievements of the evaluation was the data sharing component: after the evaluation, data are transferred from existing capacities/warning systems to those that did not have warning systems in place.

The main points discussed by the audience were:

- The high quality of the evaluation (and in particular the high expertise of the lead evaluator and high engagement of M&E staff) were key factors that contributed to useful and well-thought recommendations and therefore to high acceptance from senior management.
- Despite the evaluation had a strong summative focus, it allowed to point out results and areas of improvements that were positively accepted and led to changes.

Key Message 3, 4: UNRWA background paper

UNRWA Evaluation Division introduced the creation of a Background paper (or approach paper) on the subject of the evaluation. This document is drafted by the Evaluation Division together with the client and it is quite a long process which involves writing the history of the programme, the Theory of Change, the scope and the questions of the evaluation. This case-study emphasized the improvements in the quality of the evaluations where the background papers were developed in-house, compared to those in which the evaluators drafted the background paper.

The main points discussed by the audience were:

- In other agencies this product is called "Approach Paper" and it is usually published. In GEF (which follows WB procedures) it is not possible for the evaluator to write the approach paper.
- The idea of jointly developing the Theory of Change of the programme is a good approach which enhances stakeholders engagement and buy-in.

9f. Exploring current practices of self-evaluation in the UN system by UNCDF

Presenter: Andrew Fyfe (UNCDF)
No video available for this session

The objective of the session was to introduce the concept and practice of self-evaluation in UN agencies as an example of attempts to build evaluation cultures beyond the operations of stand-alone evaluation entities.

In so doing, the session responded directly to one of the conclusions of the recent Joint Inspection Unit analysis of the evaluation function within the UN system (JIU/REP/2014/6) which reported that:

> 'In developing their evaluation functions, organizations have focused more on responding to demands for accountability and **have not fully addressed other important elements such as developing the culture of evaluation and its use as a learning instrument for the organization**. This limits the sustainability of the function and the added value of evaluation.

It was also relevant to Strategic Outcome 2 of the UNEG Strategy 2014 – 2019 – *Supporting increased use of evaluation in support of programme learning and accountability* - which set out one of the possible areas of work for the group as:

> 'supporting the use of evaluation in programme design, planning, oversight and management through decentralized and self-evaluation functions'.

Main discussion points

The session began by situating the practice of self-evaluation within broader approaches to planning and measuring international development interventions with evaluation in mind.

Such approaches include a greater focus on **evaluability** at strategy, sector, thematic, project and programme levels at the planning stage of any intervention.

Examples discussed included **Evaluability Standards** and checklists that have been developed by UNCDF and UN Women for use by programme designers and those involved in programme and project appraisal as well as those responsible for designing programme measurement systems.

Examples of initiatives from outside the United Nations include the **Donor Committee on Enterprise Development (DCED) Results Measurement Standard** which sets out a series of eight steps to ensuring that programmes are designed and monitored with evaluation in mind, with a particular focus on the contribution of stand-alone projects or programmes to broader system-level changes, for example, in programmes targeting the improved functioning of market systems for the poor. For more information, please see: http://www.enterprise-development.org/page/measuring-and-reporting-results

Regarding **UNCDF's Programme Review tool** specifically, the session leader explained that the tool had been designed in response to the findings of an external review of UNCDF's evaluation architecture in 2011 which, alongside a positive assessment of the 'credibility', 'usefulness' and 'impartiality' of UNCDF's external evaluations, recommended that efforts should be taken to situate evaluation more clearly within UNCDF's '*broader efforts to* **systematically collect and analyse data on performance and results** *across the organization".*

Alongside a new emphasis on improved project planning and results reporting, the review tool was intended to empower Programme Divisions within UNCDF to apply and generate internal evaluative findings using standard evaluation approaches such as theories of change, mixed- methods approaches to measurement and matrices of evaluation questions which were organised according the 5 UN/DAC evaluation criteria. Managed by the Programme Divisions themselves, the tool has been successful in support results-focused adaptive programme management during programme implementation by generating not only snapshot analysis around performance to date at different levels of the results chain, but also providing recommendations around the ongoing relevance and appropriateness of programme design as well as the likelihood of sustainable results going forward. In so doing, the tool has complemented the organization's evaluation policy by allowing external evaluation to become more focused and strategic. In cases where programmes have been externally evaluated following the internal review, there has also generally been an increase in quality of external evaluative findings as the secondary data to which evaluators have had access has improved.

The session leader also briefly mentioned the **European Commission's Results-Oriented Monitoring** system (on which the UNCDF tool was based) and explained how since its introduction in 1998 as an external performance assessment tool, it has evolved to a situation where currently it is being used by the Government of Turkey as a way to internally assess the performance of external funds provided by the European Commission.

Conclusions and next steps

Participants seemed to find the session generally quite relevant to their attempts to strengthening evaluation cultures within their own organizations and requested examples of the UNCDF tool to be sent offline.

More broadly, the group reflected on how work on self-evaluation as part of a broader toolkit of measurement and review tools, including external evaluation, could be considered under UNEG. The session leader agreed to raise the question as part of work plan discussions under UNEG's Strategic Objective 2 Working Group in which he is a member.

10.   Innovations and Challenges in Designing and Managing Thematic Evaluations by UNCDF, UNFPA and UN Women – Thursday 12 March

Presenters: Andrew Fyfe (UNCDF), Inga Sniukaite (UN Women), Florencia Tateossian (UN Women) Alexandra Chambel (UNFPA)

Presentations: Click here to access the [presentations](#) and [video recording](#)

Introduction and Objectives

Designing and managing thematic evaluations is at the heart of what we do as central evaluation functions in the UN system, starting from the setting of evaluation objectives, selecting and managing evaluation teams, agreeing evaluation questions and methods for data collection and analysis, setting up governance and advisory structures to oversee evaluation processes, and promoting the dissemination of evaluation findings.

The objective of the session was to **explore good practice across the UNEG community in designing and managing thematic evaluations** – defined as 'an assessment of a selection of development interventions, all of which address a specific development priority that cuts across countries, regions and sectors' (DAC 2002) – as part of a broader push to improve **evaluation management and design capacity** amongst UNEG members.

Main discussion points

The 90 minute session proceeded as planned: UN Women and UNCDF presented examples of two complex thematic evaluations that they had designed and managed, highlighting specific innovations and challenges that they had faced: **Thematic Evaluation of UN Women's Contribution to Women's Economic Empowerment**[1] and a **Thematic Evaluation of UNCDF's Inclusive Finance Portfolio 2012 - 2013**[2]**.** The session then broke into 4 parallel discussion groups focused on the following distinct stages of the evaluation management cycle: i) designing thematic evaluations, ii) managing and overseeing thematic evaluations; iii) designing data collection and synthesis systems with transparency and efficiency in mind and iv) ensuring the utilisation of evaluation results.

i)   UNCDF and UN Women presentations

UN Women's presentation focused on a number of key innovations and challenges in a recently-commissioned wide-ranging thematic evaluation of UN Women's contribution to women's economic empowerment. Key innovations included a stand-alone evaluation criterion on gender equality and human rights, innovative methodologies such as collaborative outcome reporting, participatory video evaluation, and comparative qualitative case study analysis. The presentation also provided insights

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[1] Final report forthcoming in May, 2014. It will be available at http://gate.unwomen.org/
[2] http://erc.undp.org/evaluationadmin/manageevaluation/viewevaluationdetail.html;jsessionid=0CD54D265CADE8C23B43D49A75A8F7F6?evalid=5641

about challenges conducting participatory evaluation processes and applying quantitative methods for analyzing qualitative data.

UNCDF's presentation highlighted the innovative character of the evaluation for UNCDF which applied for the first time a theory-of-change approach to the assessment of portfolio performance, including assessment not only of UNCDF investments in stand-alone financial service providers but of UNCDF's support to policy-level (central banks, Ministries etc.) and meso-level actors (for example networks of microfinance institutions, credit bureaux) which together make up UNCDF's sector development approach to financial inclusion in the LDCs. It also discussed some of the challenges in aggregating data, quantifying qualitative performance assessment of contributions to sector development and in ensuring that the evaluators demonstrated rather than asserted their findings with a view to building ownership of evaluation findings.

ii)   Breakout discussions
1.   Designing thematic evaluations

The participants in the group discussed various evaluation designs used in the evaluation practice of UN agencies. For instance, FAO shared their experience in applying process tracing and challenges with quasi-experimental designs in their evaluations. The fuzzy set quantitative analysis technique presented by UN Women was discussed in detail, including the concepts of "fuzzy set" and statistical analysis applied. The majority of the participants were interested in the application of the theory-of-change approach in evaluations and identified it as a key tool for conducting thematic evaluations.

2.   Managing thematic evaluations

Discussions in this group revolved around who should conduct the evaluations and the relative merits of individual evaluators versus evaluation firms as well as different ways to set up effective evaluation oversight and management that included strategies for including key stakeholders in the process but ensuring appropriate distance from those being evaluated

Discussions also focused on some of the challenges involved in setting up and managing joint evaluations. Participants agreed on the importance of a theory-of-change approach to evaluation design as well as the need to be clear on the different objectives and focus of evaluations that were commissioned at the mid-term or final stages of programme implementation.

3.   Data gathering and synthesis

For this group, participants agreed on the need for clear differentiation of secondary from primary data sources at the planning stage and the value of using theories of change and evaluation matrices as frameworks for evaluation design, so ensuring that appropriate information gaps were plugged during the primary data collection stage of the evaluation.

They also agreed on the need for clear evaluation data management systems, including transparent reporting of raw data from the different lines of qualitative and quantitative evidence as well as clear and transparent procedures for aggregating data to allow appropriately-synthesized evaluation findings but which were clearly built on the data underlying the findings.

Participants also talked about the challenges of ensuring sufficiently transparent and comprehensive data reporting when time (and budgets) for writing evaluation reports was short.

4. Ensuring utilisation of evaluation results

Participants agreed on the need to ensure senior management ownership of evaluation processes from the very beginning of the evaluation management cycle to ensure maximum utilisation. Another strategy mentioned was to explicitly include inputs from Knowledge Management specialists in evaluation design with a view to ensuring evaluation results were 'packaged' appropriately depending on the different users of evaluations (senior managers, external stakeholders, policy specialists). UNICEF mentioned their Dissemination Strategy which had been drawn up with this in mind. The need to ensure maximum contact between evaluators and programme managers throughout the process was also mentioned.

Next steps

Participants agreed to share examples of particularly innovative thematic evaluations. We also agreed to discuss formalizing a specific work stream around managing evaluations under the UNEG strategy realizing that currently there are individual support documents available on the UNEG website (e.g. guidance on ToRs, and how to write inception reports and evaluation reports) but nothing that currently brings it all together as a central resource following an evaluation management cycle approach.

11. Communications and Knowledge Management Session by IFAD, GEF and UNWRA, Thursday 12 March

Chaired by: Oscar Garcia, IFAD

Presenters: Johanna Pennarz (IFAD), Kseniya Temnenko (GEF), Robert Stryk (UNRWA)

Presentations and video: click here to access the presentations and video recording

Oscar A. Garcia (IFAD) chaired the session. The knowledge-sharing method used was press conference format which was highly interactive and provided ample space for questions and answers. The session was well attended with more than 80 participants from all organisations represented at UNEG.

The session explored ways of making evaluation more influential by discussing the following questions:

1) How communication and outreach functions can be integrated into the evaluation cycle; and
2) How tailored communication tools and products for different audiences (including social media) can support institutional learning and change and increase the credibility of evaluative knowledge.

The session started with short presentations from IFAD, the Global Environment Facility (GEF) and the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA).

The first presentation, "Communicating evaluations: The experience of the Independent Office of Evaluation of IFAD", was delivered by Johanna Pennarz (IFAD). The presentation illustrated the communication approach in the evaluation cycle at the Independent Office of Evaluation of IFAD (IOE) and gave an overview of the activities and tasks performed by the IOE's Evaluation Communication Unit, and its communication products. It presented IOE's communication approach and how communication is systematically integrated into the evaluation cycle at IFAD. It presented the range of communication products tailored to different audiences and presented some innovative communication formats, such as videos and visual sheets. Main lessons learned are that communications has made evaluations more visible and more appealing; that broader and more diverse audiences have been reached; that communications has supported feedback and learning within the organisations, and that the additional in-country feedback loop has been important to support agreement on follow-ups.

Kseniya Temnenko (GEF) delivered a presentation on GEF's Independent Evaluation Office and its approach to communication before, during and after the evaluation process. GEF highlighted the importance of innovative approaches to communication. It presented examples of video clips and infographics used for communicating key messages stemming from complex evaluations. It also talked about GEF's pilot approach to systematic communication and stakeholder engagement during the evaluation cycle. The main lessons are that communication for global and diverse audiences will be more effective if it uses the universal design principles: by providing concrete examples and applying clear language. Communication activities need to be planned and implemented from the beginning of the evaluation process. In addition, the evaluation community needs to continue learning on what works and what does not in evaluation communication.

The two presentations were followed by a short contribution by Robert Stryk (UNRWA) contrasting the sophisticated approaches of GEF and IFAD. UNRWA presented a less formalised, but highly contextualised approach to communicating with stakeholders in a conflict setting. UNRWA highlighted that the dialogue-culture is important within UNRWA's context and that public communication is very effective. Meetings have to be open and inclusive. They are the most important way of sharing findings and recommendations.

The presentations were followed by a lively and rich question and answer session which, due to the press conference format, created a relaxed space for large parts of the audience to ask their burning questions on specific practices and experiences.

At the end of the session the chair summarised the main discussion points:
- Communication should be embedded in the evaluation cycle to ensure its effectiveness.
- The participation of and feedback to beneficiaries is critical to facilitate the use of evaluation results
- Communication must be tailored to the cultural context. As demonstrated by the UNRWA example, the dialogue with key stakeholders and decision makers was part of the context in

which the evaluation took place and proved to be an effective way to communicate the results of the evaluation.

- Innovative approaches to communication are important. As shown by the GEF example the use of videos and info graphics enhances the ability to convey the key messages

- Social media can play a major role in disseminating main messages of evaluation reports but also in attracting the attention of potential readers of evaluation products.

- Questions were raised whether evaluations should aim to reach the general public or only the stakeholders engaged in the evaluation process. The main target audience should be the stakeholders including decision makers but in a context of open communications and big data the results of evaluations can be accessible to the general public and social media plays a critical role in facilitating access.

- It is important to use simple language to reach a wider audience but the communication messages should be quality assured to guarantee their accuracy.

- However, communication has to avoid over simplification. Evaluation deals with complex issues and the factors explaining performance are multiple, thus the risk of oversimplification should be taken into account.

12.   Strengthening Decentralized Functions by UNFPA, UNESCO, UN Women, UNDP and WFP, Thursday 12 March

Presenters: Alexandra Chambel (UNFPA), Hicham Daoudi (UNFPA), Amir Piric (UNESCO), Messay Tassew (UN Women), Heather Bryant (UNDP), Anneclaire Luzot (WFP)

Presentations and video: click here to access the presentations and video recording

UNFPA (Alexandra Chambel) briefly explained the organization of the session and introduced the presenting agencies - UNDP, UNWOMEN, UNESCO, WFP and UNFPA. The objective of the session was to exchange views on and approaches to strengthening decentralized evaluation functions and to draw lessons and suggest practical options. The session was organized in two parts: presentations by each agency followed by questions and answers.

I.   World Food Programme

Key points from discussion following presentation
- WFP defines decentralized evaluation as all those evaluations not conducted by the EO
- Challenges facing decentralized evaluation at WFP:
    - No corporate use of decentralized evaluation. In fact, there is often a complete lack of knowledge that a decentralized evaluation took place. Limited or no reference to the evidence generated by decentralized evaluation

- Resourcing for decentralized evaluation is ad hoc – no planning/budgeting - Exception: decentralized evaluation requested by donors as part of a project/programme
- There is no quality assurance system in place for decentralized evaluation

There is a strong need to set up a normative framework at WFP for decentralized evaluation
- Currently the majority of M&E officers at WFP are not evaluation specialists
  - Monitoring skills of colleagues are much stronger than evaluation skills (this emerged from a stock taking exercise/assessment)
  - A capacity building program for M&E officers (particularly in the context of decentralized evaluation) is needed
- Colleague from UNICEF underscored that decentralized evaluation strategies will take different forms depending on region, and the size and composition of the (regional) offices undertaking the evaluation
  - In UNICEF, for example, the team in the West and Central Africa Regional Office is quite small and therefore a decentralized evaluation strategy would look significantly different than one in ESA, for example, which houses a much larger regional office
    - Given this, WFP proposes one global strategy, covering both centralized and decentralized evaluation functions
    - The regional level will develop its own strategy, as well
- Decentralized evaluation efforts at WFP will face challenges (political and otherwise) in implementation, but robust discussion with regional directors has taken place and there is strong ownership.
- Financing decentralized evaluation is challenging – where will it come from? WFP is currently discussing with Finance Department possibilities for sustainable financing solutions to enable regional offices to take this on board
- Current evaluation architecture – reporting lines and configuration – needs to be further discussed.
  - At present, the M&E officer and the Programme officer report to Country Representative, raising questions on independence, objectivity and impartiality.
    - To improve impartiality, WFP requested COs to establish an evaluation committee during the course of an evaluation. WFP shared that the establishment of the evaluation committee was way to bring the M&E officer into the process in a systematic way.
    - Suggestion to consider a direct, independent, strictly evaluation reporting structure – where the CO M&E officer reports directly to the M&E function at the regional office and then to HQ.
- At the completion of an evaluation at the WFP, a discussion with a range of stakeholders (evaluation manager, consultants and others) takes place to assess the process.

II.   UNFPA

Key points from discussion following presentation
- UNFPA independent EO Quality Assurance role:

- - Currently the EO employs two relatively new mechanisms to help improve the quality of decentralized evaluation
    - All terms of reference for programme level evaluations are reviewed and approved by the independent EO
    - Evaluation consultants/team must be prequalified by EO
  - The EO also enhances capacities to manage and conduct decentralized country level evaluations:
    - Development of an adapted methodology
    - Corresponding training seminars for M&E staff (evaluation managers)
  - Quality assurance mechanisms in place:
    - 3 steps: QA of draft final report + final report by the CO evaluation manager in consultation with M&E regional adviser; Quality assessment of final report by the independent EO
- This approach, among other factors, has significantly improved the quality of decentralized programme level evaluations

- Issues were raised by the audience on the use of management responses - Should there be a management response for evaluations rated of unsatisfactory quality?
  - It was proposed that those evaluations that have been deemed poor quality – of which there are many within in the UN system (according to a recent JIU report) – should not have a management response
    - A management response could potentially legitimatize the evaluation, which could be quite dangerous (promoting a poor evaluation)
    - How to address these issues?
- Three key questions raised (echoed throughout) vis-à-vis quality assurance systems and decentralized evaluation that warrant further discussion
    - The credibility of the process
    - The quality of the final report – how is it determined
    - The Management response – should there be one if the report is of poor quality?

III.   UN Women

Key points from discussion following presentation
- Information shared on UN Women's Global Evaluation Oversight System (GEOS) – a quality assurance ratings system that rates the methodology, recommendations, and findings of an evaluation report.
  - Questions raised on the validity of the ratings given by GEOS
    - 40% of evaluations were deemed very good and 95% were deemed satisfactory
    - Were the high quality ratings inflated or were they, in fact, reliable? UN women confident in the ratings/believe them to hit the mark on quality.
    - UN Women does few evaluations – can really focus on quality.
- GEOS ratings of regional evaluations (evaluations done by the ROs) have improved

- GEOS includes a component for assessing the gender responsiveness of an evaluation (itself connection to the SWAP - UN System-wide Action Plan on Gender Equality and the Empowerment of Women)
    - UN-SWAP assigns common performance standards for the gender-related work of all UN entities
- UN Women's Global Accountability and Tracking of Evaluation Use (GATE) system is publicly available.
    - "GATE System is an on-line based Information Management System, which facilitates UNWOMEN's effort to strategically plan and effectively use evaluations for accountability, management for results, and knowledge management". GEOS is part of this system and can be accessed

IV. UNDP

Key points from discussion following presentation
- Challenges to impartiality with decentralized evaluations
    - Recent survey of consultants involved in evaluations showed that, for many, UNDP was the primary source of employment, raising concerns on impartiality/whether consultants are as critical as might otherwise be (i.e. not wanting to "bite the hand that feeds them")
    - Consultants also reported feeling pressured (including through threats to withhold payments) to soften findings
        - Consultants reported being pressured to change the text – not due to factional errors or omissions or to make it emotionally intelligence/rephrase (but retain the meaning) – but rather to alter the nature/meaning of the finding/conclusion itself
        - Pressure to have the evaluation return a "positive result" comes from different sources – any number of power relationships (could be top down or peer/lateral)
- Discussion on assessing impartiality as part of quality assurance system - can strengthened quality assurance systems improve impartiality?
    - o Suggestion to use audit trails more systematically at regional level (as currently being done at HQ)
    - o It was noted that rather than including a criteria of impartiality in the rating system of the evaluation report, could include impartiality in the QAS generally
        - Focus on the quality of the analysis and the findings, the causal links/logic between the interventions assessed and the intended impacts. This will surface issues of impartiality.
    - o The right balance needs to be struck between the accountability goal of an evaluation and the learning goal – this will also go a long way in ensuring impartiality (idea being that an excessive focus on accountability may create undue pressure to have a "good" evaluation and subsequently to distort findings)
    - o If the evaluation process is strictly independent from management and programme, impartiality will also improve.

- There is a lot of value in assessing the process itself (rather than just the output) of an evaluation. This can also surface issues of impartiality.
- What are the mechanisms available to resolve conflict/disputes on the quality of an evaluation?
  - Outside of management response, UNDP is currently discussing alternative mechanisms (there is a definite need for this, but nothing yet established)
  - Could consider asking Evaluation Reference Group to check the evaluation report for factual errors and omissions

V. UNESCO

Key points from discussion following presentation
- Evaluation function very weak at UNESCO. Decentralized evaluations happening in an ad hoc state – often responding to requests from donors. Noted that the quality of the decentralized evaluations for donors is often quite poor, but donors are accepting them nonetheless
- Challenge in ensuring that monitoring and evaluation built into programme design at the onset at UNESO.
  - In the project/programme design phase at UNESCO, evaluation is often not incorporated.
- Need to develop an indicative evaluation plan
  - Proposed a new approach: EO will develop a decentralized evaluations plan with the programme sectors; decentralized evaluations plan is rolling (subject to change)
- UNESCO has a very small field presence
  - US pulled funding for UNESCO after Palestine was given full membership. As a result of funding shortfalls, only 2 M&E in the field - one in Jordan, Brasil and another in Iraq.

13. Common Challenges, Uncommon Solutions: Evaluating peacebuilding interventions by Peacebuilding Fund M&E Unit (PBSO), Thursday 12 March

Organizer: Tammy Smith (PBSO)

Presenter: Vanessa Corlazzoli, Senior Manager of Design, Monitoring and Evaluation, Institutional Learning Team; Search for Common Ground (SFCG)

Presentations and video: click here to access the presentation and video recording

The session began with a presentation by Ms. Corlazzoli, who provided a framework for those in attendance of what has been accomplished in this somewhat young field of evaluating peacebuilding interventions and where some notable challenges remain. Ms. Corlazzoli noted that since the mid-2000s, the field has developed guidance for conducting peacebuilding-focused evaluations, has become more adept at conflict analysis, and have made progress on identifying better peacebuilding indicators to measure outcomes. Despite these advances, however, a number of challenges remain. Key among these is recognition that the dynamic and complex settings in which peacebuilding occurs

calls for flexible program design and implementation. Such flexibility, however, depends on robust monitoring that is frequently difficult in fragile contexts, as well as a shift in institutional cultures away from overly time-consuming programme design and rigid implementation.

Before opening the floor for discussion, Ms. Corlazzoli provided some possible direction for how the UN and others might recalibrate and pool their M&E work to better adapt to peacebuilding contexts. Among her "uncommon solutions", Ms. Corlazzoli offered:

- Recognizing that funding is limited, we should come together as a community **to pursue "common goods projects" that will benefit all**. SFCG's website, for example, acts as a repository for best practices, indicators, theories of change and other important peacebuilding resources. In addition, SFCG hosts a weekly online forum for practitioners' exchange on key topics relevant to M&E for peacebuilding. Consortia of a number of DC-based partners that are working on planning tools, indicators, and real time monitoring is another "common goods project."
- Consider **innovative approaches to visualizing data**. Best done through use of panel data, so establishing more robust monitoring schemes essential to improved peacebuilding evaluation quality and utilization.
- **Monitoring the intangible is difficult**. Pool intellectual resources together and provide training, coaching and exchange opportunities early on to improve this critical function.
- With better monitoring will come better analysis and, eventually, improved learning. This will only be possible, however, if organizational cultures shift to allow **open and frank examination of failures**. SFCG conducts "Failure Fares" to underscore internally that failure is OK, as long as it can be learned from. Greatest loss is failing but not understanding why.

Discussion Summary:

OIOS: Colleagues noted interest in failure fares, but also indicated that incentives are very high within the UN institutional culture for not revealing failure. How did SFCG manage to open up this kind of space?

VC: SFCG includes "failure fares" in every large/important corporate meeting. This makes it something everyone is exposed to and expected to contribute to, thus ensuring that no single office or unit is singled out for 'shaming.'

OIOS: Good monitoring often depends on getting out beyond the capital, yet in fragile contexts access to more remote locations can be tricky. How does SFCG approach this problem?

VC: Most SFCG staff in any given country are national staff, with better opportunities for access.
TS: Work in Somalia also provides some good examples for innovative use of third-party monitoring, using a combination of reporting done by implementing partners who are also monitored by the vendor who came in second during the RfP for the particular intervention. PBF is experimenting with third-party monitoring schemes in Mali and Burundi as a way of doing community-based monitoring of peacebuilding outcomes.

OIOS: Some of the best-quality evaluations turn out to be so time-consuming that – even if the conclusions and recommendations are well-grounded – they are no longer relevant. Given office-mandated policies there may not be many ways around this problem. At the very least, however, these untimely evaluations can provide good baseline data for the more development-oriented work that comes after peacebuilding/peacekeeping.

UNFPA: For offices like OIOS, which are independent and not linked to programming, how to ensure that recommendations are taken on board?

OIOS: Recommendations from OIOS are binding on the offices/programs being evaluated. In addition, because it is a Secretariat body, its reports receive quite high visibility by Member States, which places pressure on those being evaluated to respond.

UNFPA: How to evaluate value for money of peacebuilding interventions, when frequently the implementation costs are much higher because of the dynamic and difficult circumstances? How can Theories of Change help with this?

TS: One strategy is to consider the relative cost of not intervening. Given this kind of analysis, however, we need to recognize that not all interventions should be evaluated against the same criteria. Peace dividends, for example, that help a population through a difficult immediate post-conflict moment, may be somewhat fleeting. It is not necessarily fair or helpful to hold these interventions to the standard of "sustainability," since their purpose wasn't to create a sustainable project but to help instil faith in a peace agreement, begin to restore confidence in local government, or build bridges between distrustful communities. They should be evaluated on the basis of whether they manage this, and what the costs might have been to the context or to other programs if they hadn't been implemented.

UNICEF: On monitoring and indicators, UNICEF's PBEA initially tried to identify a set of global indicators. This exercise was fruitless, as it generated 100s of indicators across all implementation countries. Instead of trying to make all projects fit into the same boxes, UNICEF is piloting the use of case studies in a "developmental evaluation" approach. Here, the evaluator is a critical thinker who partners with programming staff and helps them learn along the way. We need to always be asking, "What do we want to learn from this process?"

14. Evaluation in Humanitarian Settings – The 'new normal' for UN Evaluators? By WFP and ALNAP, Friday 13 March

Presenters: Helen Wedgwood (WFP), Anne-Claire Luzot (WFP), Francesca Bonino (ALNAP), Martin Fisher (Independent Consultant)

Presentations and video: click here to access the presentations and video recording

The objectives of the EPE session were to reflect on challenges and key issues, share insights and practice, and enhance UNEG networking on HE. The EPE was an opportunity to discuss, in more depth than was possible at the AGM Session[3] on same topic, and:

- Consider the global context and UNEG's positioning
- Consider specificities of HE and share experiences of evaluating in humanitarian contexts
- Gather feedback on member interests and needs to better consider and apply HE issues in their evaluation practice.

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[3] See attached summary at the end this note.

WFP OEV Director Helen Wedgwood opened the session on Humanitarian Evaluation. Three panelists presented sessions on the following topics:

- Scene setting: humanitarian crises and evaluation issues: Anne-Claire Luzot, WFP
- Balancing accountability and ethics in humanitarian evaluations: Francesca Bonino, ALNAP
- Practical challenges in humanitarian evaluations: Martin Fisher, Consultant

Participants worked in interactive groups and discussed the following themes:

- Relevance of HE issues to UNEG community, sharing experiences, potential areas for UNEG work, and
- Gaps in current evaluation guidance, promising innovations, and how can UNEG collaborate to meet needs?

Key issues set in the concept note and reviewed during the session were:

a) Relevance of the International Humanitarian Principles to evaluation practice.

b) Accountability & Ethics: How can these be reconciled?

- Accountability Issues: Public funding to respond to crises brings donor accountability requirements. What about accountability to intended beneficiaries? Considering issues of humanitarian principles, access, timing, resources, can HE genuinely reconcile these, and if yes, then How?

- Ethical Issues: Ethics dimensions and dilemmas in humanitarian evaluation practice. Conducting evaluations in Humanitarian contexts can often expose people (evaluation teams, response staff, partners and beneficiaries) to risk. How far should we ethically go, in the pursuit of public accountability & organisational learning?

c) Implications for Approach & Methods: Characteristics of humanitarian settings pose special challenges for application of conventional evaluation approaches and methods. How unique are they, and what does recent experience offer on how to overcome them?

Key concluding comments of the session confirmed the widespread relevance of HE to UNEG members, welcomed AGM's agreement to formalize Humanitarian Evaluation Interest Group (HEIG) into UNEG's 2015 Work plan and called upon the HEIG to reach out to UNEG to formalize membership.

SO3 AGM Session held a breakout group on HE which confirmed broad interest and relevance to UNEG Members.

The AGM's Business Session agreed:
- The HEIG is now formalized into UNEG 2015 Work plan
- SO3 (sub-system wide) host but cross-cutting relevance to all SO's
- Reach-out to UNEG members to formalize membership, develop TOR/Work plan covering key interests, gaps, needs, opportunities across Members, and across the SOs
- Means can avail of UNEG secretariat support – e.g. website

This EPE session was first step to build the UNEG - HEIG.

15.   Professionalization by ICAO and UNFPA, Friday 13 March

Chaired by: Andrea Cook (UNFPA)

During the United Nations Evaluation Group's Evaluation (UNEG) Practice Exchange (2015, New York), a session dedicated to the professionalization of evaluation was held. The purpose of the session was to present the results of the UNEG working group on the professionalization of evaluation and to consult with session participants on the directions that UNEG should take in this domain. The session specifically focused on hearing from two UN and a non-UN entity to share perspectives on professionalization initiatives in their respective organizations (UN Women, WFP and UK's DFID)[4]. The Panelists were: Ms. Anna Hettinen, Head of Profession Evaluation, Evaluation Department, Department for International Development; Ms. Sabrina Evangelista, Evaluation Specialist, Independent Evaluation Office, UN Women; and Ms. Sally Burrows, Senior Evaluation Officer, Office of Evaluation, World Food Programme. The Annex provides a summary of the panel discussion with the invited guests and the questions and answer session following the DFID presentation.

The following issues were raised by the participants during the EPE session:

- There is a tendency that monitoring dominates over evaluation functions in hybrid positions (e.g. M & E positions)
- Creating an evaluation job family is important for a professional recognition and identity of evaluators and necessitates advocacy with HR policy management
- UNEG should have some guidance on job profiling for evaluation
- Self-assessment for evaluation competencies need to be designed using the SMART criteria
- Who will assure the quality of the assurer in quality assurance processes of a potential credentialing programme?
- The UN is already restrictive, therefore a key consideration is how inclusive recruitment processes for evaluators should be
- To what extent are existing academic courses and curricula used for professionalization initiatives?

The Annual General Meeting of UNEG has considered the results of the working group and agreed that work in this area should continue for the next biennium (2015-2016).

Strategic planning for the upcoming work programme will be determined during the month of April, 2015 by the Strategic Objective Vice-Chair and co-conveners, also taking into consideration the input received during the EPE 2015. The co-conveners welcomed new members joining the working group.

ANNEX
Panel Session Question and Answers:[5]

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[4] The content of the DFID presentation and those of other invited guests are not covered in this summary. The DFID Power Point presentation is available in the UNEG 2015 documentation.

[5] The Panelists were: Ms. Anna Hettinen, Head of Profession Evaluation, Evaluation Department, Department for International Development; Ms. Sabrina Evangelista, Evaluation Specialist, Independent Evaluation Office, UN Women; and Ms. Sally Burrows, Senior Evaluation Officer, Office of Evaluation, World Food Programme.

The questions to the Panelists were:

1. What has been the value of competency-based training in your respective organizations?

DFID: The value of the professionalization initiative at DFID has mostly been on enhancing evaluation quality and use, with a focus on better programming and policy. There has also been an enhanced recognition of the profession, and a stronger link has been forged between monitoring and evaluation. Adaptability and flexibility are important features of the accreditation process.

UNW: The UN Women professionalization initiative will be launched later this year (2015). The initiative was developed to focus on providing basic credentials to UN Women staff members managing evaluations outside of the Independent Evaluation Office because over 90% of evaluations are conducted at the decentralized level, and there is great interest in ensuring a robust evidence-base from which UN Women can use information for decision-making, learning and accountability. Additionally, in the past year several reviews looking at the evaluation function (JIU, UNEG peer review and MOPAN) indicated a need to strengthen the quality of decentralised evaluation.

WFP: WFP is creating competency-based frameworks for all functions in the Organization, focusing on investing in people and creating career pathways. This coincides with a decision to professionalize decentralized evaluation to complement the well-established centralized evaluation function. Competency-based training has not yet begun.

2. What is the level of organizational interest in professionalization? What does it seem to bring?

DFID: DFID's key pillars in professionalization include: quality assurance, governance and investment in staff. The professionalization of evaluation is now in its second stage of development and the evaluation cadre now has 160 members, with around 40 dedicated evaluation advisers. This is one of the 13 professional cadres in DFID and considered to be small to medium in size. The success factors in the professionalization of evaluation at DFID has been the non-hierarchical nature of the model, the appeal and visibility of the initiative and the possibility that generalist staff with an interest in evaluation participate. However, the challenges in the first stage of developing the professionalization initiative included how to link the accreditation to actual roles meaningfully, and the lack of clarity of expectation on how to move from one level to the next.

UNW: Demand can be assessed through the IEO Regional Evaluation Specialists who regularly receive requests from UN Women staff for support to evaluation processes and for evaluation capacity development. The evaluation strategic plan sets out the overall approach for enhancing the evaluation function, which includes evaluation strategic planning, evaluation quality assurance, enhancing use of evaluation and management response, and strengthening internal evaluation capacity. As part of its results based management, the number of staff who completed the professionalization initiative and the quality of evaluations will be tracked as key performance indicators. The expectation is that there will be a parallel rise in both KPIs, leading to more robust evidence for decision-making, learning and accountability at UN Women for achieving gender equality and women's empowerment.

WFP: WFP's Governing Board has declared the evaluation function as a "mission critical" function. Monitoring and vulnerability assessment are considered part of the same family, but distinct separate functions. Some of the competencies needed for evaluation are similar to those needed for monitoring and assessment. For these, the strategy is to align definitions and concepts in the respective competency frameworks, while clarifying those competencies that are different for each function. . There is a strong focus on the quality and credibility of evaluation at WFP and the assumption is that there is no point in doing evaluations if quality criteria are not met.

Questions and Answers: DFID experience in professionalization and creation of an evaluation cadre

1. Q: Given the heavy reliance on evaluation consultants by some organizations, and that professionalization mainly addresses competencies and accreditation of evaluation staff, how can professionalization go beyond the organization and address consultant and their competencies and input into evaluations?
   A: DFID evaluations are mainly conducted by consultants. Evaluation quality assurance and reporting is an important tool for improving standards. . Professional evaluation associations are open to the participation of consultants and DFID has a close collaboration with the UK Evaluation Society (UKES) and with the European Evaluation Society (EES).

1. Q: Is the professionalization initiative shared with DFID's Human Resources department?
   A: The Evaluation department took the lead in the professionalization initiative.

2. Q: What difference did the professionalization initiative make?
   A: To some extent this is hard to answer. Several other initiatives /changes were instituted since 2010 which have had an impact on the DFID evaluation function including the professionalization initiative, the establishment of the Independent Commission for Aid Impact (ICAI), and the decentralization of the evaluation function. These have resulted in increased evaluation coverage and greater variability in evaluation design. To support these changes professional accreditation is only one component, training, quality assurance and governance are also relevant.

16. National Evaluation Capacity Development (NECD), Friday 13 March 2015

Moderated by: Ada Ocampo, UNICEF and Florencia Tateossian UN Women

Speakers: Margareta de Goys (UNIDO), Colin Kirk (UNICEF), Marco Segone (UN Women),

Indran Naidoo (UNDP), Juha Uitto (GEF)

Presentations and video: click here to access the [documents](#) and [video recording](#)

The session was aimed at promoting a dialogue on the relevance on National Evaluation Capacity Development Support (NECD); at exchanging experiences, lessons and challenges; and at agreeing on UNEG future activities on NECD, in line with the recently launched General Assembly Resolution.

The session was approached as a Talk Show with five heads of evaluation offices – GEF, UNICEF, UNDP, UNIDO and UN Women acting as panelists. Three questions were posed to the panelists to elicit their views and to trigger an interactive dialogue with participants. The discussion focused on the relevance of National Evaluation Capacity Development for the UN; and on the role of UNEG in promoting and supporting national evaluation capacity development.

Panelists concurred on the need for better and more coordinated NECD while highlighting the dilemmas and opportunities associated with this type of work. It was mentioned that if the UN is to remain relevant then Agencies should join forces to identify the best strategies to strengthen country level capacities e.g. through regional networks. It was also highlighted that UNEG should take advantage of its capacity to reach, directly and through its members, key stakeholders e.g. governments, civil society, NGOs; and of its role as a neutral broker for south-south cooperation. Both panelists and participants highlighted the importance of working together to mainstream evaluation in the SDGs.

Towards the end of the session, four proposals/action points to move forward the NECD agenda were highlighted:
1. Improve the capacity of UNEG to share products with colleagues in the field. There is a wealth of UNEG resources that have answers to the questions being posed by the field. These resources are not necessarily reaching the field level. A more effective strategy will allow UNEG to share its products and help support national evaluation capacity.
2. Better coordinate among UNEG members on NECD. There are a number of UN Evaluation Offices that are already working in NECD albeit in solos. UNEG should foster the creation of synergies so that all the work can be coordinated for better impact.
3. Improve the capacity of UNEG to coordinate 3 levels of work i.e. central-regional-country. While currently, the focus is on the central level, there is room to support the regional level. If UNEG cooperates with evaluation regional groups, they will be better positioned to work with UNCTs.
4. Strengthen the coordination with other partners, such as Evalpartners. It would be a great opportunity for UNEG to co-chair EvalPartners to move forward the evaluation agenda and especially NECD in a coordinated way. Evalpartners has an annual work plan which includes NECD. Therefore, working together can become an opportunity
5. UNEG should lead the work of UN evaluation and SDGs, that is, mainstreaming evaluation in SDGs and making sure the SDGs are evaluable.

17.   A UNEG fit for the Post 2015 Agenda, Friday 13 March

Marco Segone as the incoming UNEG chair gave an update of the vision and report from the AGM, with specific focus on UNEG and the post 2015 agenda. He said that this is an opportunity as the SDGs will be approved in September, and unlike the MDGs, this has been a participatory process with the involvement of Member States and Civil Society with a comprehensive 17 goals. The SGDs are also universal and will be translated into national strategies and goals; and here is currently a UN process of rethinking itself, and how it will remain relevant in the context of the post 2015 agenda. He also mentioned that the Evaluation Community has also had several agendas on recently, the adoption of the resolution on national evaluation capacity development in December last year, 2015 as the International Year of Evaluation, a global evaluation agenda for 2016-2020 are some of the priorities currently been discussed.

Marco spoke about how to ensure UNEG will be fit for purpose in the post 2015 agenda. This will happen through several ways; UNEG will consolidate and enhance the work that is already underway: (a) Strengthening the evaluation function (b) Revising the norms and standards (c) Updating the peer review framework (d) Work on professionalization (e) Use of evaluation – which has been pointed out as the weakest part of the equation in the JIU assessment (f) Enhancing new frontiers – reaching out to policy makers and contributing to the SDGs, and continue to advocate for mainstreaming evaluation within the SDGs. He went on to say that the SDGs should be evaluated, work on evaluability assessment and providing evidence of the SDGs through systematic reviews to synthesize evidence of evaluations produced through UNEG (g) National evaluation capacity development to enable countries to evaluate through partnerships (h) Independent System-wide Evaluation in which UNEG has a place in the management group.

Marco finished by saying UNEG is diverse and it is this diversity that is our richness and therefore UNEG should be relevant to all UNEG members and each member should act an ambassador for UNEG. He encouraged members to participate in the strategic objectives working groups.

Deborah Rugg, the outgoing Chair, thanked Marco for taking on the role as Chair as this is quite a demanding role. She spoke briefly on 3 key points: (a) **Partnerships** as the way of the future. UNEG/the Evaluation Community has been able to forge some really good partnerships over the years, but stressed that this is still fragile and therefore there needs to be an intense vigilance to carry this work forward and continue to nurture the profession within the UN by educating others on evaluation; (b) **evaluators being fit for purpose** – evaluators need to get out more, beyond the evaluation function for example been represented in the data revolution, big data as well as peer to peer education are the two requests from Member states. This is how best others will learn more about evaluation; (c) **transformation** – this is a great opportunity as the world has changed and continues to change, the opportunity for dialogue is open, and this is a great opportunity for evaluation to stay focussed and keep walking the talk.

Official closing of the 2015 EPE: Colin Kirk (UNICEF) and Juha Uitto (GEF) officially closed the 2015 EPE by thanking participants and session leaders as without them the EPE will not be a success and also thanked the UNICEF team for the planning and organization of the event. Real-time feedback from the participants were overall positive with some very useful lessons and feedback for future EPEs. The feedback and lessons learned from the 2015 EPE can be found in the lessons learned report.

Annex: Participants List - Registered participants, provided by UNEG Secretariat

Names	Organization
Janet Wieser	DPI
Jennifer Park	DPI
Bo Li	DPI
Clairene Alexander	DSS
Alexander Baranov	DSS
Daniel Igartua	DSS
Sunglim Kim	DSS
Eskedar Nega	ECA
Edgar Dante	ESCAP
Ramla Khalidi	ESCWA
Sonya Knox	ESCWA
Marta Bruno	FAO
Carlos Tarazona	FAO
Omar Awabdeh	FAO
Juha I. Uitto	GEF
Anna Viggh	GEF
Aaron Zazueta	GEF
Jeneen Garcia	GEF
Juan Portillo	GEF
Kseniya Temnenko	GEF
Neeraj Negi	GEF
Stefan Knolle	IAEA
Leslie Thomas	IAEA
Olivier Myard	ICAO
Judita Janovic	ICAO
Oscar A. Garcia	IFAD
Ashwani Muthoo	IFAD
Johanna Pennarz	IFAD
Guy Thijs	ILO
Annabelle Viajar	IMO
Sukai Prom Jackson	JIU
Naomi Asukai	JIU
Kelly David	OCHA
Jennifer Worrell	OHCHR
Sabas Monroy	OHCHR
Mona Fetouh	OIOS/IED
Donald Njelesani	OIOS/IED
Deborah Rugg	OIOS/IED
Claudia Ibarguen	OIOS/IED
Arild Hauge	OIOS/IED
Ellen Vinkey	OIOS/IED
Yee Woo Guo	OIOS/IED

Anna Guerraggio	OIOS/IED
Barbora Farkasova	OIOS/IED
Juan Carlos Peña	OIOS/IED
Jan Muir	OIOS/IED
Natsuko Kodama	OIOS/IED
Robert McCouch	OIOS/IED
Milena Muhadinovic	OIOS/IED
Quintin Chou	OIOS/IED
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David Kanja	OIOS/ASG
Byung-Kun Min	OIOS/OUSG
Maria E. Munoz	OIOS/OUSG
Yun Jae Chun	OIOS/IED
Demetra Arapakos	OIOS/IED
Christa Lex	OIOS/IED
José Gonzalez Trevijano	SDG-F
Jose Carlos Ferrer	SDG-F
Rebekah Kosinski	SDG-F
Teresa Burelli	SDG-F
Marco Segone	UN Women
Inga Sniukaite	UN Women
Florencia Tateossian	UN Women
Messay Tassew	UN Women
Shravanti Reddy	UN Women
Sabrina Evangelista	UN Women
Salil Panakadan	UNAIDS
Elisabetta Pegurri	UNAIDS
Andrew Fyfe	UNCDF
Judith Karl	UNCDF
Xavier Michon	UNCDF
Indran A. Naidoo	UNDP
Michael Reynolds	UNDP
Fumika Ouchi	UNDP
Roberto La Rovere	UNDP
Heather Bryant	UNDP
Alan Fox	UNDP
Olivier Cossée	UNDP
Dilnoor Panjwani	UNDP
Chandi Kadirgamar	UNDP
Alexandra Pittman	UNDP
Ximena Rios	UNDP
Thi Kieu Oanh Nguyen	UNDP
Catherine Haswell	UNECE
Michael Spilsbury	UNEP

Elisa Calcaterra	UNEP
Susanne Frueh	UNESCO
Amir Piric	UNESCO
Andrea Cook	UNFPA
Olivia Roberts	UNFPA
Louis Charpentier	UNFPA
Alexandra Chambel	UNFPA
Valeria Carou-Jones	UNFPA
Hicham Daoudi	UNFPA
Alberto Garcia	UNFPA
Mahbub U. Alam	UNFPA/RO
Reginald Chima	UNFPA/RO
Nassrin Farzaneh	UNFPA/RO
Simon-Pierre Tegang	UNFPA/RO
Machiel Salomons	UNHCR
Colin Kirk	UNICEF
Abigail Taylor Jones	UNICEF
Krishna Belbase	UNICEF
Laura Olsen	UNICEF
Mathew Varghese	UNICEF
Laurence Reichel	UNICEF
Samuel Bickel	UNICEF
Jérémie Toubkiss	UNICEF
Koorosh Raffii	UNICEF
Yodit Abdisa	UNICEF
Kathleen Letshabo	UNICEF
Ada Ocampo	UNICEF
Inoussa Kabore	UNICEF, WCARO
Dalma Rivero	UNICEF
Geeta Dey	UNICEF
Tina Tordjman-Nebe	UNICEF
Allison Goforth	UNICEF
Prashant Menon	UNICEF
Abdoulaye Seye	UNICEF
Rogerio Oliveira	UNICEF
Lori Bell	UNICEF
Margareta de Goys	UNIDO
Javier Guarnizo	UNIDO
Adan Ruiz Villalba	UNODC
Katharina Kayser	UNODC
Robert Stryk	UNRWA
Manuela Bucciarelli	UNRWA
Rosemary Kalapurakal	UNV
Gelfiya Schienko	UNV

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Helen Wedgwood	WFP
AnneClaire Luzot	WFP
Elil Renganathan	WHO
Itziar Larizgoitia	WHO
Anand Sivasankara Kurup	WHO
Thierry Rajaobelina Raelison	WIPO
Claude Hilfiker	WIPO
Julia Engelhardt	WIPO
Lucinda Longcroft	WIPO
Caroline Heider	World Bank
Alok Ojha	WMO
Sonila Aliaj	UNEG Secretariat
Jin Zhang	UNEG Secretariat
Serwah Asante	UNEG Secretariat
Cathy Nyawire	OIOS
Rose-Flore Martelly	UN Women
Tammy Smith	PBSO
Jelena Zelenovic	PBSO
Brook Boyer	UNITAR
Chaitali Chattopadhyay	UNOPS
External Participants/Speakers	
Francesca Bonino	ALNAP
Emmanuel Jimenez	3ie
Alexandra Bernard	WIPO Guest/ EPE Participant - Johnson Graduate School of Management Cornell University
Rafael Escalona	WIPO Guest/ EPE Participant - Johnson Graduate School of Management Cornell University
Prof. Soumitra Dutta	WIPO Guest/ EPE Presenter - Johnson Graduate School of Management Cornell University
Anna Hettinen	DFID
Yuki Lo	Children's Investment Fund Foundation (UK)
Vanessa Corlazzoli	Senior Manager of Design, Monitoring & Evaluation, Search for Common Ground
Martin Fischer	Independent Evaluator
Alexandra Pitman	Founder of Impact Mapper
Anasse Aissame	ISDB