



UNEG

United Nations Evaluation Group

Compendium of Evaluation Methods Reviewed – Volume II

Real time learning
Remote data collection
Stakeholders engagement
Assessing causal relationships

December 2022

Dates: December 2022

This document has been prepared by the UNEG Methods Use and Appropriateness Working Group for discussion under the Strategic Objective 2 session at the UNEG Annual General Meeting 2023.

The Working Group invites comments on how to improve its structure, content and ultimately utility for the UNEG community.

See also:

→ [Compendium of Evaluation Methods Reviewed \(Volume 1\) \(2020\)](#)

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Foreword

Strengthening the professional capacity of UN evaluators to design and manage evaluations is a central objective of the United Nations Evaluation Group (UNEG) Strategy for 2020 – 2024 as UNEG aims to support the professionalization and capacities of its membership and safeguard and bolster the quality of evaluation practice in the UN system.

This in turn will help ensure that evaluations within the UN system can produce knowledge and evidence that can be used to inform relevant, effective, sustainable UN support to Member States to achieve the Sustainable Development Goals.

The continuous effort to leverage evidence-based decision making at all levels of the delivery chain, whether humanitarian, development or peace, remains a primary focus of UNEG. This can only be achieved through the application of credible evaluation methods. It is in this vein that I welcome the efforts of the UNEG Working Group on Methods. Volume II of the compendium of methods looks at four themes through the lens of specific evaluation methods:

- Methods and approaches that facilitate real-time learning (developmental evaluation),
- The use of technology and social media for [remote] data collection (geospatial methods and social listening),
- How best to support full participation of partners and beneficiaries, bearing in mind the centrality of the Leaving No One Behind objectives to the SDGs and the challenges posed by the pandemic to reach out the most vulnerable groups (stakeholder engagement), and

→ Methods and approaches to assess the causal relationship between what UN agencies deliver and the results that they claim at different levels of their impact pathways (process tracing and case study and case-based approaches in evaluation).

This document takes stock of how these methods have been applied in concrete UN evaluation contexts during the COVID-19 crisis and is a useful resource for evaluators seeking to expand the range and diversity of methods and approaches in their evaluation work.

I would like to thank in particular the coordinators of the group: Tina-Tordjman-Nebe (UNDP), Henri van den Insaert (UNHCR), and Francesca Carini (UNHCR), for carrying forward the work of the group in 2021 and 2022, and I look forward to continued work by the Methods Working Group in the future.

Oscar A. Garcia

UNEG Chair

New York, December 2022

Introduction

The period 2021-2022 was characterized by the deepening of the COVID-19 pandemic along with the advent of an era of 'polycrisis': The climate emergency is hitting harder and faster than projected; global inequalities have risen to early 20th century levels; conflicts are at their highest levels since the Second World War, exacerbating a cost-of-living crisis and rising food and energy insecurity. As the world's population reached 8 billion in November 2022, the number of forcibly displaced people passed the 100 million mark for the first time ever.

The evaluation community has a significant role to play in shaping the choices and pathways that could be taken to pivot into the future we want. In particular, the exponential rate of innovation and technological advances in all parts of the world are bearing great promise in our ability to harness humanity's immense collective power to tackle the defining challenges of our times.

As evaluators, we have stayed and delivered throughout the worst of COVID-19. Evaluations were conducted remotely, drawing more heavily on secondary sources and online interviews, and increasingly relying on the talent and contextual knowhow of national and local evaluators. At various points, the evaluation community reflected on ways to capture and amplify the voices of the most left behind populations – those not easily reached by remote interviews. It learned lessons from past crises and from those regularly evaluating under crisis conditions, adjusting evaluation criteria, questions and methods. And it questioned the need to fly international evaluators around the world, adding to the collective carbon footprint of our profession.

In this context, the work of the UNEG Working Group on Methods was more pertinent than ever. Through its workstream on 'use and appropriateness' of methods, UN evaluation practitioners continued to reflect on appropriate evaluation designs and

discuss what adjustments worked and didn't work as the crises evolved. Early in 2021, the group held two webinars, on 'Version Two: Choosing Appropriate Evaluation Methods – A Tool for Assessment and Selection' and 'Adapting Evaluation during the COVID-19 Pandemic: the Rainbow Framework' to set the scene. Both approaches emphasize the need to select evaluation methods suitable to the questions the evaluator wishes to answer, and feasible given evaluability considerations and the monitoring data at hand. The Rainbow Framework also assists with systematically planning and implementing evaluation activities from start to finish. Working Group members discussed how they used the two frameworks for revising their workplans, re-designing their ongoing evaluations and designing new evaluations in the context of COVID-19 restrictions.

Through short and concise summaries of evaluation methods, it is our hope that this compendium will encourage evaluation practitioners to further broaden and sharpen their methodological toolbox to produce evaluations that are useful in changing times, to support the UN family in maintaining international peace and security and promote social progress, better living standards and human rights.

The UNEG Methods Group Coordinators

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Setting Our Priorities

In defining our focus of work for the period 2021-2022, and remembering our primary objective for this work to be useful to evaluation practitioners working across the full range of UN system work, the group came up with the following priority areas:

1. Methods and approaches that facilitate real time learning.
2. The use of technology and social media for [remote] data collection.
3. How best to support full participation of partners and beneficiaries, bearing in mind the centrality of the *Leaving No One Behind* objectives to the SDGs and the challenges posed by the pandemic to reach out to the most vulnerable groups.
4. Methods and approaches to assess the causal relationship between what UN agencies deliver and the results that they claim at different levels of their impact pathways.

Methods Discussed

The table below groups the sessions organized under the above four overarching areas; each of them is discussed in a separate brief that presents the main features of the

methods and approaches reviewed as well as any challenges and lessons learned that emerged from their application.

Themes Reviewed by the Working Group (2021-2022)

UN agency and guest speakers	
1	Real-time learning approaches (Developmental Evaluation) UNFPA, WFP, Inspire to Change (Dr. Nora Murphy Johnson)
2	Use of technology and social media for evaluation data collection (Geospatial Methods and Social Listening) GEF, MINUSMA, UNICEF, London School of Hygiene and Tropical Medicine (Dr. Heidi J. Larson)
3	Stakeholder engagement in evaluation FAO, UCL Institute of Education (Dr. Sandy Oliver)
4a	Advanced analytical techniques that can be applied remotely (Process Tracing) UNDP, University of Aarhus (Dr. Derek Beach), ITAD (Dr. Zoe Sutherland)
4b	Case study and case-based approaches in evaluation Dr. Linda Morra Imas, independent consultant

Real-time Learning Approaches

2.1. Developmental Evaluation

This brief describes the use of **Developmental Evaluation**, its key features as well as lessons learned from applying this evaluation approach within the UN context. Experiences discussed during the two webinars on Developmental Evaluation organized by the UNEG Evaluation Methods Working Group in 2021 and 2022 are also presented.¹

Why conduct a developmental evaluation?

Developmental Evaluation (DE) is a term coined by Michael Quinn Patton in the mid-1990s. This approach has gained more and more traction over the past years as being particularly suited for assessing, informing and supporting innovative and adaptive development, especially in complex and dynamic environments where a knowledge

base is not yet established. DE can be used for a range of purposes, including ongoing programme development, generating innovations and taking them to scale, facilitating rapid response in crisis situations and accompanying organizational change.²

Key characteristics of DE?

- Focus on development and adaptation (versus improvement, accountability or summative judgment)
- Takes place in unpredictable complex dynamic environments
- Feedback is rapid, or as real-time as possible
- The evaluator works co-creatively with social innovators to conceptualize, design and test new approaches in a long-term, ongoing process of adaptation

What are the advantages of this method?

DE is **highly adaptive and versatile**. It helps identify options and solutions while navigating through non-linear and complex environments, for which more traditional evaluation approaches are not always well suited.

It is based on a **forward-looking and utilization-oriented approach**. DE involves multiple co-creation processes with evaluation users, thus promoting a high level of participation and ownership of results.

It entails a continuous process of **data collection and feedback loops**, which support timely decision-making and adaptation. This real-time feature of DE helps maximize utility and learning while also enabling quick course correction.

What are the disadvantages of this method?

DE implies a high-level of flexibility, as it is **more time consuming and resource-intensive** than traditional evaluation approaches. Budgeting for a DE can be difficult since this does not entail a predictable process from the onset.

Compared to a summative evaluation approach (and most formative approaches),

DE entails a **higher level of stakeholder engagement** through a regular sequence of feedback loops and co-creation activities as well as an iterative process of data collection. If not carefully planned, this high level of participation could cause fatigue while the large amount of data generated may be difficult to absorb.

When should you use/not use this method for evaluation?

DE is not necessarily appropriate to all contexts and evaluation purposes. DE is particularly useful when there is willingness to experiment, there are no predefined theories of change or known solutions to a given problem, and multiple pathways are possible.³

Different from formative evaluations, whose primary purpose is to gather information that can be used to improve or strengthen the implementation of already established

models or programmes, DE is more suited for developing new initiatives or also testing new models.⁴

In case of doubt, a fidelity check can be run to understand whether DE is the most appropriate method to use.⁵ Hybrid models, combining DE principles with elements from other evaluation approaches, can also be explored (e.g., see WFP's experience below).

How has this method been used in the UN?

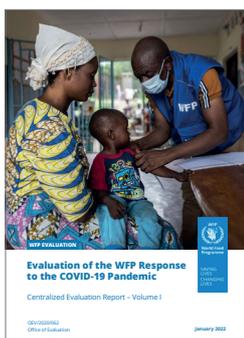
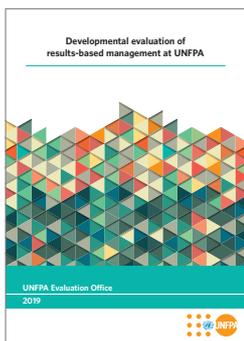
UNFPA: In 2019, the UNFPA Evaluation Office conducted a centralised DE, to develop the next stage of its results-based management (RBM) system. DE was used to help identify the root causes of persistent bottlenecks that hindered the effectiveness of the old RBM, while also bringing in new evidence and solutions for the way forward.

Starting from the identification of five creative tensions (gaps and challenges), which prevented the old RBM system from optimizing its performance, an evaluative inquiry framework was outlined. Through different data collection and feedback loops, six leverage points (areas where small changes can produce large improvements) were identified as possible solutions. These included the development of a shared conceptual framework on RBM; revising the RBM system requirements, procedures and tools; increasing the use of evaluations; revamping HR competency and recruitment frameworks; looking into behavioural transformation; and increasing dialogue with the Executive Board on accountability and reporting.

See [here](#) for additional information.

WFP: Between February 2020 and June 2021, WFP conducted an independent evaluation of its response to COVID-19 to meet both the organization's learning and accountability needs. The evaluation adopted a 'retrospective developmental' design, which focused on examining the adaptive capacity of WFP under pandemic conditions. This was a hybrid approach, which combined DE elements with a summative component on assessing results. Specific emphasis was placed on how the response developed, rather than a traditional theory-based evaluation. Cross-fertilization, stakeholder engagement and regular feedback loops were central to this approach

See [here](#) for additional information.



What challenges were encountered?

- For many, DE is still a new concept that requires a shift in mindset, especially for those used to working only with summative evaluation approaches. The flexible nature of DE as well as the novelty of some of its principles can lead to confusion, for both evaluators and evaluands.
- Reluctance to engaging in co-creative and highly participatory processes remains a common challenge in the practice of this evaluation approach.
- Evaluators' independence may be questioned, as these are typically embedded within the same team that is subject to the DE. This means that a new type of relationship between evaluators and evaluands has to be established.
- Conducting a DE requires a different set of skills and competencies compared to summative evaluations. Finding experienced consultants who can undertake this type of exercise in the UN system can often be time consuming.
- The UN is still very much accountability-focused when it comes to evaluation, while DE is more learning- and utilization-oriented. Finding a balance between both learning and accountability needs within the UN can be challenging.
- In entities where programmes are fully established with a standard and rigid theory of change or/and approach for implementation, incorporation of or adherence to DE principles may be difficult at this stage of implementation.

Key lessons learned

- Holding a workshop with stakeholders early on in the DE process to explain what this approach entails and what its benefits are can be highly beneficial in mitigating any negative perceptions. This ensures that those who are new to DE are aware of its key features and added value. Such workshops can also help foster engagement, build trust and lay down a solid ground for collaboration.
- Managing expectations as early as possible is essential to avoid disappointment. For example, conducting a DE in a large-scale emergency response is not always feasible, so risks and limitations should be clear from the onset. Scoping exercises are recommended to better understand whether a DE approach is appropriate for a given context or if other options (including hybrid ones) should be pursued instead.
- DE requires a substantial investment in both human and financial resources. It also means devoting time to process management, which can be time consuming and place a big burden on the commissioning entity. A mitigation measure would be to outline a detailed DE process well in advance.
- Conducting DE quality assurance can be challenging. In the absence of tools available for this purpose, the UNFPA Evaluation Office decided to develop its own developmental evaluation-specific QA grid and guidance.⁶ This turned out to be very useful in assessing the quality of DE.

Resources

Books

Patton, M. Q. (2010). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. New York, NY: Guilford Press.

Gable J. et al. (2021). *A Development Evaluation Companion*. The McConnel Foundation.

Links

Assessing the Quality of Developmental Evaluations in UNFPA. Link [here](#).

Better Evaluation Website. *Developmental Evaluations*. Link [here](#).

Blue Marble Evaluation Initiative. Link [here](#).

Developmental Evaluation of Results-Based Management at UNFPA. UNFPA Evaluation Office (2019). Link [here](#).

Diagnostic Checklist for Developmental Evaluation by Cabaj M. Link [here](#).

Evaluation of WFP's Response to the COVID-19 Pandemic. WFP Office of Evaluation (2022). Link [here](#).

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- 1 The first webinar took place on 10 November 2021 and featured presentations from the World Food Programme (WFP) and the United Nations Population Fund (UNFPA). The second webinar took place on 23 June 2022 and featured an expert lecturer (Dr. Nora Murphy).
 - 2 Michael Quinn Patton, 'Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use', Guilford Press, 2011.
 - 3 Ibid.
 - 4 Patton, M. Q. (2009). Developmental evaluation as alternative to formative assessment. [Web Video available [here](#)].
 - 5 See an example of a diagnostic checklist for DE [here](#).
 - 6 See UNFPA QA grid for DE [here](#)
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Use of Technology and Social Media for Evaluation Data Collection

2.1. Geospatial Methods

This brief describes the use of geospatial methods in evaluations and social listening as a method applied to inform programme design. Experiences, challenges and lessons learned from applying these methods within the UN context are also shared in this section. Insights and reflections that emerged during the webinars on remote sensing and social listening organized by the Working Group in 2021 are also included.⁷

What is a geospatial method?

Geospatial data is unique as it has spatially explicit information. It can be gathered from remote sensing platforms, geotagged photographs and ground sensors. Survey datasets also have geolocation information. The geospatial methods include the creation, collection, analysis, visualization and interpretation of geospatial data.

Geospatial data and methods can provide spatially explicit, synoptic, time-series data for various earth system processes, and therefore have been used in the monitoring and assessment of environmental processes for the past four decades.

What are the advantages of using geospatial approaches in evaluation?

- Geospatial methods are efficient. We don't need to visit all the intervention sites. It can save us financial and human resources and can be very useful when working in hard-to-reach areas, especially in fragile and conflict-affected situations (FCS).
- Geospatial analyses are scalable, and one can perform analyses at the project site, portfolio or global level.

- These methods provide objective evidence and thereby aid transparency.
- These approaches work well in a mixed-methods framework and help deal with common evaluation challenges such as lack of baseline, finding the right counterfactuals, and addressing accessibility issues.

What are the disadvantages of this method?

- Depending on the scale and purpose of the evaluation, geospatial data and associated analyses may require high-performance computing generally not available in evaluation offices and could be expensive.

- Availability and accuracy of contextual variables are often an issue and vary widely across countries and sites.
- These approaches also require field verification.

When should you not use this method for evaluation?

Despite its usefulness in answering a variety of evaluation questions, this method may not be appropriate for answering 'how' and 'why' questions.

How has this method been used in the UN?

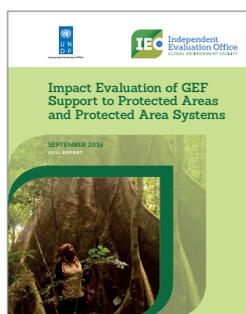
'Evaluation on Impact of GEF Support to Protected Areas' jointly conducted by the Independent Evaluation Offices (IEOs) of the GEF and UNDP. The evaluation assessed the impact of GEF investments in non-marine protected areas (PAs) and PA systems.

As the financial mechanism for the UN Convention on Biological Diversity (CBD), the GEF's Strategy is consistent with the CBD's Strategic Plan and is reflected by its support to protected areas for the past three decades. Between 1991 and 2015, the GEF provided US\$3.4 billion in grants to 618 projects, matched by US\$12.0 billion in co-financing, to help protect almost 2.8 million km² of the world's non-marine ecosystems (GEFIEO 2016).

Assessing the effectiveness and impact of GEF supported protected areas was challenging mainly due to the scale, different timelines, and difficulty in collecting primary data due to the remoteness of protected areas. These challenges were addressed by using geospatial approaches.

At the global level, the evaluation used many observations from satellite data and geospatial analysis covering 2001-2012 in GEF-supported protected areas and their buffers at 10 and 25 km to compare the extent of forest loss between these areas. The global analysis component measured outcomes using forest cover (geospatial analysis of 580 PAs in 73 countries), wildlife populations (88 species in 39 PAs), and Management Effectiveness Tracking Tool (METT) scores (2,440 METTs from 1,924 PAs in 104 countries) as indicators. The portfolio analysis component included a total of 618 projects in 137 countries.

The evaluation concluded that GEF support contributed to biodiversity conservation by helping to lower habitat loss in PAs and to build capacities that address key factors affecting biodiversity conservation in PAs. Sustainable financing of PAs was identified as a concern.



What challenges were encountered?

The key challenges encountered during the evaluation were: substantial information gaps on GEF support to PAs; limited global time-series data available for GEF-supported PAs; and difficulties in estimating counterfactuals, or what would have happened without GEF support. The evaluation dealt with information gaps by pooling resources and sharing management of the evaluation, collecting data from multiple sources, including field interviews. The limitations posed by global time-series data were mitigated by performing several types of data

analyses. For counterfactual analysis, and to increase comparability and minimize the over-estimation of GEF's impact, GEF PAs were compared only with non-GEF PAs within the same biomes located in the same countries. The evaluation used a mix of quantitative, qualitative and spatial methods in data collection and analysis to address the gaps and systematic biases in the datasets. Evaluative evidence was also collected from a mix of sources, combining global datasets, field data, literature reviews and statistical models.

Key lessons learned

Geospatial approaches help generate evaluative evidence that is not possible through traditional evaluation methods. The satellite-driven spatial analysis enabled assessment of the effectiveness of more than 500 GEF-supported protected areas in a timely and cost-efficient manner.

Geospatial approaches require specialized technical skills and multidisciplinary teams to conduct complex evaluations. Successful implementation requires a suite of tools and multi-disciplinary teams. It is, therefore, essential to work with a multidisciplinary team right from the planning stage for the assessment through to its execution, analysis and interpretation of evaluative evidence.

2.2. Social Listening

What is social listening and what are the advantages and disadvantages of this method?

Social listening is a process aimed at analysing different online sources including blogs, social media platforms (e.g., Facebook, Twitter) and forums, to gain insights on how a given population of interest thinks and behaves about a certain topic. For example, UNICEF has used social listening to measure the influence of social media on the decreasing immunization rates in selected countries, as well as to assess their impact on attitudes, trust and immunization intention (e.g., for Covid-19).⁸ The evidence collected was then used by the organization to support decision-making and programming in the area

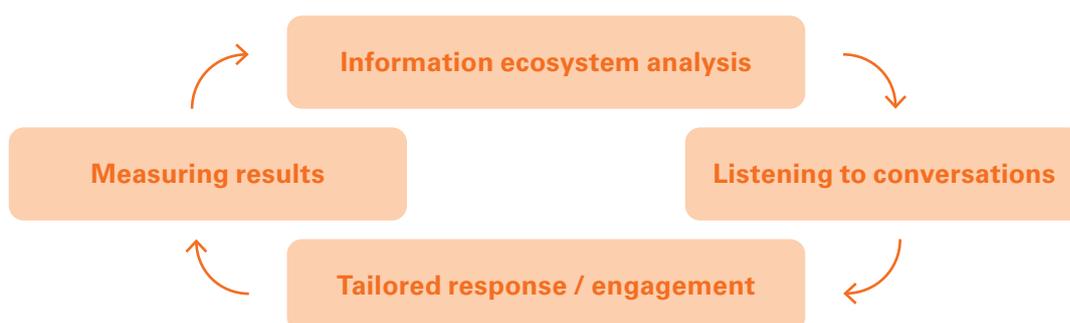
of demand creation and vaccine acceptance. This example shows how social listening can help produce content that understands and resonates well with our target audiences. It also provides rapid and real time insights on sentiments and narratives among a large set of audiences, while highlighting topics of interest, misconceptions and rumours. This method, however, also comes with some challenges, such as finding and filtering information in crowded and ever-changing online spaces, performing sentiment analysis or assessing the quality and reliability of the data collected for our research purposes.

Application in the UN

UNICEF, with the help of the London School of Hygiene and Tropical Medicine, sought to measure the influence of social media on the decreasing rates of immunization in selected countries. In addition, the Regional Initiative on Social Listening in Europe and Central Asia sought to assess the impact of social media and anti-immunization movements (including

Covid-19) on attitude, trust and immunization intention. This evidence was used to support decision-making in programming in the area of demand creation and strengthening vaccine acceptance. The ultimate aim was to create a toolkit to drive smart decisions around content, targeting and audience prioritization.

Core pillars of social media listening



The main social listening platforms analysed were Facebook, Twitter, Instagram, YouTube, Ok.ru, and Vk.ru. The main social listening tools were Meltwater (listening to global conversations), Facebook analytics, Talkwater (automated social listening reports/dashboards), Youscan, and SoTrender. The vast amount of data used to analyse national and regional sentiments, disaggregated for

certain population groups and demographics, allowed UNICEF to develop targeted campaigns on the same social media platforms. The tools at their disposal also allowed UNICEF to monitor and assess the success rates of their campaigns through key metrics (sentiment changes, views, clicks, sign-ups), as well as monitor changes in online conversations and topics.

Resources

Books

Anand and Batra (2021). Using big data and geospatial approaches in evaluating environmental interventions. In Uitto, Evaluating Environment in International Development.

Papers

M Lech, JI Uitto, S Harten, G Batra, A Anand (2018). Improving international development evaluation through geospatial data and analysis. International Journal of Geospatial and Environmental Research 5 (2), 3

Reports

[Impact Evaluation of GEF Support to Protected Areas and Protected Area Systems](#)

[UNICEF ESARO: COVID-19 and its impacts \(2021\)](#). Social listening report on online conversations in Eastern and Southern Africa

[Tracking anti-vaccination sentiment in Eastern European social media networks \(2013\)](#)
[UNICEF Europe and Central Asia](#)

7 The two webinars were organized in 2021 and featured speakers from GEF, MINUSM, UNICEF, and the London School of Hygiene and Tropical Medicine.

8 Presentation given by UNICEF in February 2021 led by Professor Heidi Larson, London School of Hygiene and Tropical Medicine.

Stakeholder Engagement in Evaluation

More than a method, stakeholder engagement can be defined as ‘the participation of stakeholders in one or more components of the evaluation process [where] involvement implies a role beyond providing information or responding to data-gathering instruments.’⁹

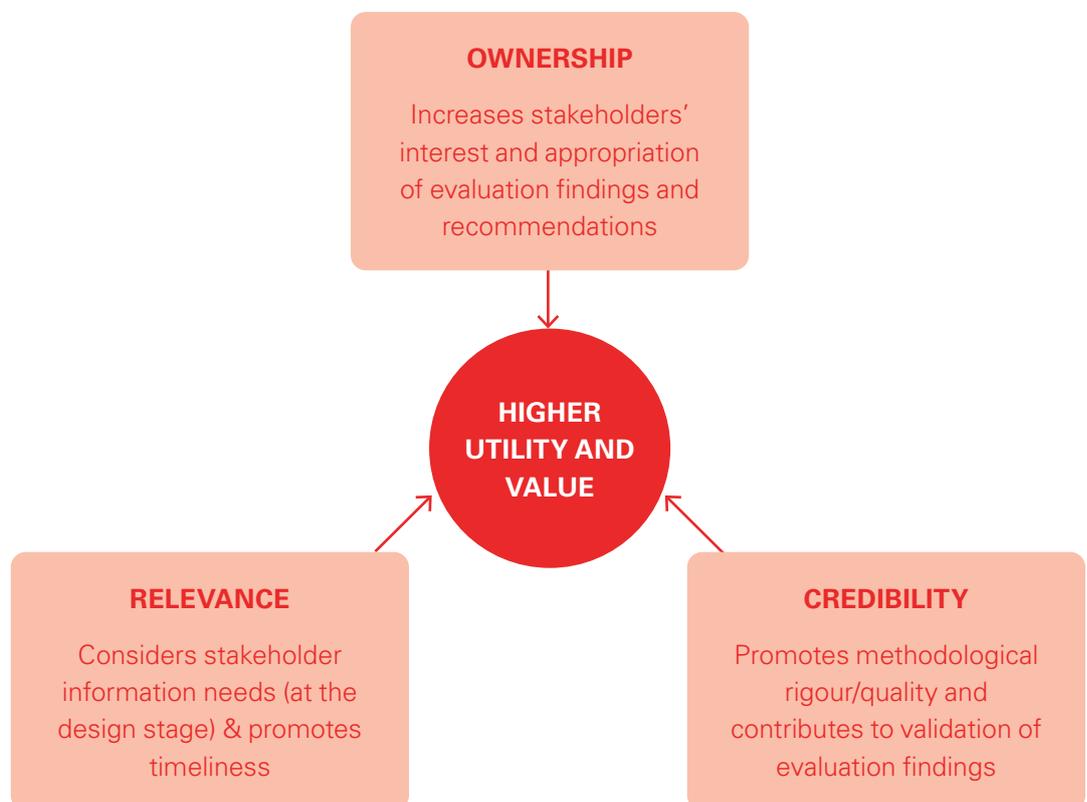
What are the advantages of this method?

According to UNEG norms and standards, fostering inclusive and diverse stakeholder engagement from the early stages of an evaluation is critical to ensure ownership, develop a common prior understanding of the exercise, enhance the relevance and credibility, and thus increase the utility of the evaluation.

Stakeholder engagement is also essential in setting the evaluation’s scope and direction, formulating appropriate evaluation questions, facilitating data collection processes and ensuring that the information gathered remains relevant to the context at hand.

What inclusive and diverse stakeholder engagement would do

Source: UNEG SO2 working group own creation, based on UNEG Standard 4.6



What are the potential disadvantages?

- It can be time-consuming and resource-intensive.
- Trying to include everyone's views and perspectives can potentially lead to indecision and conflict and compromise the theoretical and methodological strength of the evaluation.
- It can install or reproduce some pre-existing power dynamics. It therefore requires good facilitation skills and special attention to ensuring respect and inclusion of all stakeholders' views and perspectives.
- As for other participatory evaluation approaches, it may affect credibility and question the independence of the evaluation.

Suitability

In the UN context, stakeholder engagement can be encouraged in multiple ways, including through reference groups, learning groups, advisory groups and steering groups. The level of engagement will depend on the interest and the type of engagement required for the evaluation process.

Locally led research and evaluation, for example, require a fuller participation of local stakeholders, as the aim is to produce locally tailored knowledge. If the aim is to produce generalisable knowledge, the stakeholders to be engaged are generally of a broader nature.

Resources

[Stakeholder Toolkit](#), EPPI Centre et al.

[A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions](#), Preskill H, and Jones N (2009)

[Fostering Stakeholder Engagement in Evaluation](#), Presentation by Autin D. et al. (2017)

Advanced Analytical Techniques That Can Be Applied Remotely (Process Tracing)

This section describes the use and key features of Process Tracing. This method can enrich the evaluation toolbox of UN entities seeking to trace how and why an outcome came about by unpacking the causal mechanism at play. Its potential unfolds if applied to complex impact patterns with well definable theories of change, such as policy influence. Insights and reflections from three different webinars on process tracing that were organized by the Working Group in 2021 are included.¹⁰

What is Process Tracing?

Process Tracing (PT) is a theory-based evaluation method to assess the outcome of an intervention through unpacking the underlying causal mechanisms. Observed evidence is meticulously linked to hypotheses in order to reduce biases and shed light on the contribution of various factors to the outcome. Four formal tests assess the type and strength of

the evidence, which can be supported by applying Bayesian principles. Those tests are guided by the questions ‘how probable is the observation of the piece of evidence if the hypothesis is true’ (sensitivity) and ‘how probable is the observation if the hypothesis is false’ (type 1 error).

What are the advantages of this method?

- Rigorous within-case methodology allowing to quantify qualitative data.
- In-depth understanding of mechanisms that caused change, providing rich information on how an intervention worked.
- Offers a tool to challenge collective and evaluative biases for its ‘forensic’ character, sometimes linked with detective metaphors.
- Backwards from observed outcomes to potential causes to infer causality, which allows to evaluate past non-linear interventions implemented over time.
- Tests multiple theories of causality-in-action, which helps finding counterfactual explanations.
- Provides evidence with different kinds of probative value.

What are the disadvantages of this method?

- Granular data is required to assess each contribution claim, akin to mini evaluations, in-depth case studies or interventions with small sample sizes.
- Within-case methodology doesn’t lend itself to multi-level or multi-country evaluation questions.
- Application of the Bayesian updating formula requires a solid methodological understanding.
- Requires detailed, explicit and empirical theorization of expected causal relations and their inferential underpinnings, which goes far beyond a regular theory of change.

When should you use/not use this method for evaluation?

PT is a powerful tool if the evaluation team has a neat contribution hypothesis, a detailed and empirical theory of change, and is confident that the evaluand can and will provide highly granular data (e.g., emails, report versions with track changes, minutes from meetings, etc.).

The application is particularly valuable if the influence of a certain intervention or flagship product is frequently claimed but in-depth evidence is missing, impacts are intangible and/or counterfactual explanations cannot be found. In this sense, PT is particularly recommendable to evaluate interventions aimed at influencing policy processes.

PT should **not be used** if the evaluation team:

- Doesn't have a precise hypothesis and detailed and empirical theory of change.
- Doesn't assess a high-profile claim, intangible impacts or flagship intervention. Otherwise, the workload may not be justified.
- Has a mainly comparative interest or would like to trace impact pathways across levels (e.g., country and global).
- Has doubts about the evaluands' ability and willingness to provide (internal) data.

How has this method been used in the UN?

UNDP applied process tracing in its formative evaluation on the integration of 'leave no one behind' principle to substantiate the claim 'UNDP helps improve livelihoods for the most deprived by supporting countries in determining who is 'left behind.'

The analysis fed into chapter 5, using UNDP's work on data ecosystems in five country contexts as an entry point.



What challenges were encountered?

PT was integrated into a corporate evaluation conducted at a central evaluation unit as part of its executive board requirements, which requires a degree of aggregation to inform strategic decision making. However, the strength of PT lies in with-case analysis and subsequently possibilities for horizontal (e.g., across countries) and vertical aggregation was limited, or would have appeared forced. Defining one main outcome hypothesis was a challenge, especially as UNDP aimed at tracing the same overarching claim in several countries.

The formal assessment of each mechanism strengthens rigour yet requires extensive data and almost forensic diligence. To unpack the 'how' the evaluand has to provide copious amounts of (internal) information. Even committed teams struggled to provide the required level of support to the evaluation. Obtaining internal documents (e.g., email chains, observations) was even more challenging if the intervention took place some time ago due to staff turnover, etc.

In some instances, 'proving' the contribution of a UN entity also ran counter to fostering national ownership among stakeholders, e.g. in this evaluation in the case of technical assistance provided to LGBTIQ+ sensitive legislation.

Resources

- Andrew Anguko (2019): [‘Process Tracing as a Methodology for Evaluating Small Sample Size Interventions’](#). African Development Bank, Evaluation Matters Second Quarter.
- CDI (2015): [‘Applying Process Tracing in Five Steps’](#). Centre for Development Impact. Practice Paper Annex 10.
- Barbara Befani (2021): [‘Credible Explanations of Development Outcomes: Improving Quality and Rigour with Bayesian Theory-Based Evaluation’](#). Report 2021:03 to The Expert Group for Aid Studies (EBA).
- Benedict Wauters and Derek Beach (2018): [‘Process tracing and congruence analysis to support theory-based impact evaluation’](#). SAGE, Vol. 24(3), pp. 284-305.
- Jacob Ricks and Amy Liu (2018): [‘Process Tracing Research Designs a Practical Guideline’](#). Political Sciences and Politics, Vol 51:4, pp. 842- 846.
- Johannes Schmitt and Derek Beach (2015): [‘The contribution of process tracing to theory-based evaluations of complex aid instruments’](#). SAGE, Vol. 21(4), pp. 429-447.
- UNDP IEO (2022): [Formative Evaluation of the Integration by UNDP of the Principles of ‘Leaving no one Behind’](#). United Nations Development Programme, New York.

10 The three webinars on Process Tracing featured presentations from UNDP, Prof. Derek Beach (University of Aarhus), and Ms. Zoe Sutherland (Senior Consultant at ITAD).

Case Study and Case-based Evaluations

This section describes the use of case studies and case-based approaches in evaluation as well as lessons learned from applying this evaluation approach within the UN context. The UNEG Evaluation Methods Working Group discussed these through a two-part webinar entitled 'Back to basics: Tips to design evaluation case studies that will be used and remembered.' The first webinar, in November 2022, presented by evaluation expert Dr. Linda Morra Imas, focused on the theoretical underpinnings of case studies in evaluation; while the second webinar, held in March 2023, aimed to share concrete UN experiences and challenges in case study design for evaluations taking place in various settings.¹¹

Why conduct a case study?

'A case study is an empirical inquiry that investigates a phenomenon in depth and within its real-world context, especially when the phenomenon may be context-dependent.'¹² UN agencies resort to this technique to analyse complex interventions and draw lessons from these. Depending on the purpose of each evaluation, the case study may delve

into one or several specific aspects of an initiative in order to identify contributing factors for success and failure or to compare different implementation contexts. It is a particularly effective method to achieve conceptual validity, to examine the assumptions around causal mechanisms and to assess causal complexity.¹³

Key characteristics of a case study

- A case study provides a holistic view of a complex intervention, often detailing the context and the intervention itself.
- It focuses on a specific intervention and may cover one or several implementation settings for this intervention (single case or multiple cases).
- It is methods neutral and often uses both qualitative and quantitative methods.

Evaluators must triangulate different data sources to analyse the data drawn from case studies.

- It can be used to answer descriptive, causal and evaluative questions within a broader evaluation framework.
- It allows to test theories of change and identify patterns.

What are the types of case studies?

- **Explanatory case study:** It seeks to test a theory of change and the causal links between the project and the supposed results achieved. As it seeks to answer the questions 'why' and 'how', it is particularly fitting to explain the factors that have contributed to an intervention's success or failure.

- **Descriptive/Illustrative case study:** It describes the context in which an intervention is embedded and the results it has generated. This is often a factual and objective description of the implementation of a project, with little additional analysis. It is useful to understand the achievements of a project in a given context and to provide concrete examples of programme implementation.

→ **Exploratory case study:** Its purpose is to ascertain the potential outcomes of an intervention by looking into specific examples of implementation. It is particularly used when there is limited available data

on an intervention's outcome and the evaluator seeks to establish a pattern before fully designing his evaluation framework and questions.

What are the advantages of this method?

Case studies provide an opportunity to assess and at times compare an intervention undertaken in different contexts and more clearly **identify and outline results**. Case studies are thus particularly effective to **identify good practices and lessons learned**. They also help identify the **unintended consequences** of an intervention and examine causal mechanisms and/or identify what contextual conditions activate causal mechanisms.

Case studies enable the evaluator and the audience to understand key underlying mechanisms in programme implementation and programme success through concrete **in-depth examples that are easy to communicate and grasp**. Case studies are stronger at examining if and how a variable

affected the outcome rather than assessing how much it affected it (see limitations), and at testing assumptions on whether a variable is a necessary or sufficient condition for a certain outcome.

They use a **variety of data sources** (key informant interviews, focus group discussions, desk review, observation, etc.). It is thus a complex evaluative piece in and of itself.

As for other approaches, the case study methodology **engages a variety of stakeholders**, contributing to greater ownership and understanding of the intervention, namely by involving other stakeholders besides programme managers in the evaluation process. Including them also in feedback loops further enhances this.

What are the disadvantages of this method?

Without a clearly defined evaluation framework and objectives, case studies may turn into a weak evaluation tool. One of the common limitations of case studies is case selection bias. It requires rigour and **prior scoping** for it to yield results. It is essential to identify specific questions in order for the case study to feed into the overall evaluation framework.

In some evaluations, case studies are rather case examples than a research method when a certain country or intervention is described in detail.

Oftentimes, in the UN context, a case study is **heavily interview-based** as the evaluator seeks to gather the reflections of all stakeholders involved in an intervention, ranging from programme implementers to beneficiaries and partners. In these situations, case studies become too heavily reliant on individual opinions. This entails a **higher risk of bias** and subjectivity in the analysis, as interviewees' interpretations and recollection of events may vary, and they may choose

to withhold more critical information if this is perceived as potentially jeopardizing the continuation of an intervention. To triangulate and verify the data thus requires not only sampling a larger number and a variety of stakeholders – which may prove **more time consuming** for the evaluation team – but also weighting the views of some stakeholders compared to others, which may introduce **some other level of bias** in the data analysis. As in any evaluation, it is also essential to complement the analysis with other sources (e.g., desk review, surveys). While the case study allows evaluators **to establish some causal links between the intervention and the results observed, it remains challenging to attribute impact to a sole intervention**. Furthermore, the strength of the inference will vary significantly depending on the solidity of the existing theory of change, the quality and scale of evidence collected and the evaluators' capacity to test each assumption and eliminate other contributing factors. It is crucial to also consider and acknowledge the role of other players and

projects in complementing or hindering the achievement of one's own objectives.

It is key to also underline the **limited generalizability of a case study**. Case studies cannot extrapolate the finding and guarantee that the application of the same methods that proved successful in one case study would yield the same results in another

setting; unless the evaluators identify similar patterns across different contexts, identified both through extensive literature review and several heterogeneous cases for similar interventions. This is oftentimes difficult to achieve within resource and time constraints for evaluations. Hence, caution must be applied when generalizing the findings.

When should you use this method for evaluation?

Case studies are versatile and can be used to fulfil several evaluation needs.

This method is particularly useful when seeking to identify good practices to emulate and poorer mechanisms to avoid in order to learn from the practical implementation of a project in a specific context. They are ideal to test assumptions and understand facts. For example, they are interesting when looking at

cases where good results were yielded while in others no results were achieved (good and bad examples).

They are also ideal when seeking to collect qualitative data to explore the underpinnings of an intervention and provide more context to justify the observations made in an evaluation.

EXPLANATORY CASE STUDIES

How has this method been used in the UN?



In 2019, UNESCO's Evaluation Office conducted an evaluation of UNESCO's action to protect culture in emergencies. This aimed to assess the relevance and effectiveness of UNESCO's activities and programmes in advocating for improved protection of cultural sites, artifacts and practices in the face of conflicts and natural disasters. Mali was selected as a case study, through which to

explain how UNESCO's activities across all three stages of a crisis – preparedness, emergency response and recovery – in the setting of a protracted crisis, contributed to protecting culture. The case study thus sought to test the validity of the Theory of Change that governed the UNESCO 2015 Strategy for the Reinforcement of UNESCO's action for the protection of culture.

EXPLORATORY CASE STUDIES

The formative evaluation of the integration by UNDP of the principles of 'leaving no one behind' (LNOB) included two exploratory thematic case studies. They aimed to shed light on less visible (or more sensitive and political) aspects of UNDP's LNOB efforts at country level, i.e. coalition building and data work, in order to draw lessons. Through process tracing and focus groups, the evaluation was able to obtain fine-grained information from country offices and partners. This

allowed to ascertain – with varying degrees of confidence along the results chain – that UNDP helps improve livelihoods of the furthest behind by supporting governments in determining who is 'left behind.' The exploration on coalition building was inconclusive. A key challenge was aggregating across cases to bring out generic messages for Executive Board consumption, without losing fidelity to the specific cases examined.

DESCRIPTIVE CASE STUDIES

In 2019, UNICEF published the synthesis report of the Evaluation of Innovation in UNICEF work. The objective of the evaluation was to assess whether the organization was ready to use innovation as an instrument to achieve its strategic results in the period 2014-2021. It also sought to provide insights on how innovation contributes to UNICEF's goals and objectives and to organizational effectiveness.

Case studies were intended to serve organizational learning by unpacking and examining the multiple pathways and dynamics which underpin innovation within the organization. Thirteen case studies were selected from seven countries, to examine innovation

across the spectrum of country contexts and innovation types: hard technologies, soft technologies and ICT. Cases were defined as the processes an innovation was identified, developed, tested, implemented and taken to scale along with contextual factors such as underlying organizational and partnership arrangements. Case studies employed a mixed methods approach to provide a complete picture of the innovation process and describe patterns along the four thematic dimensions considered necessary to enable successful innovation: approach, organization, resources and capabilities, and metrics and incentives.

What challenges were encountered?

The most significant challenge in undertaking a case study is the issue of **attribution**. Given the complexity of the development sector and the number of local, national and international actors involved, it may prove challenging to exclude confounding factors and establish clear causality between UNESCO's intervention and the outcomes observed on the ground. While the evaluation tries to establish these links, it is important to acknowledge its limitations in ascertaining them explicitly. Related to this point, depending on the **complexity of the Theory of Change** that underlies the intervention, it may prove difficult to provide clear evidence of the relationship between an intervention and an outcome identified in the country.

Representativeness can also be challenged. Several criteria are used to select as representative a country as possible. Those criteria are agreed upon in a participatory process, involving the evaluation reference group. Nonetheless, no one country case study can be representative. All contexts are inherently different.

Finally, in conflict settings, it can prove particularly challenging to **reach the appropriate stakeholders** to validate findings and extract evidence. In Mali, heightened security risks and logistics challenges rendered the evaluation team's data collection challenging. Hence, missions in affected regions were cancelled and face-to-face interaction with local and most vulnerable beneficiaries impossible. Other agencies involved in humanitarian work especially have highlighted similar issues when seeking to reach internally displaced people or refugee populations.

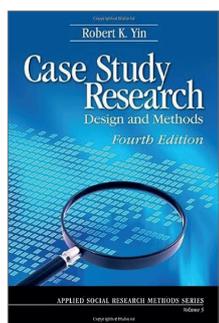
These limitations make case studies more vulnerable to criticism from stakeholders, who are more likely to challenge this methodology, especially when findings are negative. Some deem the evidence drawn as anecdotal, others as non-representative.

Key lessons learned

Case studies remain **valuable** and are often appreciated by evaluation stakeholders as they provide concrete and more accessible explanations of the potential results and challenges an intervention may yield or face. These case studies should thus be presented as such: methodological tools that provide illustrations from which to draw **lessons** that could be applied in similar contexts. The focus should be on learning rather than

accountability. Furthermore, case studies are but one methodological approach among many used in the context of an evaluation. Thus, **triangulation** remains at the foundation of all evaluation, and it remains crucial that any claim drawn from evidence presented in a case study be supported by and tested against other sources to ensure methodology remains robust.

Resources



Books

Morra Imas, Linda and Rist, Ray (2009). *The Road to Results. Designing and Conducting Effective Development Evaluations.*

Stake, Robert E. (1995). *The Art of Case Study Research.* California, Sage Publications Inc.

Yin, Robert K. (2017). *Case Study Research and Applications: Design and Method.* California, Sage Publications Inc.

Scholz, Roland and Tietje, Olaf (2002). *Embedded case study methods (Integrating quantitative and qualitative knowledge),* California, Sage Publications Inc.

Links

Morra, Linda and Friedlander, Amy (1995). World Bank Operations Evaluation Department. Link [here](#).

Better Evaluation Website. *Case study.* Link [here](#).

Better Evaluation Website. *Comparative case studies.* Link [here](#).

- 11 The first webinar took place in November 2022 and was led by expert Dr. Linda Morra Imas. The second webinar took place during the Evaluation Peer Exchange (EPE) in March 2023 and featured presentations from the United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF).
- 12 Yin, R.K. (1989) *Case Study Research: Design and Methods.* Sage Publications, Newbury Park.
- 13 George, A., & Bennett, A. (2005). *Case studies and theory development in the social sciences.* Cambridge: MT: MIT Press.

Concluding Remarks

COVID-19 caused waves of health and socio-economic shocks across the globe. Travel restrictions and health safety concerns stimulated unprecedented rise in innovation and new thinking about research and evaluation methods, tools and approaches. This Compendium collates a selection of methods that become particularly relevant to the evaluation community at the time of global crises. Their methodological appropriateness stems from their adaptability, responsiveness, flexibility, objectivity and, for some, ability to answer emerging evaluation questions in real- or almost real-time. These methods will most certainly continue to be useful to answer a broad range of questions that the post-Covid development and humanitarian environment poses to UN practitioners.

As a result of the work of the UNEG Methods Working Group (WG), first constituted in 2019, via a series of useful discussions on approaches, techniques and methods that are appropriate to evaluate the work of the UN system at different levels (community, national or global), this Methods Compendium II is a contribution to the UNEG learning community. Moreover, the Methods WG contributed to the professionalization of UNEG community in two ways: first, in its attempt to formulate and begin to populate a universe of different evaluation designs that is of relevance to an audience of UN evaluators, drawing on good practice in evaluation and social science research more generally; second, in its attempt to begin to document evidence of the application of these designs across a number of areas of the work of the United Nations.

Speakers' Short Bios

Anupam Anand

Anupam Anand is a Senior Evaluation Officer at the GEF IEO. He has more than 15 years of combined experience in evaluation, international development, academic research and teaching. Anupam has led evaluations on biodiversity, SFM and REDD+, land degradation, fragility and conflict, and illegal wildlife trade. He uses a blend of innovative approaches such as satellite data, GIS, machine learning, drones and field-based methods to enhance evaluative evidence. Before GEF, he was a Remote Sensing Scientist at the Global Land Cover Facility (GLCF), working on multiple NASA-funded projects, including field campaigns for future satellite missions, and also worked for the Climate Investment Funds. He has published several scientific articles and book chapters. Anupam holds a Ph.D. on applications of lidar remote sensing from the University of Maryland.

Barbara Befani

Dr. Barbara Befani is affiliated with the University of Surrey and the University of East Anglia but works mainly as an independent researcher/consultant. Her interests include: evaluation quality; methodological appropriateness and comparative advantages and weaknesses of different evaluation methods; causal inference frameworks for impact evaluation; and specific hybrid, quali-quantitative methodologies, like Qualitative Comparative Analysis (QCA) and Process Tracing (in particular its Bayesian formalization, which she is extending to all forms of Theory-Based Evaluation). She is a former Secretary General of the European Evaluation Society.

Derek Beach

Derek Beach is a professor of Political Science at Aarhus University, Denmark, where he teaches European integration and research methodology. He has authored articles, chapters and books on research methodology, policy evaluation, international negotiations, referendums and European integration, and co-authored the book 'Process-tracing

Methods: Foundations and Guidelines' (2019, 2nd edition, University of Michigan Press). He has taught case study methods at numerous workshops and Ph.D. level courses throughout the world and conducted evaluations at the national and international level. He was an academic fellow at the World Bank's Independent Evaluation Group in spring 2022. He is an academic coordinator of the Methods Excellence Network (MethodsNet).

Eduard Bonet Porqueras

Eduard Bonet Porqueras manages the portfolio of global independent evaluations on child protection, migration and mental health and psychosocial support in UNICEF, Evaluation Office. He specialized in the generation and use of timely and quality data, research, monitoring and evaluation evidence, working in the academia, the Organization for the Coordination of Humanitarian Affairs and in UNICEF at country, regional and headquarters level. He holds a Ph.D. in Political Science from the Universitat Pompeu Fabra and a postgraduate degree on social science data analysis from the University of Essex.

Julia Betts

Dr. Julia Betts specializes in the evaluation of international assistance in conflict-affected and other operationally challenging settings. She has designed and led many complex transnational evaluations for bilateral and multilateral agencies, with a focus on systematic methodologies in data-poor environments. She supported the OECD DAC in the adaptation of the international evaluation criteria 2018-2020 and led WFP's 2020-2021 large-scale developmental evaluation of its COVID-19 humanitarian response.

Jordi del Bas Avellaneda

Jordi del Bas Avellaneda is a professor of Global Corporate Strategy at the Maastricht School of Management (MSM), which is part of the School of Business and Economics (SBE) of Maastricht University. He is a senior accredited trainer on evaluation by the Secretariat General of the European

Commission and at the European Institute of Public Administration (EIPA). Besides teaching and conducting academic research, Jordi works as an independent evaluator and organizational development specialist.

Hanife Cakici

Hanife Cakici, Ph.D. in Evaluation Studies, is an Evaluation Officer at the Peacekeeping Evaluation Section of the Office of Internal Oversight Services (OIOS). Prior to joining the United Nations, Hanife evaluated several public policy efforts in the U.S., Europe, Middle East and Sub-Saharan Africa. Her most recent evaluations included transition of the United Nations from peacekeeping to peacebuilding in Sudan, MINUSMA's contribution to rule of law in Northern and Central Mali, and Women, Peace and Security in elections and political transitions, and UNMIK contribution to rule of law. In addition to OIOS, she worked at the Regional Economic Commission for Africa and the Department of Economic and Social Affairs. Hanife served as a gender focal point for several years, working closely with UN Women on UN-SWAP framework and methodology.

Francesca Carini

Francesca Carini is an Associate Evaluation Officer at UNHCR, where she supports the coordination, planning and implementation of centralised and decentralised evaluations. Prior to joining UNHCR, Francesca worked as consultant for the International Organisation for Migration Regional M&E Office in Costa Rica, as well as Evaluation Manager for Particip GmbH, where she managed evaluations for the European Commission and the World Food Programme. Francesca holds an MA in Development Studies from the Graduate Institute of International and Development Studies in Geneva.

Valeria Carou-Jones

Valeria Carou-Jones is an Evaluation Adviser at UNFPA Evaluation Office since 2011 and conducts corporate evaluations in the areas of adolescents and youth, gender, maternal health and institutional level exercises on innovation, south-south cooperation and results-based management. Her past experiences include working as a consultant for nine years on evaluations for UNDP,

the European Commission and USAID. She has also worked at the World Bank for four years in the Infrastructure and Private Sector Development Unit. She has an MA in international economics from Johns Hopkins.

Josep Maria Coll Morell

Josep M. Coll, Ph.D. is an economist specialized in international and sustainable development. He works as an independent evaluation and organizational development consultant for a wide range of public and private organisations, exploring the frontiers of new utilization-focused evaluation approaches that fit complex and turbulent contexts. He was a member of the team that conducted the first corporate developmental evaluation (in UNFPA) ever conducted in the United Nations system.

Taipei Dlamini

Taipei Dlamini is an Evaluation Specialist at the UNESCO Division for Internal Oversight Services. Over the past five years, she has evaluated a variety of UNESCO programmes, including the evaluation of UNESCO's work on Media and Information Literacy, its action to protect culture in emergencies or that of UNESCO's Strategy for action on Climate Change. She holds a Master's degree in International Law and Administration from the Université Paris I Panthéon Sorbonne. Prior to joining UNESCO, she worked briefly with the Southern African Development Community (SADC) Lawyer's Association, a South African-based NGO aimed at promoting the rule of law and the protection of human rights in the SADC region.

Solveig Gleser

Solveig Gleser is an evaluation specialist with a focus on evaluations in contexts of overlapping crises. She is passionate about leveraging data and technology for a more peaceful and just world. Her work extends from the independent evaluation offices of UNDP and OIOS in New York to monitoring roles in humanitarian crisis and conflict affected regions for WHO and MINUSMA. From 2019 to 2022 she co-convened the UNEG Working Group on Methods, a role indicative of her dedication to pilot new methods and foster innovation and exchange in the community of practice.

Heidi Larson

Heidi J. Larson, Ph.D., is Professor of Anthropology, Risk and Decision Science and is the Founding Director of the Vaccine Confidence Project at the London School of Hygiene & Tropical Medicine. She is also Clinical Professor of Health Metrics Sciences, University of Washington, Seattle, USA, and Guest Professor at the University of Antwerp, Belgium. Dr. Larson previously headed Global Immunisation Communication at UNICEF, chaired GAVI's Advocacy Task Force, and served on the WHO SAGE Working Group on vaccine hesitancy. She served on the FDA Medical Countermeasure (MCM) Emergency Communication Expert Working Group and is currently Principal Investigator for a global study on acceptance of vaccination during pregnancy; an EU-funded (EBODAC) project on the deployment, acceptance and compliance of an Ebola vaccine trial in Sierra Leone; and a global study on Public Sentiments and Emotions Around Current and Potential Measures to Contain and Treat COVID-19.

Christophe Legrand

Christophe Legrand is an Evaluation Specialist at the United Nations Capital Development Fund (UNCDF). He has more than 10 years of experience at Country, Regional and Headquarters level and a strong background in evaluation methodologies and evaluation management, as well as ample experience with implementing monitoring strategies to support project, programme and organizational learning on wide range of topics. Knowledgeable of bilateral and multilateral donor requirements, he thrives in challenging environments, is resilient and enjoys working in a team. He collaborated with the Methods Working Group in his capacity as coordinator, Evaluating Policy Influence Working Group.

Deborah McWhinney

Deborah McWhinney is a results-driven professional with more than 25 years of leadership experience in strategic policy and programme planning, analysis and evaluation with bilateral and multilateral agencies, international NGOs and the private sector. For over 10 years, she has applied an innovative and effective management style to oversee a range of complex, global

evaluations, programmes, and initiatives in diverse settings and sectors. She is currently working as an Evaluation Advisor at UNFPA after six and a half years as a Senior Evaluator and Head of the Global and Synthesis Unit at the World Food Programme's Office of Evaluation. Prior to joining WFP, she worked for the Development Evaluation Unit at Global Affairs Canada, coordinated assessments of multilateral organizations on behalf of MOPAN and managed the International Programme for Development Evaluation (IPDET). She worked for UNICEF for 10 years and managed programmes for CARE International. She holds a Master's degree from York University and a Diploma in Public Policy and Program Evaluation.

Veridiana Mansour Mendes

Veridiana Mansour Mendes has over 10 years of experience in evaluation, policy analysis and social research. She is currently working as Evaluation Officer at WIPO, where she conducts thematic and strategic evaluations. Prior to joining WIPO, she worked with FAO, governments, private companies and civil society organizations in a variety of themes and policy sectors. She is particularly interested in topics surrounding policy coherence and evidence-based policymaking and has been co-coordinating the UNEG sub-working group on evaluating policy influence since 2018. She holds a Bachelor's degree in Law from the Pontifical Catholic University of Sao Paulo and a Master's degree in Public Policy from the University of Edinburgh.

Roger Miranda

Roger Miranda is Evaluation Officer at the Food and Agriculture Organization. With over 25 years of experience in programme evaluation, his interests include making evaluation accessible to non-experts, having authored 'Eva the Evaluator' as a means to bring the topic to a wider audience. He is a member of the Board of the Center for Theory of Change.

Linda Morra Imas

Dr. Linda Morra Imas is a founder and first President of the new International Evaluation Academy. She is also co-founder of the International Program of Development Evaluation Training (IPDET), and served as its co-director and chief instructor for 17

years. She was a Chief Evaluation Officer and Evaluation Capacity Building Adviser for the World Bank Group, working both in its private and public sectors, and a senior director at the U.S. Government Accountability Office. Now an independent consultant, she advises on M&E and provides training worldwide, building on 30+ years of experience. Among other publications, she co-authored the text on development evaluation, 'The Road to Results: Designing and Conducting Effective Development Evaluations', now translated into eight languages. She is an honorary member of the International Development Evaluation Association (IDEAS), and is also known for her work on development evaluation competencies and professionalization.

Nora Murphy Johnson

Dr. Nora Murphy Johnson, with more than 10 years of experience in research, evaluation, and systems change, has conducted numerous evaluations, published articles, and delivered workshops on the use of developmental evaluation and other systems change approaches. Of note, she was the recipient of the Michael Scriven Dissertation Award for Outstanding Contribution to Evaluation Theory, Method or Practice based on her work with using developmental evaluation for social justice. More information about Nora's work and organization can be found [here](#).

Sandy Oliver

Dr. Sandy Oliver is Professor of Public Policy at UCL Institute of Education. For 30 years her interests have focused on the interaction between researchers and people making decisions in their professional and personal lives, largely through the conduct of systematic reviews. She is a member of the Board of the Campbell Collaboration and Cochrane editor with their Consumers and Communication Review Group. She works with the UK Department for International Development to build capacity in systematic reviewing in developing countries.

Elisabetta Pegurri

Elisabetta Pegurri is a Senior Evaluation Adviser at UNAIDS. She has over 20 years of work in public health, including in African countries such as Mali, Rwanda and Ethiopia. She has a background in health economics and psychology. She is an evaluation and M&E expert with strong collaboration and partnership skills. She provided strategic leadership for the creation of the first-ever independent evaluation function at UNAIDS. She has managed and co-conducted multiple complex evaluations and led joint evaluations. She is proficient in quantitative data analysis and statistical methods, and various evaluation approaches, including theories of change, qualitative interviews, and focus groups, as well as surveys – all with a particular focus on effective engagement of rights holders and vulnerable groups.

Saltanat Rasulova

Dr. Saltanat Rasulova is a Regional Evaluation Specialist at UNICEF, based in Kazakhstan. Previously, Saltanat held positions at Oxford Policy Management, University of Bath, and University of Oxford. Saltanat received a Ph.D. in Social Policy from Oxford University.

Patricia Rogers

Patricia Rogers is Chief Executive Officer of Better Evaluation, an international collaboration, NGO and registered charity with a mission to improve monitoring and evaluation by creating, sharing and supporting the use of knowledge about evaluation methods, processes and approaches. She was formerly Professor of Public Sector Evaluation at RMIT University and is now visiting professor at the University of Witwatersrand, South Africa. She is an experienced evaluator who has worked for more than 30 years in a wide range of sectors, countries and organizations, including national and sub-national government, UN agencies, development banks, NGOs and philanthropic organizations. Her Ph.D. developed a framework for evaluating approaches to programme evaluation, and she remains committed to improving evaluation to maximise its benefits and manage

its risks. She is a Fellow of the Australian Evaluation Society and a recipient of the American Evaluation Association of evaluation, the AES Best Evaluation Study, the American Evaluation Association's Alva and Gunnar Myrdal Practice Award.

Zoe Sutherland

Zoe Sutherland is a Principal Consultant at Itad, a specialist monitoring, evaluation and learning consultancy firm. She has over 10 years of experience in results measurement and evaluation in international development. Zoe has particular expertise in delivering theory-based evaluations, assessing large and complex portfolios and providing strategic support to impact measurement and management.

Carlos Tarazona

Carlos Tarazona is a development specialist with over 20 years of experience in the design, management and evaluation of agricultural and rural development programmes. He was co-chair of the UN Evaluation Group strategy task force (in charge of developing the UNEG Strategy 2020-24) and is currently a Senior Evaluation Officer in FAO and co-coordinator of the UNEG interest group on methods.

Sergiu Tomsa

Sergiu Tomsa is a Social and Behaviour Change Specialist with UNICEF Regional Office for Europe and Central Asia, providing technical advice, guidance and support to UNICEF country offices and national stakeholders in generating social and behaviour evidence, designing and testing behavioural insights solutions, developing and implementing behaviour and social change strategies in the areas of immunization, early childhood development, social inclusion, prevention of violence against children, parenting and other areas. Before joining UNICEF Regional Office, Sergiu worked with UNICEF Office in Kosovo (UNSCR 1244) and UNICEF in Moldova. Prior to UNICEF, Sergiu worked with the Organisation for Security and Cooperation in Europe (OSCE), and with child's rights non-government organizations in Moldova. He has a Master's degree in Social Psychology.

Tina Tordjman-Nebe

Dr. Tina Tordjman-Nebe is Senior Evaluation Specialist at UNDP's Independent Evaluation Office (IEO) in New York, where she conducts (and acts as senior advisor to) corporate/thematic evaluations and independent country programme evaluations. She leads efforts to boost organizational learning via IEO's newly established Synthesis & Lessons unit, including through the SDG Synthesis Coalition to inform deliberations on the post-SDG development agenda and the IEO Reflections series, offering lessons based on rapid evidence assessment of past evaluations. She has a longstanding interest in methodological rigour and appropriateness and has co-coordinated the UNEG Working Group on methods since its inception in 2019.

Pietro Tornese

Pietro Tornese is an Economic Affairs Officer with the UN Economic and Social Commission for Western Asia (UN ESCWA), where he supports policy making in the Arab region across the humanitarian, development and peace nexus. Prior to joining UN ESCWA, Pietro served as Evaluation Analyst at the UN Capital Development Fund in New York. He has also worked for Ernst & Young, Open Evidence, and the Italian Agency for Development Cooperation in Latin America and the Caribbean. As an independent consultant, Pietro has co-authored a number of research and evaluation reports for the European Commission.

Vijayalakshmi Vadivelu

Vijayalakshmi Vadivelu is an Evaluation Advisor at the Independent Evaluation Office of UNDP. She has managed and carried out a number of evaluations of development and crisis related programmes at the global and country levels. Prior to joining UNDP she carried out applied research on governance issues and gender equality in development at the Institute for Social and Economic Change, Bangalore, India. Vijaya holds a Ph.D. in Sociology.

Henri van den Idsert

Henri van den Idsert is a Senior Evaluation Officer at UNHCR who oversees a broad range of evaluations under his portfolio, including country strategy evaluations, livelihoods, inter-agency humanitarian evaluations, and emergency preparedness and response. Henri has over 12 years of experience in monitoring and evaluation, his experience extends across the humanitarian-development nexus, having worked for UNDP in South Sudan, the Dutch Ministry of Foreign Affairs in the Hague, NGOs in the humanitarian and sexual reproductive health and rights sector, as well as public policy and development consultancies in Somalia and Kenya.

Pankaj Kumar Verma

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