



# Mapping the engagement of young and emerging evaluators in UNEG member agencies

This document has been prepared by the Young and Emerging Evaluators Working Group. It was approved for publication as a UNEG Reference Document at the UNEG Annual General Meeting 2025.

## About the UNEG Young and Emerging Evaluators Working Group

The United Nations recognizes the critical role of young people in shaping a sustainable and equitable future. Established in 2023, the UNEG Young and Emerging Evaluators (YEE) Working Group is an intergenerational working group designed to empower young professional evaluators and amplify their participation in the evaluation processes of the United Nations and beyond. Guided by the UN Secretary General's vision outlined in [Our Common Agenda](#) the subsequent [policy briefs](#) and the [Pact for the Future](#), our Working Group responds to these calls by fostering collaboration between young and senior evaluators to strengthen the evaluation landscape through diversity, innovation, and inclusivity. The working group continues to encourage UN Evaluation Offices to meaningfully engage youth and relevant young stakeholders in their evaluation processes and practice.

### Our goals:

1. Enhance awareness of the role and status of Young and Emerging Evaluators (YEEs) within the UN Evaluation Group (UNEG) organizations.
2. Advocate for increased learning and career opportunities for YEEs in UN agencies and beyond.
3. Drive meaningful and sustained engagement of YEEs in evaluation processes, ensuring their voices shape the future of evidence-based decision-making.

Our group brings together young professionals and seasoned evaluators to:

- Explore strategies for empowering young evaluators to lead transformative change.
- Share best practices for inclusive and intergenerational collaboration in evaluations.
- Advocate for institutional changes that prioritize the inclusion of youth perspectives in UN decision-making processes.

### Current areas of focus:

1. Report on the mapping of YEE engagement in UNEG member agencies, including best practices and lessons learned.
2. Implementation of the UNEG-UN Volunteers (UNV) Young evaluators programme.
3. Awareness-raising on career development opportunities for YEEs.
4. Contributing to the revision of the UNEG strategy.

## Acknowledgements

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## Acronyms

FAO	Food and Agriculture Organization of the United Nations
FGD	Focus group discussion
HQ	Headquarters
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
KII	Key informant interview
OHCHR	Office of the United Nations High Commissioner for Human Rights
SDGs	Sustainable Development Goals
UN	United Nations
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNV	United Nations Volunteers
VOPEs	Voluntary Organizations for Professional Evaluation
WFP	World Food Programme
YEEs	Young and Emerging Evaluators

## Key definitions

**Young and Emerging Evaluators (YEEs)** are professionals who are either under the age of 35 and/or have less than five years of professional work experience in the field of evaluation<sup>1</sup>.

**“Internal”** refers to an employee who is involved in the daily operations of the organization and knows the organizational culture and policies.

**“External”** refers to an employee who works on separate assignments (e.g. evaluation or other research exercises) and is not fully involved in organizational operations outside the assignment.

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<sup>1</sup> Based on EvalYouth’s YEE definition: <https://evalyouth.org/index.php/mission-strategy/>.

## Executive Summary

1. The United Nations (UN) Secretary General’s “[Our Common Agenda](#)” and follow-up policy briefs stress the importance of meaningful youth engagement in policy and decision-making, highlighting their role in achieving sustainable development goals and rejuvenating the UN workforce. The international community gathered at the 2024 Summit of the Future renewed its commitment to meaningful youth engagement in the [Pact for the Future](#), including through active engagement of youth in UN processes. Accordingly, it is crucial to assess youth involvement in UN decision-making, and the specific role of young and emerging evaluators (YEEs) in shaping future UN programmes in general, and its evaluation function in particular. During the last eight years, different UN agencies have made efforts to support YEEs through internships, mentorship programmes, training opportunities, participating in conferences and workshops, development of materials for more meaningful youth engagement, as well as organizing advocacy campaigns and knowledge sharing sessions. However, YEEs still face barriers such as limited job access, uneven competition with experienced evaluators for junior positions, insufficient integration of YEEs in evaluation teams, and a lack of institutional commitment and resources.

## Rationale

2. At the 2023 UNEG Annual General Meeting, UNEG YEE Working Group was established to promote their meaningful engagement in evaluation across UNEG member agencies. This mapping exercise, commissioned by the Working Group, is one of its initial activities. Its findings will inform the Group’s strategic planning, and determine actions to further institutionalize and mainstream the meaningful engagement of YEEs in UNEG member agencies.

## Objectives

3. The objective of the mapping is to identify the number, distribution, roles, entry points and diversity of YEEs in UNEG member agencies from 2015 to 2023; and take stock of support across the six dimensions of the [Youth in Evaluation Standards](#), namely: leadership, engagement practices, advocacy, communications, human resources, and financial resources. The mapping highlights UNEG member agencies’ good practices to support the implementation of these Standards. It also seeks to identify opportunities and challenges faced by YEEs, document good practices and lessons learned, and propose suggested actions for institutionalizing and enhancing YEEs engagement.

## Methodology

4. The exercise used a participatory system mapping approach using a combination of qualitative and quantitative methods:

- A desk review of 603 documents by 62 UNEG member and observer agencies<sup>2</sup>, including evaluation policies, manuals and reports.
- Four focus group discussions (FGDs) with 20 YEEs. The group discussions were gender balanced and included professionals from eight UN agencies on different types of contracts (i.e. from interns to fixed-term staff).

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<sup>2</sup> All UNEG members and observers are listed on the [UNEG website](#).

- 32 key informant interviews were conducted with evaluation professionals from 23 UN agencies, ensuring diverse representation across nationalities, office locations (headquarters [HQ], regional, national), and years of professional experience. Key informant interviews (KIIs) targeted senior evaluators (20) and YEEs from UN agencies and regions not represented in the focus group discussions.
- An exploratory survey in three languages received 52 responses from 23 countries and 40 nationalities, representing 24 UN agencies.

5. The mapping exercise also sought to gather the perspectives of human resource professionals within the UN to better understand existing constraints for the recruitment of YEEs. However, requests for consultations were not met and therefore this angle could not be analyzed in depth.

## Findings

6. Individual UN agencies, where respondents work or worked, are perceived as more open to youth involvement by both YEEs and senior evaluators, compared to the UN system as a whole. There is a gap in aligning youth inclusion efforts across organizational functions. Although many agencies include youth as a stakeholder group in their strategic programme documents, only a few incorporate youth-focused efforts into evaluation policies and strategies partly because of organizational and financial constraints.

7. In UNEG member agencies, YEEs typically represent less than 20% of evaluation employees<sup>3</sup>, despite agreement by YEEs and senior evaluators on the value they bring to evaluation processes. YEEs offer passion, mobility and fresh perspectives. Senior evaluators recognize their innovative ideas, tech skills and diverse viewpoints. Yet, they encounter barriers such as high entry requirements, intense competition, and underutilization of their skills. Minimum experience requirements, often without an upper limit, tend to attract more experienced candidates. This practice limits opportunities for less experienced evaluators and hinders the start of their careers. Furthermore, while most agencies have shifted from unpaid to paid internships, unpaid internships still exist in the UN Secretariat.

8. Proactive individual managers play a crucial role in fostering meaningful youth involvement in the evaluation process. They provide mentoring, support training, YEEs' visibility and their inclusion in decision-making processes. This mentorship role is especially important in mitigating broader organizational limitations such as the absence of formal internship or fellowship structures, budget constraints, or lack of previous engagement practices for YEEs in the office.

9. The survey found that many organizations support local partners to enhance youth evaluation capacities, but only a small percentage engage with voluntary organizations for professional evaluation (VOPEs). There are missed collaboration opportunities due to inactive or absent VOPEs. Resources for youth involvement in evaluation are dispersed, hindering easy access to materials for further professional development.

10. While training opportunities for YEEs are available, mentoring support and internships are less so. Such structured approaches are essential for maximizing the development of YEEs. 66% of respondents noted that their organizations provide YEEs access to evaluation networks and conferences, with regional events being favoured for their cost-effectiveness and accessibility.

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<sup>3</sup> Including both external and internal employees.



11. Positions for young entry-level evaluators in the UN are limited. Often, these positions are filled by more experienced candidates, who, although they largely exceed the minimum requirements laid out in the job description, apply for these entry-level positions as fixed-term posts in the UN are rare. As a result, overqualified candidates apply for entry-level positions, further limiting access to stable positions for more junior candidates. The limited number and diversity of young entry-level employees in rosters also hinder managers from hiring them. Additionally, some YEEs have testified that positions labelled as “junior” or for “youth” can hinder the career growth of young employees and limit their involvement in decision-making processes as they can sometimes be considered as not being sufficiently experienced to contribute to decisions and may thus be sidelined in certain processes. Yet, the title is not always aligned with the level of experience of the YEE.

12. Internal YEEs play a significant role in the evaluation process, with high participation rates and valuable remote engagement options. However, many external YEEs are not fully involved or are not always given as much room to participate throughout the evaluation process. This has led to unacknowledged contributions in reports. In some instances, they are not explicitly named as co-authors or contributors to the evaluation reports.

## **Suggested Actions**

### **UNEG YEE Working Group**

1. Consolidate all capacity-building materials for engaging youth in evaluation into a single, easily accessible section on the UNEG website. Summarise materials and create short to-do lists for meaningful engagement of youth in evaluation.
2. Establish structured mentorship programs and engage YEEs through the UNEG network.
3. Create a roster of YEEs that could be hired for or consulted in UNEG evaluation processes (e.g. roster of young consultants, roster for youth advisory groups).

### **UNEG**

1. Incorporate the requirement to include a youth perspective into the UNEG peer review process.
2. Include youth participation in the UNEG Evaluation Norms and Standards and other relevant UNEG guidance materials.
3. Encourage UN agencies to assess their performance against the Standards on Youth in Evaluation on an annual basis.
4. Promote cross-organizational learning opportunities and specialised training workshops to enhance peer learning and skill development and include YEEs in these events.

### **Leadership of Evaluation Offices of UNEG member agencies**

1. Include youth engagement in evaluation in the Evaluation Policy and Strategy.
2. Include a dedicated budget for youth engagement in evaluation budgets, including to hire a young evaluator in external evaluation teams

### **YEEs**

1. Join the UNEG YEE Working Group and actively contribute to the discussions and activities.

# 1.Introduction

## 1.1 Context

13. The United Nations Secretary General's [Our Common Agenda](#) and follow-up [Policy Brief 3](#) (April 2023) and [Policy Brief 11](#) (September 2023) emphasize meaningful youth engagement in policy and decision-making as crucial for a better future. Policy Brief 3 advocates for expanding youth participation at all levels and making it a requirement in all UN decision-making processes, including evaluation functions. It calls for greater diversity, representativeness, and preparedness in youth engagement in evaluations. Policy Brief 11 focuses on cutting-edge skills and innovation to achieve Sustainable Development Goals (SDGs) and highlights the role of young people, especially young women, in rejuvenating the UN workforce. It underscores a commitment to youth engagement, amplifying their voices, and nurturing their leadership potential.

14. The [Summit of the Future](#), held in September 2024, saw the UN and Member States worldwide renew their commitment to youth engagement by calling for the implementation of 4 specific actions in its Pact for the Future<sup>4</sup>:

- Action 34: Invest in the social and economic development of children and young people so that they can reach their full potential
- Action 35: Promote, protect and respect the human rights of all young people and foster social inclusion and integration
- Action 36: Strengthen meaningful youth participation at the national level
- Action 37: Strengthen meaningful youth participation at the international level

15. More specifically, Action 37 urges UN agencies to 'promote meaningful, inclusive and effective engagement of young people in relevant United Nations intergovernmental bodies and processes, where appropriate and in accordance with the rules of procedure and established practice, taking into account the principles of gender parity and balanced geographical representation and non-discrimination'<sup>5</sup>. It is now for UN Evaluation Offices to also heed this call and actively and consistently engage with youth to help guide, shape and deliver quality evaluations for informed, evidence-based decision-making.

16. Considering these latest commitments, it is crucial to examine the current situation within UN evaluation offices and assess the involvement of young people in the UN's decision-making processes at all levels. This analysis aims to facilitate discussions on the specific role of YEEs in shaping the future of UN evaluation functions, and their role in cultural and skills transformation in UN System entities.

17. Investments in engaging and building the capacities of YEEs also advance national evaluation capacities, in turn accelerating the delivery of the SDGs. The UN General Assembly resolution (April 2023) on Strengthening Voluntary National Reviews (VNR) through Country-led Evaluation ([A77/L.64](#)) also underscores the importance of building capacities in evaluation.

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<sup>4</sup> UN, *Summit of the Future, Outcome Documents – Pact for the Future, Global Digital Compact and Declaration on Future Generations*, September 2024, pages 25-28. Available at: <https://www.un.org/en/summit-of-the-future/pact-for-the-future>

<sup>5</sup> Ibid, para 63(a), p.27.

18. Recently, various UN agencies have made deliberate efforts to recognize the potential and support the professional development of YEEs. A rapid stocktaking by the UNEG YEE Working Group in May 2023 revealed several examples such as providing internships, volunteer positions, supporting mentorship programmes, employment opportunities and creating specialised training opportunities in evaluation for YEEs.

#### **Examples of good practices to support YEEs:**

- 2018, the United Nations Population Fund (UNFPA), United Nations Volunteers (UNV) and EvalYouth, in partnership with the United Nations Development Programme (UNDP), United Nations Children's Fund (UNICEF), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), World Food Programme (WFP), the Food and Agricultural Organization (FAO) and the Department of Peace Operations (DPO) committed to facilitating access to UNV positions for youth and young people interested in developing a career in evaluation.
- In 2019, the WFP and South African Monitoring and Evaluation Association (SAMEA) collaboration led to a partnership with UNICEF and The Centre for Learning on Evaluation and Results, Anglophone Africa (CLEAR-AA) to pilot a programme that supports YEEs through work immersion<sup>1</sup>.
- In 2019, the Office of the United Nations High Commissioner for Human Rights (OHCHR) launched the 'Promoting diversity and inclusion for youth in the Secretariat' project which paved the way for young candidates, including YEEs, from developing countries to gain experience as UNVs at OHCHR in Geneva. The project won first place in the 'Diversity and Inclusion' category of the 2021 Secretary-General Awards.
- In 2021, UNFPA, EvalYouth Global Network and the World Bank's Global Evaluation Initiative formally collaborated to institutionalise the meaningful engagement and capacity development of YEEs<sup>1</sup>.
- In 2022, the Eval4Action advocacy campaign, co-led by UNFPA, EvalYouth, and the Global Parliamentarians Forum for Evaluation launched the [Youth in Evaluation Manifesto](#), which has 1000+ adoptees. Among UNEG member agencies, the manifesto is supported by the Evaluation Offices of the International Labour Organisation (ILO); UNDP; UNFPA; United Nations Educational, Scientific and Cultural Organization (UNESCO); and the World Bank.
- In April 2023, Eval4Action launched the [standards](#) for enhancing the meaningful engagement of youth in evaluation, including tailored standards for international organizations, during the first [Youth in Evaluation week](#).

19. Despite promising initiatives, YEEs continue to face barriers in the UN system, including limited access to evaluation jobs; few meaningful opportunities to contribute to and learn from evaluation processes; and limited avenues of professional growth and development. Visibility remains challenging as they struggle to establish credibility within the field. YEEs also face a substantial level of competition from more experienced evaluators for job opportunities and contracts. This competition can make it challenging for them to secure meaningful employment or projects in evaluation, further hindering their professional growth. Furthermore, there is a limited institutional commitment and few resources to meaningfully engage with YEEs within the evaluation processes of UNEG member agencies, in a long-term and sustainable way.

## 1.2 Objectives

20. The main objectives of this mapping exercise on the engagement of YEEs within UNEG member agencies are to<sup>6</sup>:

- 1) Identify the number and distribution of YEEs within UNEG member agencies since 2015<sup>7</sup>, including their: roles in the evaluation function; entry points into the UN system; levels of professional experience; monitoring and evaluation (M&E) competencies required by UN agencies for YEEs; and demographic information of YEEs to determine diversity.
- 2) Take stock of support for YEE engagement in UNEG member agencies around six dimensions<sup>8</sup>:
  - a. Leadership and accountability for YEE engagement;
  - b. Practice of engaging YEEs in evaluation processes;
  - c. Advocacy and capacity development support to YEEs;
  - d. Communications and knowledge management to enhance YEE engagement;
  - e. Human resources; and
  - f. Financial resources for YEE engagement.
- 3) Identify opportunities and challenges faced by YEEs in UNEG member agencies, e.g. (but not limited to) career advancement, access to mentorship, capacity building and networking opportunities.
- 4) Document good practices, and lessons learned and provide actionable recommendations to further institutionalise and strengthen the meaningful engagement of YEEs in UNEG member agencies.

## 1.3 Methodology

21. The mapping exercise is exploratory and used a participatory system mapping approach. It covers the period from 2015 to 2023, aligning with the start of the SDGs. The mapping used a combination of qualitative and quantitative methods to enhance the depth and reliability of the information and ensure its triangulation. The mapping exercise involved a desk review of 603 documents from 62 UNEG members and observers, including evaluation policies, manuals, reports and other relevant documents. Thirty-two KIIs were conducted with evaluation professionals from 24 UN agencies in 19 countries, ensuring representation from various types of offices (i.e. field offices and Headquarters); age groups (i.e. YEEs and senior evaluators); and professional levels and contractual status (consultants and fixed-term staff). Four focus group discussions were held with 20 YEEs, ensuring gender balance, inclusion of people with disabilities and geographical diversity. A web-based survey, distributed via multiple online channels in

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<sup>6</sup> The objectives were defined in the Concept note of the Mapping exercise presented in Annex 1.

<sup>7</sup> To align with the start of SDGs, so that the mapping can serve as a baseline to chart progress in 2030.

<sup>8</sup> These six dimensions are aligned with the [Standards to enhance meaningful engagement of youth in evaluation](#), for international organizations, released in April 2023. The standards were developed by an intergenerational task force, helmed by Eval4Action campaign.

English, Spanish and French, gathered 52 responses from evaluation professionals in 23 countries, representing 23 UN agencies. The full description of the methodology is presented in [Annex 2](#).

Agency	KII (n)	FGD (n)	Survey (n,%)	Agency	KII (n)	FGD (n)	Survey (n,%)	Agency	KII (n)	FGD (n)	Survey (n,%)
AF			2 (4%)	UNEP	1			UNOCT			1 (2%)
FAO	2		1 (2%)	UNESCO		3	2 (4%)	UNODC			1 (2%)
GCF	1		2 (4%)	UNDESA			1 (2%)	UNRWA		1	1 (2%)
IAEA	1		1 (2%)	UNDP	2		4 (8%)	UN SDG			1 (2%)
IOM		2	2 (4%)	UNDSS			1 (2%)	UNV	1		1 (2%)
Agency	KII (n)	FGD (n)	Survey (n,%)	Agency	KII (n)	FGD (n)	Survey (n,%)	Agency	KII (n)	FGD (n)	Survey (n,%)
IFAD			1 (2%)	UNHCR	2		2 (4%)	WFP	1		1(2%)
OCHA	1			UNICEF	2		3 (6%)	WHO	1	1	
OHCHR	3	1	3 (6%)	UNIDO	1			Consultants working in different agencies	8	7	10 (19%)
OIOS	1		3 (6%)	UNITAR	1			Total	32	20	52(100%)

22. This robust methodology guided the mapping exercise but faced some limitations. Rules and regulations for recruitment and budgeting vary from one agency to another. Access to positions for YEEs depend on factors including, for example, whether the entity is part of the UN Secretariat, a specialized agency or fund; rules applying to regular programme budget versus voluntary contributions; and length of budget cycles. Given the complexity of UN entities and applicable rules and regulations, the Working Group had initially intended to consult human resource departments in each UNEG agency to better understand and map the potential challenges in securing positions for YEEs and ensuring their sustained presence in their respective evaluation offices. Some human resource professionals were contacted but no exhaustive responses were provided; highlighting difficulties in tracking all junior evaluation positions which are often hidden behind different position names and modalities<sup>9</sup>. As a result, this crucial aspect could not be analyzed in depth in the mapping exercise.

### 3. Findings

<sup>9</sup> The responses were provided by UNV and UNICEF.

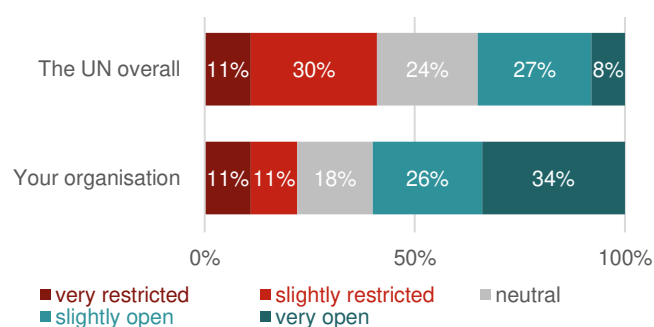
### 3.1 YEEs in UNEG member agencies: distribution, added value, opportunities and challenges

**Finding 1.** Both YEEs and senior evaluators perceive individual UN agencies to be more open to youth engagement than the UN system. Senior evaluators see the UN as more open than YEEs do. Overall, geographical and gender distribution among YEEs in agencies are perceived as high, except at HQ, where unpaid internships remain prevalent and the diversity is much lower. Remote engagement of YEEs has however opened opportunities for some YEEs to access the UN from afar.

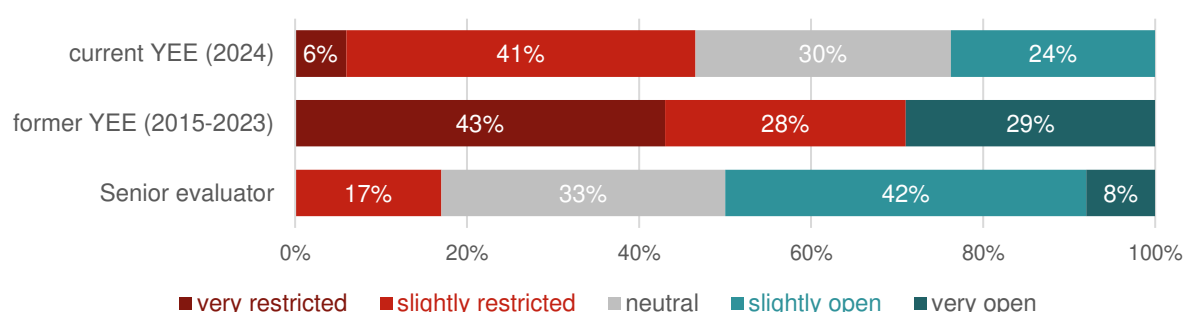
23. Overall, 60% of survey respondents find their agency open or very open to YEEs, while only 35% view the entire UN in the same light. Conversely, 41% perceive the UN as restrictive towards YEEs (Figure 1). This sentiment was echoed in KII/FGDs, where participants expressed more concern about the UN's overall limited openness towards YEEs compared to their own agencies, which they perceived as relatively open.

24. Moreover, senior evaluators perceive the UN as more open than YEEs (Figure 2). The KII/FGDs confirmed that YEEs are more critical of the UN and perceive significantly more restrictions and challenges to meaningful engagement.

**Figure 1. Survey respondents believe their own organisation is more open to YEEs than the UN system overall (n=52)**

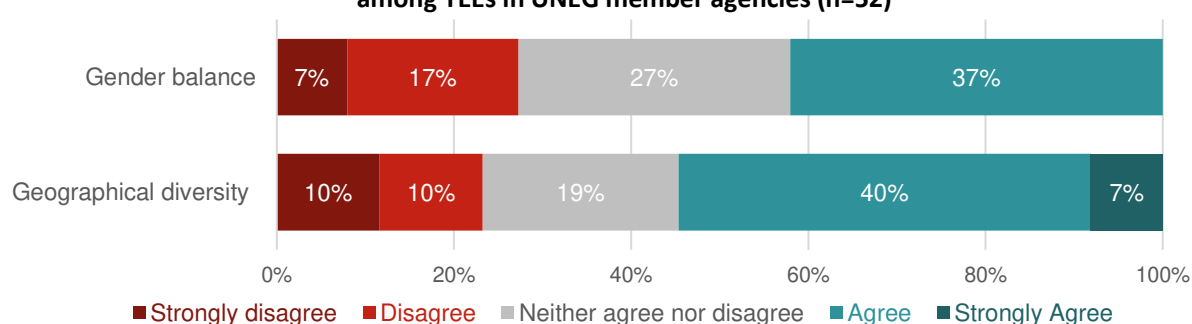


**Figure 2. Two in 10 senior evaluators and up to seven in 10 YEEs find access to the UN to be restricted for YEEs (n=52)**



25. Overall, 47% of survey respondents agree or strongly agree that the geographical distribution of YEEs in their respective UN agencies is high. Thirty-seven per cent (37%) also believe that gender diversity among YEEs is well balanced (Figure 3). KII/FGDs informants also agreed that geographical and gender diversity of YEEs is high in UN agencies, except at HQ, where unpaid internships remain prevalent, and the geographical diversity is much lower as they are more accessible to YEEs from the Global North.

**Figure 3. Close to half of survey respondents deem there is good gender balance and geographical diversity among YEEs in UNEG member agencies (n=52)**



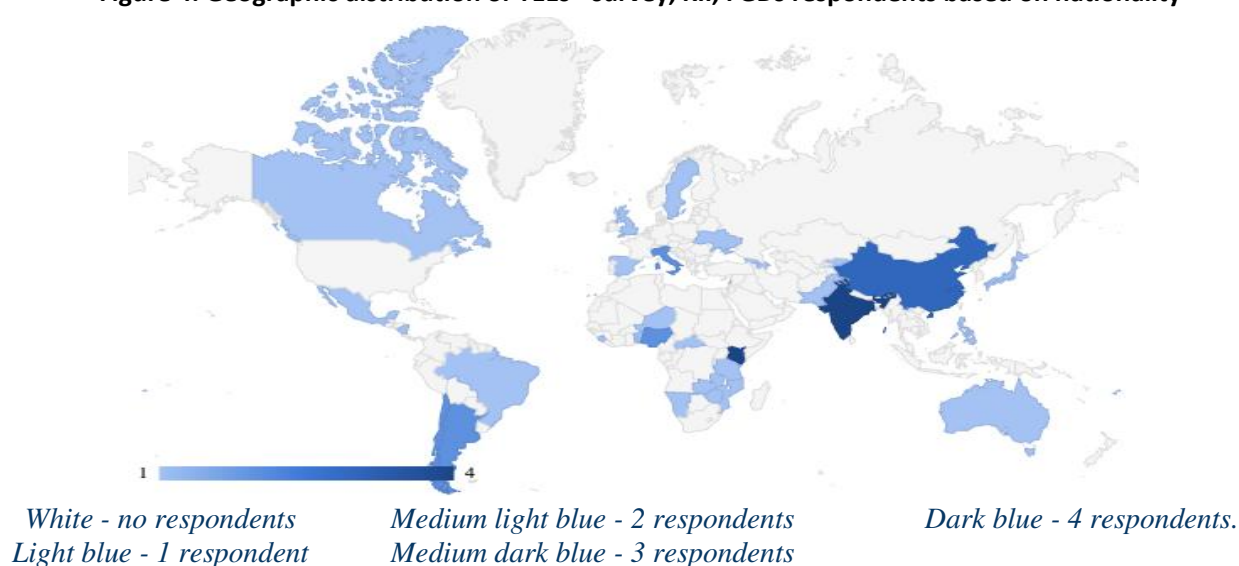
26. The recent increase in opportunities for remote work since the outbreak of the Covid-19 pandemic have further enabled young evaluators from more diverse backgrounds to join the UN as well. In recent years, Evaluation Offices have realized that the remote engagement of YEEs can be as meaningful and beneficial as that of those physically present in the office. In some cases, it offers more opportunities for those unable to relocate due to medical conditions, limited resources, security concerns or for cultural reasons.

*“I would not have had the opportunity to work and live in Geneva for such a salary as a consultant. It is really difficult, but here I feel good, and I am well integrated in the team” YEE*

*“My parents would never allow me to go to another city or country alone as a young woman. That online internship was a great opportunity to start working and learn” YEE*

27. As a result, the diversity of YEEs participating in the mapping exercise was high. The KII and FGD sampling aimed for high diversity, and it was easy to find YEEs from various nationalities working in UN agencies at different levels. Overall, 46 YEEs of 48 nationalities participated in the mapping exercise<sup>10</sup>, including 38 from the Global South<sup>11</sup> (Figure 4).

**Figure 4. Geographic distribution of YEEs - survey, KII, FGDs respondents based on nationality**



<sup>10</sup> In survey, 17 YEEs of 19 nationalities. In the KIIs/FGDs, 29 YEEs of 29 nationalities. While there is a possibility of double counting, when the same YEEs participated in both methods, the overlapping of nationalities is minimal - only five appear in both: Argentina, Chile, India, Kenya, and Nigeria.

<sup>11</sup> 38 YEEs from the Global South. Two YEEs who declared double nationalities, one of which was from the Global North, were not counted.



*Disclaimer: The designations employed and the presentation of material on the map do not imply the expression of any opinion whatsoever on the part of UNEG members concerning the legal status of any country, territory, city or area or its authorities, or concerning the delimitation of its frontiers or boundaries.*

**Finding 2.** In UNEG member agencies, YEEs typically comprise less than 20% of evaluation personnel, with the majority based in their respective agencies' HQ. While internal YEEs are engaged under various contractual arrangements, they tend to have consultancy contracts over long periods of time compared to senior evaluators who are often recruited on more stable contracts resulting in decreased job security and fewer benefits. The main reasons for not hiring YEEs are the lack of organization commitment to engage YEEs, limited understanding of how to effectively involve YEEs and insufficient financial resources.

28. Based on the survey data of the mapping's desk review, YEEs make up less than 20% of the evaluation office, regardless of the size of the evaluation function and number of personnel. The highest concentration of internal YEEs is found at agency HQ. For example, at FAO and UNESCO HQs, YEEs make up half of the evaluation staff. YEE engagement at the regional and national levels is less common, mainly reported in UNFPA and UNICEF offices.

29. The majority (16 out of 17) of YEEs among survey respondents work full-time under different types of employment contracts, including fixed-term contracts (6 out of 17), temporary positions (3 out of 17), long-term consultancy roles (3 out of 17), service contracts (2 out of 17) and permanent positions (2 out of 17). Seven of 13<sup>1</sup> senior evaluators hired YEEs as short-term consultants between 2015-2023, while five hired them as long-term consultants, fixed term contracts or service contracts. UNV Youth and UNV Specialist were the least frequent hiring types. Only one of 13 respondents were hired as a UNV.

30. However, in the FGDs and KIIs, it was indicated that at least one-third or more of YEEs are internal long-term consultants, which contrasts with senior evaluators who rarely have such contracts. Among the FGD and KII informants, at least half of the YEEs have long-term consultant contracts; two are interns; and six have short-term consultant contracts. The informants highlighted that long-term consultancy contracts are a common arrangement for YEEs, noting the ease of entry procedures but also expressing concerns about job security, medical insurance and leave entitlements.

31. Six of 33 senior evaluators in the survey said they never collaborated with YEEs due to the organization's lack of commitment, understanding and financial resources for engaging YEEs. As confirmed by the KIIs, the absence of organizational commitment reflects a broader issue of inclusion and youth engagement within the evaluation function. Without a clear mandate or strategic direction to include YEEs, evaluators find it challenging to integrate young professionals into their teams. Additionally, in the KIIs, some senior evaluators indicated not having the necessary guidance and tools to effectively mentor and integrate YEEs into their evaluation activities. Further, nine out of 17 senior KII informants, indicated that allocating

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<sup>1</sup> 13 respondents who had experience of hiring YEEs during the period of 2015-2023.

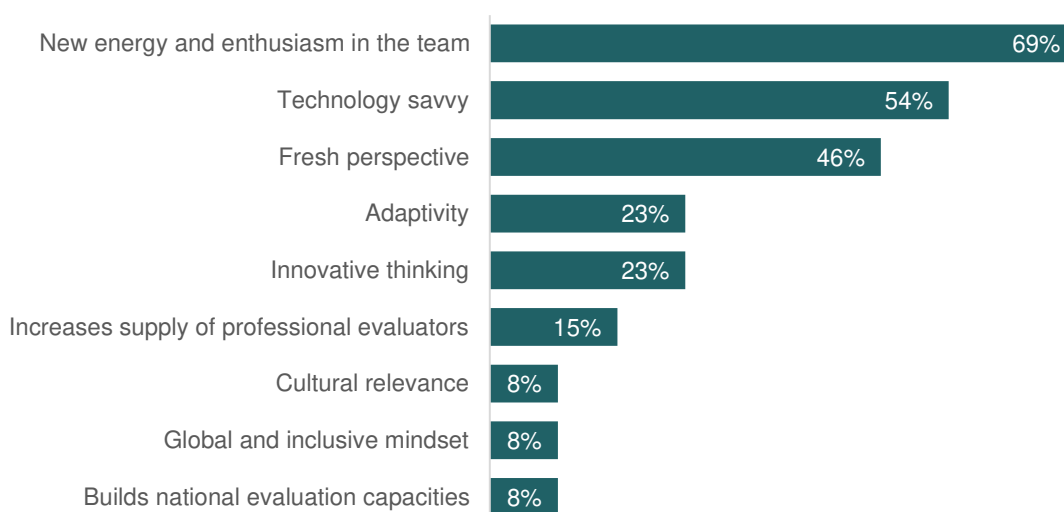


resources for hiring and supporting YEEs is not seen as a priority due to the evaluation function's budget limitations.

**Finding 3.** Dynamic energy and technological savviness are noted as key added values of YEEs, but the diverse skill sets of young evaluators are often underutilized.

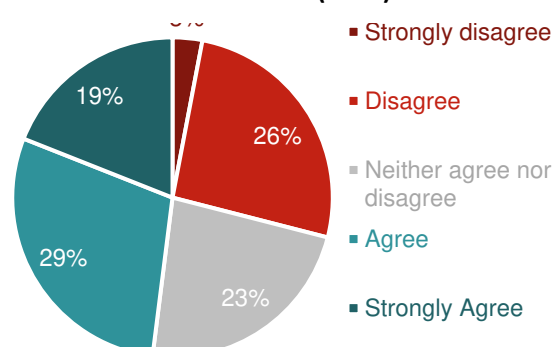
32. Both YEEs and senior evaluators agree on the significant added value YEEs bring to the evaluation process. During the KIIs and FGDs, young evaluators emphasized their passion, mobility and fresh perspectives, which help them gain valuable experience and contribute meaningfully to evaluation exercises. Senior evaluators similarly recognize the innovative ideas, technological skills and diverse viewpoints that young professionals introduce, enhancing the overall quality and inclusiveness of evaluations. The added value was confirmed also in the survey responses. There is a consensus between the two groups that the energy, creativity and tech-savviness of YEEs are vital assets for modernizing and enriching evaluation practices.

**Figure 5. Senior evaluator perspective of the main value added of YEEs (n=33<sup>2</sup>)**



33. However, approximately half of the survey respondents believe that the diverse skill sets of YEEs are frequently underutilized within the UN system (Figure 6). Despite their potential and broad range of competencies, the very high entry requirements for evaluation positions often prevent YEEs from fully contributing to and advancing within the organization. This statement was also confirmed during the KII/FGDs when YEE informants stated that young evaluators may not be adequately recognized or valued within UN agencies, leading to feelings of marginalization and disengagement.

**Figure 6. Almost half of respondents believe the diverse skill sets of young evaluators is underutilised (n=52)**



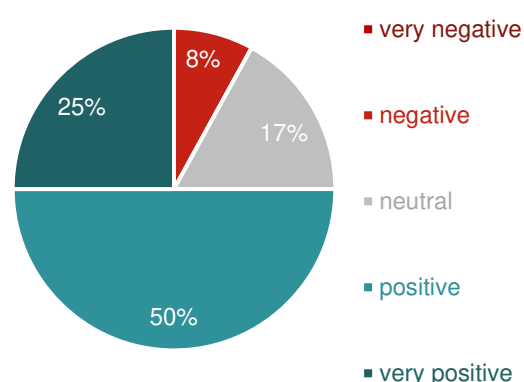
<sup>2</sup> Respondents with more than five years of experience in evaluation.

*“In my personal experience the entry barriers for UN organizations are very high, competitive and restrictive (especially for people from the Global South) but once you make it “in”, you find out that you are somewhat overqualified, and your skills are underutilised.” – YEE*

**Finding 4.** YEEs identify diverse work experiences and professional development as the main benefits of working in the UN. However, high skill requirements and the nature of the UN job market are barriers to starting an evaluation career at the UN.

34. Seventy-five per cent (75%) of YEE respondents in the survey noted that their experience as a YEE in a UN agency is/was positive or very positive, and only 8% had a negative experience (Figure 7) <sup>3</sup>. YEEs noted diverse working experience and professional development as significant advantages of working within the UN (Figure 8). As discussed in FDGs, the exposure to various projects, cultures, and international contexts enriches YEEs’ professional knowledge and skills, making them more versatile and adaptable. Additionally, the UN provides numerous opportunities for continuous learning and growth through training programmes, workshops and cross-functional collaborations. This environment enhances their competencies and broadens their career prospects within and beyond the UN system.

**Figure 7. 3 in 4 YEEs have had good experiences working in a UN agency (n=24)**



**Figure 8. The majority of YEEs especially appreciated the diverse work experience and professional development opportunities in the UN (n=24<sup>4</sup>)**



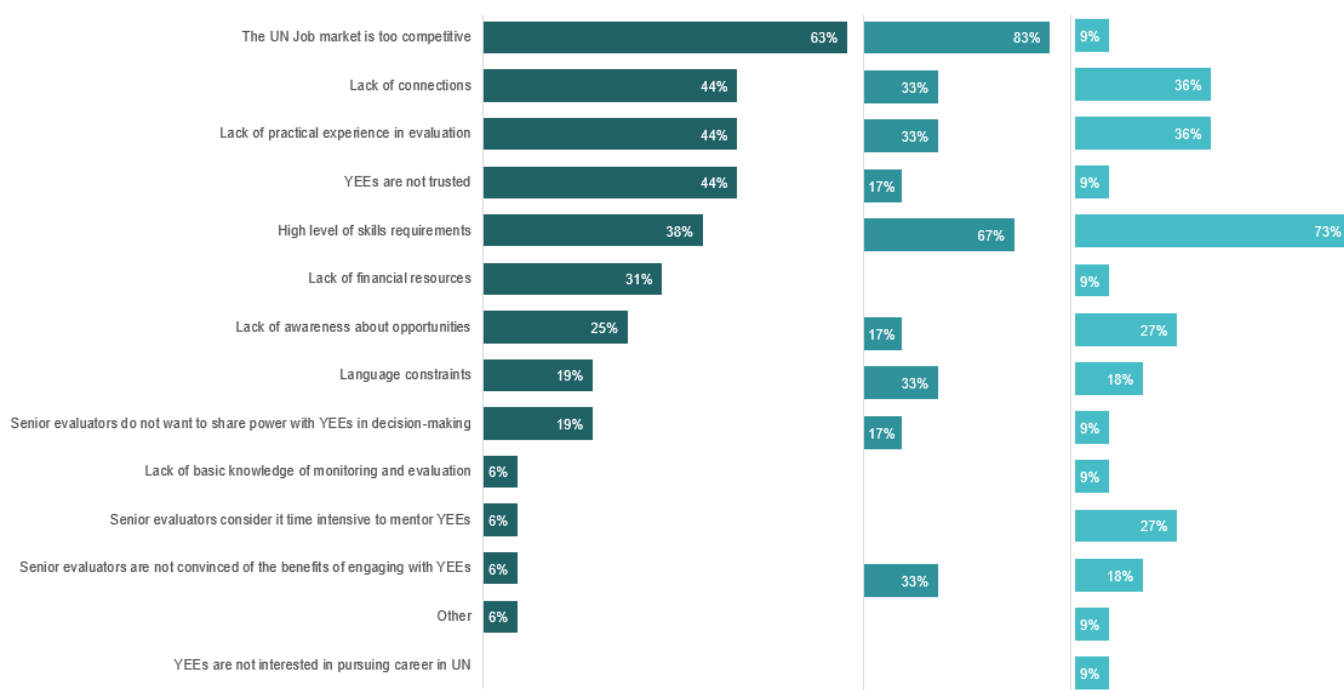
<sup>3</sup> Question “In general, how would you rate your experience as a YEE working in a UN agency?”

<sup>4</sup> Question “What are the main advantages of working in the UN for you as a YEE?”

35. Survey respondents identified several barriers for YEEs to enter the UN including high levels of competition, and lack of opportunities. While the main barriers depended on the respondent (cf. Figure 9), all agreed that high skill requirements and the intensely competitive nature of the UN job market are the primary obstacles for YEEs aspiring to start their careers in the organization. These barriers are further exacerbated by the lack of practical experience in evaluation, which many young professionals struggle to obtain. Additionally, during the FGDs, YEEs stated that the absence of robust professional networks and connections makes it even more challenging for them to navigate the entry points into UN roles.

36. Senior evaluators also attribute the low integration of YEEs to a general lack of awareness about available opportunities and the considerable time needed to mentor YEEs effectively. During KII, senior evaluators noted that mentoring and guiding YEEs is time-consuming and requires additional effort beyond their main tasks, which is often not encouraged by management.

**Figure 9. The survey reveals stark differences in perceptions regarding what constitutes the main barriers for YEEs to entering the UN: depending on the respondents age and experience (n=52)**



37. Moreover, during the KII and FGDs, YEEs highlighted unclear contract requirements and job descriptions as potential barriers when applying for jobs. YEEs are unsure about the expectations and qualifications needed for specific roles, which can discourage them from applying and limit their opportunities for advancement.

38. Effective strategies to address these challenges can be seen in the practices of the UNESCO HQ office. UNESCO collaborates with Universities in Paris to host Q&A sessions on UN evaluation practices, including providing clarification for prospective applicants. Similarly, UNFPA and the International Fund for Agricultural Development (IFAD) support online peer-to-peer sessions where topics, including the application process, are discussed, helping to demystify job requirements and improve understanding. Despite being open to all, only two out of 20 YEEs in FGDs attended these sessions. Others mentioned low visibility of these initiatives and called for dedicated sessions on UN evaluation careers.

## 3.2 Support for YEE engagement in UNEG member agencies

### 3.2.1. Leadership and accountability

**Finding 5.** While about half of UNEG member agencies include youth in their strategic programming, only seven mention youth in their evaluation strategies, revealing a gap between programming and evaluation. Two-thirds of interview informants stress the need to align evaluation strategies with commitments to youth inclusion.

39. Half of UNEG member agencies include youth as a stakeholder group in their strategic programming documents (e.g. country programs, strategic plans or specific project descriptions) but this emphasis is not reflected in their evaluation strategies and policies. Only seven agencies (UNFPA, WFP, UNICEF, United Nations High Commissioner for Refugees [UNHCR], IFAD, UNESCO<sup>5</sup> and OHCHR<sup>6</sup>) explicitly mention youth in their evaluation strategies, or refer to youth or young evaluators in evaluation manuals. For example, the UNFPA Evaluation Policy 2024 commits to multi-stakeholder and intergenerational partnerships with youth to enhance their evaluation capacities. Similarly, the WFP Corporate Evaluation Strategy 2022 highlights engaging young evaluators to diversify evaluation capacities for better results. This discrepancy highlights a gap between the strategic intent to include youth in programming and missing the opportunity to engage youth in the evaluation process.

40. Two thirds of interviewed informants highlighted a need for agencies to align their evaluation strategies and policies with broader commitments to include youth in programming.

**Finding 6.** Individual champions, such as managers and Directors/ Heads of offices, can make a difference in the absence of organizational commitments for YEE engagement or previous practices of engaging YEEs.

41. In KIIs and FGDs, both YEEs and senior evaluators agreed that enthusiastic managers and office Heads who actively involve YEEs play a crucial role in fostering youth engagement in evaluation, even amid broader agency constraints or lack of experience. These leaders exceed expectations by advocating for and mentoring YEEs, significantly enhancing their professional growth and inclusion. Their proactive efforts create pockets of innovation and support, showing that committed team leaders can make a difference for YEEs in the office.

*“I’ve taken full responsibility to mentor a YEE and to be with her during all the process even above my working hours and responsibilities, even when others in the office were sceptical on the idea of YEE engagement”* Senior evaluator

<sup>5</sup> Not explicitly mentioned in evaluation policy but referred to in the UNESCO Evaluation Manual 2023: <https://unesdoc.unesco.org/ark:/48223/pf0000383948>.

<sup>6</sup> OHCHR RBM Manual 2019.

### Good practice for leadership and accountability

- **UNFPA** integrated its commitment to the meaningful engagement of youth in evaluation into its evaluation policy, evaluation strategy, evaluation handbook, and costed evaluation plans. This strategic alignment facilitated synchronised support actions across all organizational offices, ensuring that YEEs in various countries and regions have equal opportunities for different forms of engagement with UNFPA:

*“I took part in the evaluation of UNFPA’s 8th country programme in the Central African Republic. This gave me a wealth of knowledge in evaluation and created further opportunities” YEE*

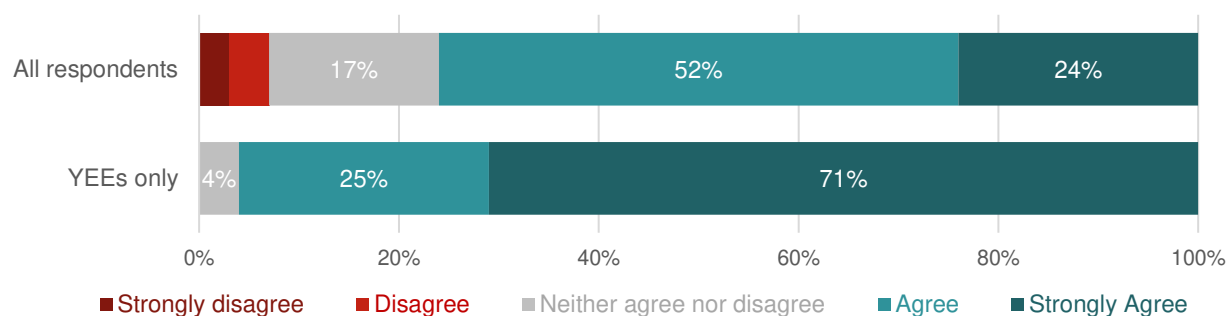
- In 2022, the Eval4Action advocacy campaign launched the [Youth in Evaluation Manifesto](#). Among UNEG member agencies, the manifesto is supported by the ILO, UNDP, UNFPA, UNESCO and World Bank evaluation offices.
- The [Youth in Evaluation](#) initiative which started in 2022 brings together more than 200 stakeholders, including UN agencies, around the importance of the meaningful engagement of youth in evaluation.
- Six UN agencies (**UNFPA, UNICEF, UNESCO, OHCHR, WFP and UNHCR**) completed and submitted the self-assessments on the [standards](#) for enhancing meaningful engagement of youth in evaluation for international organizations introduced by the Youth in Evaluation Initiative. These self-assessments help agencies analyse their status on youth engagement against six main aspects: leadership and accountability; evaluation practice; advocacy and capacity development; knowledge management and communication; human resources; and financial resources.
- The **UNESCO** Evaluation Office developed an Action Plan (2024) on its engagement with and commitments to youth in evaluation. The Action Plan was formulated following a self-assessment of how the standards for enhancing meaningful youth engagement in evaluation were being applied in UNESCO. It addresses the main weak points identified in the assessment and outlines actions for improving youth engagement in evaluation.

### 3.2.2 Evaluation Practice

**Finding 7.** Internal YEEs are actively engaged in the evaluation process with a majority contributing to decision-making processes. However, external YEEs report more limited involvement as many remain unrecognized in reports.

42. Internal YEEs are generally well engaged throughout the evaluation process. Three in four survey respondents agree that YEEs in their respective agencies contribute and participate actively throughout the evaluation process (Figure 10). Surveyed internal YEEs almost unanimously agreed with this.

**Figure 10. 77% of survey respondents (n=52), among which 96% of YEEs (n=24), believe YEEs are actively engaged throughout the evaluation process**



43. This high level of engagement was also confirmed by YEEs who participated in KIIs and FGDs, who mentioned their engagement in all phases of evaluation including planning, data collection<sup>7</sup>, analysis and reporting. Eighty-four per cent (84%) of YEEs in the survey confirmed they were given an opportunity to contribute to the decision-making process. These testimonies highlight how YEEs sitting in the Evaluation Offices play an integral role in the evaluation practice of UNEG member agencies.

44. Conversely, external YEEs often indicated being excluded from decision-making processes and contributed only in limited part to the evaluation process, often local data collection.

*“I’ve done data collection and provided notes. Everything else was done by the senior evaluator”* External YEE

45. Furthermore, YEEs interviewed during KIIs and FGDs, mentioned how external YEEs often remain unrecognized in official reports, even if they contribute to some parts or throughout the evaluation process. Individual consultants frequently work with YEE assistants and consultancy firms may employ multiple YEEs. Yet their roles and contributions are rarely acknowledged or documented.

*“I worked on two UN evaluations and am currently working on one, but I am on the support side, I am preparing materials, doing analysis of data for senior colleagues, they are in the evaluation team. This is a great learning for me, and also money. Just I am not sure how I can include this in my CV”* YEE

46. The lack of visibility not only means that the work of these young professionals is not recognized, but it also hides the full extent of youth involvement in evaluation activities.

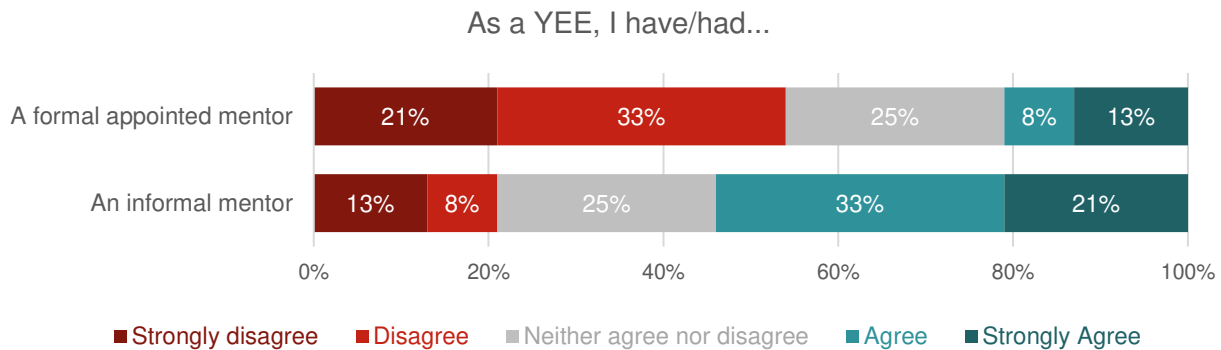
**Finding 8.** YEEs perceive a lack of mentoring support within UNEG member agencies. Structured approaches like bi-weekly mentoring and organized internships are crucial for maximizing YEEs development in UN agencies.

47. To ensure appropriate YEE involvement in evaluation processes, a structured approach for YEE engagement in evaluation practice is essential. Nevertheless, mentoring support, which is crucial for professional growth and practical application of learned skills, is often perceived as insufficient. YEEs mentioned the lack of mentoring and indicated that, other than initial training, they miss out on the guidance and support needed to navigate complex evaluation tasks and advance their careers within the organization.

<sup>7</sup> External YEEs were more engaged in data collection, while internal in preparing evaluations and revising results.

48. Proper YEE engagement in UN Evaluation Offices entails ensuring constant support and guidance from more experienced evaluators in the office. The survey, however, paints a more mixed picture of the guidance role vis-à-vis YEEs which remains less consistent and formalized. Only 21% reported formal mentoring experience, while 54% had an informal mentor during their assignment as a YEE.

**Figure 11. Most YEEs<sup>8</sup> benefit from training, but few are mentored (n=24)**



49. Both YEEs and senior evaluators reported that regular meetings and a structured approach to YEE engagement helped to keep active engagement. Bi-weekly mentoring meetings or organised internship programs with regular learning sessions have significantly helped internal YEEs maximise their learning and career development opportunities within UN agencies.

*“It is not our first internship, we have already developed some systems - regular bi-weekly meetings, establishing goals at the beginning of the internship, and having feedback sessions” Senior evaluator*

50. In contrast, the lack of such structures often leaves young professionals desperately searching for meaningful engagement and their place in the organization. Indeed, while 88% of YEEs in the survey clearly understand their roles and responsibilities, some YEEs in the FGDs highlighted challenges in this area.

*“I was 6 months at work, and still did not understand what evaluation is and what I am doing or not doing, my supervisor just “pushed me to swim”. I wasted a lot of time” YEE*

51. According to senior evaluators, managers often face financial and time constraints, making efforts to meaningfully engage YEEs an addition to their primary responsibilities. They are looking for structured guidance on how to meaningfully engage youth.

#### Good practices for engaging YEEs in evaluation processes

- In 2023, **UNFPA** finalised the formative [evaluation of UNFPA support to adolescents and youth](#), where youth were engaged as decision makers in the form of a Youth Steering Committee, as co-evaluators and key informants.
- In 2024, **UNICEF** established a youth advisory group (YAG) for the [evaluation of the global gender policy and gender action plans](#) in 2024. The evaluation also included consultations with adolescents and youth at the country level, using their perspectives to feed into evaluation findings and formulation of recommendations. Capacity building initiatives for the members of the YAG were implemented through various online trainings.

<sup>8</sup> 24 respondents who currently are YEEs or were YEEs during the 2015-2023 period.



### 3.2.3 Advocacy and capacity development

**Finding 9.** One-third of survey respondents indicated their organizations support local partners enhance youth evaluation capacities, while fewer engage with VOPEs. Informants noted missed opportunities for collaboration due to inactive or absent VOPEs or limited connections. However, there are good examples of collaboration with VOPEs, particularly at the national level.

52. One-third of survey respondents indicated their organizations support local partners in building youth evaluation capacity (Figure 12). KII respondents cited workshops at universities, collaborations with youth-led organizations, and initiatives targeting specific groups, such as refugee youth, as examples of this support.

53. However, only 17% of survey respondents said their organizations engage with VOPEs. KII highlighted that agencies miss out on the specialised expertise and networks VOPEs offer due to inactive or absent VOPEs in the region or a lack of established connections with them.

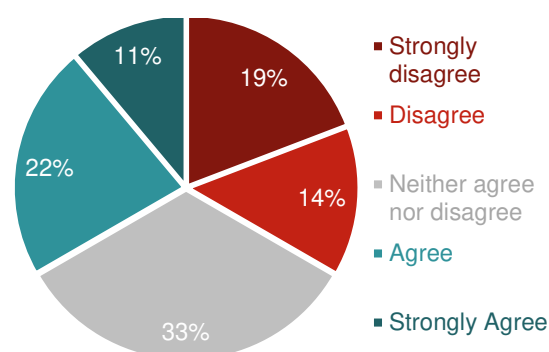
*“In this region we don't have any active VOPE. In Latin America we cooperated with ReLAC with an active youth group there, but we can't invent it here [Central Asia]”* Evaluation manager

54. Where there is some form of collaboration, organizations such as UNFPA, UNICEF and WFP aim to strengthen national capacities by collaborating with VOPEs at the national rather than headquarter level, as indicated by KIIs.

55. There are some good practices reflecting close cooperation between the UN office and national VOPE on youth in evaluation. For example, the Zimbabwe UNICEF Office works with the Zimbabwe Evaluation Society, a national VOPE, on many advocacy and capacity building activities targeting YEEs. UNDP in Madagascar collaborates with the Malagasy Evaluation Association to advocate for and support capacity-building activities among a large cohort of YEEs. WFP has extended cooperation with the South African VOPE (SAMEA) in particular to enhance the engagement of YEEs. UNFPA collaborates closely with various VOPEs, including the Asia-Pacific Evaluation Association (APEA) and the Latin American and Caribbean network of monitoring, evaluation and systematisation (ReLAC), to strengthen national capacities and advocate for youth engagement in evaluation.

**Finding 10.** Several organizations have created capacity-building materials (including recordings, manuals, and briefs) for youth involvement in evaluation but they are often dispersed across various organizational sources, hindering easy access and effective utilisation.

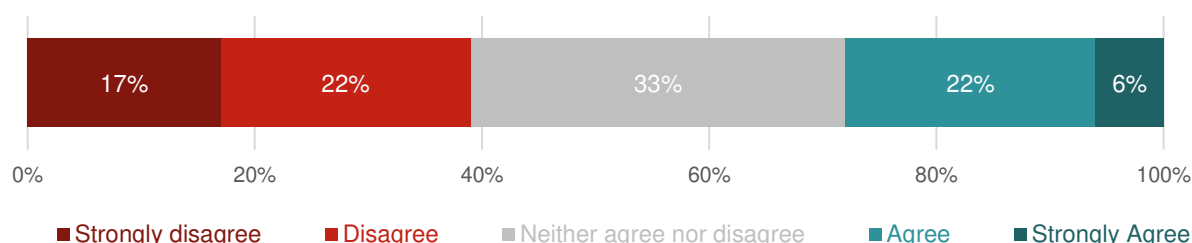
**Figure 12: 33% of respondents believe UN organizations support local partners for capacity-building of youth in evaluation, including YEEs (n=52)**





56. Most KII informants are generally unaware of manuals or tools for youth engagement, yet the survey reveals that 28% of respondents agree their organizations produce capacity-building materials to advance youth engagement in evaluation (Figure 13). These materials offer opportunities for YEEs to contribute to the body of knowledge in evaluation theory and practice.

**Figure 13: UN organizations have produced capacity-building materials on advancing youth engagement in evaluation (n=52)**



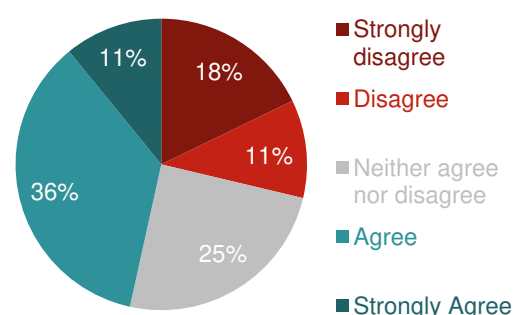
*“Before the start of an evaluation, we have a kind of choice on how to shape the [Terms of Reference] and evaluation, but mostly we use copy-paste from some previous successful evaluations including the evaluation questions. I don't know where to look properly on youth engagement and how to bring it out correctly in an evaluation.” - Evaluation manager.*

57. Finding materials on youth engagement in evaluation is challenging for evaluation managers even more so in the absence of a centralised database of information specific to YEEs.

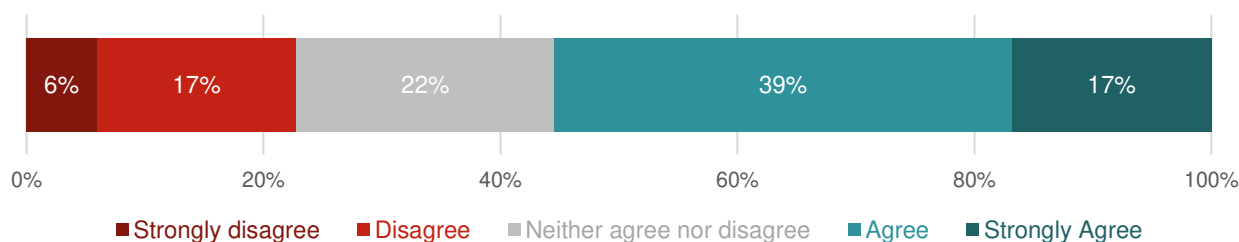
**Finding 11:** There is a high number of training opportunities in evaluation available to internal YEEs, particularly at the basic level.

58. YEE engagement also entails ensuring continuous development support and, according to the survey, most agencies respond to this need. Training opportunities in evaluation for internal YEEs, particularly at the basic level, are mostly available in UN agencies (Figure 14). However, KII informants noted a lack of specialised and more extensive training in evaluation within the UN system. YEEs seek those through external events such as specialized training programmes delivered by other institutions, workshops and evaluation conferences. As a result, UNEG members are supportive of exploring external training opportunities with 58% of YEE survey respondents reported having participated in specialised evaluation training programmes and workshops provided externally. Most survey respondents recognize that their organization supports YEEs participating in external opportunities for evaluation capacity development (Figure 15).

**Figure 14. UN agencies offer training and career advancement opportunities for YEEs (n=52)**



**Figure 15: UN organizations provide YEEs access to evaluation networks and conferences to engage, network and learn from other YEEs and professionals (n=52)**



### Good practices for advocacy and capacity development support to YEEs

UN agencies have developed a series of manuals and guides to support youth engagement in evaluation:

- UNFPA Guide on youth engagement in evaluation: Leveraging the power of youth in evaluation: A practical guide to meaningfully engaging youth in evaluation processes (2024)
- UNICEF Guidance Note: Adolescent participation in UNICEF monitoring and evaluation (2019)
- UNICEF Useful tools for engaging young people in participatory evaluation (2005).
- UNESCO Youth as Researchers Training Manual (2015).

UN agencies have also supported the capacity development of YEEs through various initiatives:

- During the 2018-2023 **UNFPA** supported 4 YEE-led schools (summer/winter) in different regions: Eastern Europe and Central Asia, Asia Pacific, Middle East and North Africa, Latin America and Caribbean. The training aimed to enhance capacities for local YEEs by delivering tailored materials in regional languages
- WFP, UNICEF and CLEAR AA led a Joint Programme on national evaluation capacity building in anglophone Africa of local YEEs

UNFPA, FAO, WFP, UNICEF, UNDP, IFAD, hosted different events during the [gLocal Evaluation Week](#), including for YEEs.

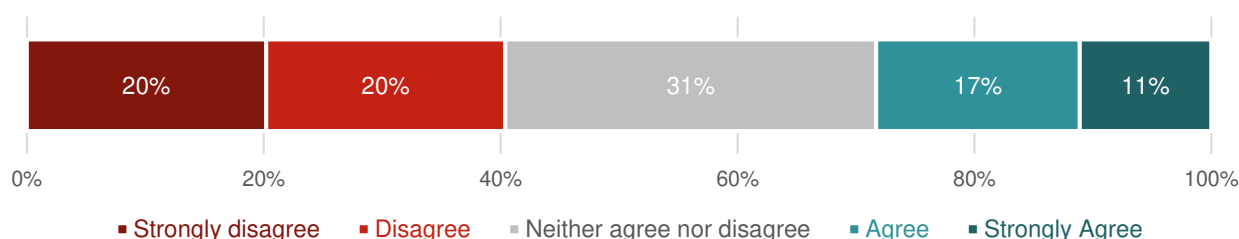
### 3.2.4 Knowledge management and communication

**Finding 12.** Some organizations provide YEEs access to evaluation networks and conferences, facilitating networking and learning. Regional events were favoured for their cost-effectiveness and accessibility, supporting broader YEEs' participation and professional development.

59. Fifty-six per cent (56%) of survey respondents agreed that their organization provides YEEs access to evaluation networks and conferences to engage, network and learn from other YEEs and professionals. This support helps internal YEEs build valuable connections, enhance their skills, and stay updated with the latest trends in evaluation. YEEs also testified to gaining a high level of visibility and encouragement by participating in the networking events, especially in jointly organised conference panels.

60. Most KII informants agreed that there is a growing need for more frequent knowledge sharing events for evaluators within the UN. Only 28% of survey respondents indicated that their organization hosts knowledge sharing and advocacy events for YEEs. Yet, these sessions allow to share knowledge between YEEs and also strengthen connections. The [peer to peer sessions](#) organised by some FGD participants with the support of UNFPA were highly appreciated for example.

**Figure 16: UN organizations host knowledge sharing and advocacy events for YEEs (n=52)**



61. However, most respondents and interviewees preferred regional events, as they are less expensive and more accessible compared to the global events, allowing organizations to better support YEEs participation. These regional gatherings can provide cost-effective opportunities for young evaluators to engage in professional development, network with peers, and exchange knowledge. By focusing on regional events, organizations can maximise their resources and ensure a wider reach, facilitating the inclusion and growth of YEEs across diverse geographical areas. Moreover, KII informants stated that internal YEEs and their senior colleagues, also benefit from participating in informal local evaluation meetings in the cities where UN agencies are present. For example, such events were hosted in Vienna.

#### **Good practices for communications and knowledge management to enhance YEE engagement:**

- The Youth in Evaluation Initiative convened over 200 stakeholders, including UN agencies, to emphasise the critical role of meaningfully involving youth in evaluation.
- UNFPA is one of the founding partners of the [Peer2Peer initiative](#) with regular sessions in different parts of the world. In 2023, IFAD hosted the [Peer2Peer advisory session for YEEs](#). The Peer2Peer Career Advisory Sessions provide a safe, online space for young evaluators to discuss career opportunities and M&E challenges through a demand-driven Q&A format.
- UNFPA documented lessons learned from the meaningful participation of youth in an evaluation process. This led to the publication of the lessons learned paper: "[Meaningful youth engagement in evaluation: Multiplying the transformative power of evaluation, Lessons from UNFPA experience](#)" (2023).
- UNFPA regularly supports the participation of YEEs in conferences organized by regional evaluation associations (EES, AEA, AFREA, ReLAC, RFE<sup>1</sup>), and global events such as the global evaluation forums, Global Parliamentarians' Forums, etc.
- UNDP organises bi-annual conferences on National Evaluation Capacities, where YEEs outside the organization can be awarded scholarships to participate.

62. Finally, KII informants highlighted that during the 2023 UNEG Annual General Meeting, face-to-face sessions on meaningful YEE engagement and peer learning captured the attention of both YEEs and senior evaluators, prompting at least 6 informants to reconsider their approach to youth engagement in evaluation. Following these sessions, these informants indicated they had made more efforts towards considering youth voices in the evaluation work and realized the value YEEs could bring in evaluation processes.

**Finding 13.** Only a few organizations have positions with terms of reference for applicants with less than five years of experience. Most often, this requirement is a minimum eligibility criterion allowing more experienced candidates to apply<sup>9</sup>.

63. UNFPA and UNICEF are consistently applying the policy of engagement of YEEs in their evaluations. UNESCO, UNHCR and OHCHR have also adopted the practice of hiring YEEs as consultants for particular evaluations. However, agencies frequently set a minimum requirement of 2-3 years of experience for consultancy positions. As a result, these roles often attract more experienced candidates who meet the minimum criteria and who, although overqualified, apply given the difficulty in identifying more senior positions in the UN. This limits opportunities for less experienced YEEs to secure such positions and undermines efforts to create entry-level opportunities for young evaluators, thereby hindering developing sustainable talent within the organization.

**Finding 14.** Sometimes "junior" or "youth" positions can hinder the career growth of young employees, as they may be less trusted and excluded from the decision-making processes.

64. As mentioned by YEEs during the KIIs and FGDs, "junior" or "youth" positions can sometimes unintentionally hinder the career growth of young professionals by perpetuating a perception of inexperience and unreliability. These roles often come with limited responsibilities and exclude young evaluators from critical decision-making processes, preventing them from demonstrating their full potential. As a result, young professionals may find it challenging to gain the trust and recognition necessary to advance their careers within the organization and be recruited on more senior posts.

*"I joined the organization 3 years ago as a junior analyst. Even if I am skilful enough and know all the work well, I am placed in minor roles, like notetaking, with rare possibility to show my expertise" YEE*

*"I became a fellow when I already had like 8 years of experience in consultancy sector in evaluation, but I am still treated as a junior, without the possibility to grow even if only through gaining more responsibilities, without changing positions" YEE*

**Finding 15:** The limited number and diversity of YEEs in rosters hinder managers from hiring them.

65. As mentioned in the KIIs, despite their commitment, some evaluation managers, particularly from agencies with small evaluation functions, reported difficulties in finding YEEs, especially local ones, for assignments because YEEs are not included in readily available and easily accessible rosters; and the low

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<sup>9</sup> The statement is confirmed by the author's review of a sample of ToRs (10 per agency) and KIIs.

visibility of YEE networks linking organizations to local YEEs. This challenge is experienced in some regions (e.g. Central Asia, the Pacific islands, and countries like the Gambia and Sierra Leone) more than others<sup>10</sup>.

*“We want to have more local youth in evaluations, but with such time constraints and limited resources, we just can't find proper people. We don't have evaluation officers at the national level who would go to the universities or find young evaluators in other ways. Other agencies do not want to share their roster of young professionals, if they have any”* Senior evaluation manager

66. Evaluators from agencies with national offices face fewer challenges finding suitable YEEs. Senior evaluators from UNFPA and UNICEF noted that local YEE networks or VOPE are the primary starting points for finding young professionals.

*“Each assignment we share widely with YEE network and VOPE, this is a must to start”* Senior evaluator

67. In contrast, evaluators from UNDP highlighted enough YEEs in the roster and a high responsiveness of YEEs from the Global South to assignment announcements.

*“We've never had a problem in finding a proper YEE, always received thousands of candidates and could choose the best suitable ones”* Senior evaluator

#### **Good practices for mobilising human resources – YEEs**

Organizations implement various strategies to mobilise human resources to broaden the pool of young professionals:

- The United Nations Institute for Training and Research (UNITAR) collaborates with the University of Antwerp (Master programme on development evaluation) to find candidates for internships with multicultural backgrounds.
- UNESCO collaborates with several universities in Paris, by delivering presentations and organising sessions on evaluation practice.
- The Green Climate Fund collaborates with Yonsei University in South Korea, where evaluation interns organise events and promote opportunities for YEEs.
- UNFPA partners with EvalYouth globally, regionally and nationally, and disseminates job opportunities through these channels.
- WFP, UNICEF and CLEAR AA have a joint programme on YEE capacity building and created a pool of YEEs who have been hired for different assignments in the region.

### **3.2.5 Financial resources**

**Finding 16.** Between 2015 and 2023, many agencies moved from unpaid to paid internships to support young professionals. Nonetheless, unpaid internships still exist in the UN. Some agencies prefer selecting interns enrolled in university internship programmes that are unpaid. There is a growing trend of engaging YEEs as UNVs, including UNV Youth assignments.

<sup>10</sup> These geographical locations were mentioned by informants; this mapping exercise did not analyze the visibility of YEEs networks or YEEs capacities outside the UNEG member agencies.

68. As stated by KII and FGDs informants, between 2015 and 2023, most agencies have made significant progress in transitioning from unpaid to paid internships, often providing allowances to support young professionals. This shift demonstrates a growing recognition of the value and contributions of interns, as well as a commitment to equal access to professional opportunities. Pushed by interns' [recurrent strikes](#) and the UN General Assembly resolution on human resources management (April 2023), many agencies reviewed their policies regarding hiring interns and offered them allowances.

69. However, the issue of [unpaid internships persists in the UN Secretariat](#) and, as stated by KII/FGD informants, predominantly at HQs in New York and Geneva. Policy inconsistencies and the high supply of “free” work force can limit the implementation of paid internship programmes. Addressing this disparity is crucial to ensure that all interns, regardless of their location and financial status, receive fair compensation for their work and fully engage in their roles.

*“I don't know who can afford to live in New York and work full time as an intern. We have such interns, and the supply is high. Mostly they are children of UN staff or local celebrities. All from the Global North”* Senior evaluator

*“I can't see anyone from Africa among our interns, we have only Global North interns, who have funds. Daughters and sons from my country will not be here”* Senior evaluator

70. Although in most agencies beyond the UN Secretariat, the paid internships are written in new policies, some agencies prefer interns who are sponsored through University fellowships, who would not require the organization allocating additional budget to recruit them.

*“We do not have a budget for interns. We take [them] from University. They provide budgets for internships; we provide space and mentoring. We always have a lot of competition, more good candidates than we can accommodate”* Senior evaluator

71. Even though it is difficult to count the exact number of YEEs working as UNVs<sup>11</sup>, the KII informants stated that this form of YEE engagement recently became more popular, including UNV Youth<sup>12</sup> assignments.

**Finding 17.** Most organizations financially support internal YEEs through salaries or allowances, but they rarely allocate dedicated budgets for YEEs outside the organization. As a result, external YEEs are often offered unpaid roles, such as participation in reference groups and advisory boards.

72. Most organizations financially support internal YEEs by paying salaries or allowances, ensuring their active participation. However, they rarely allocate dedicated budgets for external YEEs, limiting opportunities for young evaluators outside the organization to engage meaningfully in UN evaluation processes. External YEEs are often offered unpaid roles, such as participating in reference groups or advisory boards, hindering their ability to contribute effectively and develop professionally.

*“I was engaged with different UN organizations in reference groups and committees, because I understand how it works. But I don't want to anymore. It is good for connections, but takes a lot of time and is not paid”* YEE

<sup>11</sup> UNV track statistics based on the SDGs to which positions contribute, rather than by sphere of activity. Additionally, evaluation roles can have various titles, making it difficult to accurately track the extent of YEE engagement.

<sup>12</sup> UNV Youth limits assignments for youth between the ages of 18 and 26.



### Good practices in providing financial resources for YEEs engagement

Initiatives aimed at supporting YEEs include innovative approaches to financial support within UN agencies. These efforts underscore the necessity of having dedicated budget commitments to enhance diversity, inclusion, and professional growth among youth in evaluation roles. Examples of these practices include:

- UNV's [Monitoring and Evaluation Joint Programme of UN Agencies](#) (2019) for hiring YEEs in 2019. It aimed to strengthen evaluation capacities across multiple UN entities while providing valuable opportunities for young professionals to enter the UN career as UN Youth or UN Specialist in monitoring and evaluation. In 2023, the partnership was reignited by the UNEG working group on young and emerging evaluators and UNV. In the 2024 cycle, 12 assignments were published as part of the partnership. UNESCO, UNFPA, World Health Organisation (WHO) and OHCHR hired eight YEEs through this mechanism. The recruitment process for the remaining four assignments (UNICEF, WFP, United Nations University [UNU] and UNDP) is ongoing and should be finalized in early 2025. 42% of recruits are women.
- UNFPA provided stipends to members of the Youth Steering Committee of the evaluation of UNFPA support to adolescents and youth.
- OHCHR established the “Promoting Diversity and Inclusion for Youth in the Secretariat” also known as ‘Ditch UNfair Internships’ project which aims to pave the way for young candidates, including young evaluators from developing economies to gain experience as UN Volunteers, while simultaneously promoting a more diverse and inclusive work environment. A key component of this initiative is its commitment to paid internships recognizing that financial barriers limit access to individuals from less advantaged backgrounds. By providing stipends and compensation for their work, OHCHR is helping to dismantle the structural inequalities that have long been associated with unpaid internships.

## 4. Conclusions

73. **Conclusion 1** Individual UN agencies are perceived as more open to youth involvement by both YEEs and senior evaluators, compared to the UN system as a whole. There is a gap in aligning youth inclusion efforts across organizational functions. Although many agencies include youth as a stakeholder group in their strategic programme documents, only a few incorporate youth-focused efforts into evaluation strategies. This is in part hindered by organizational and financial constraints.

74. **Conclusion 2:** Although, in UNEG member agencies, YEEs typically represent less than 20% of evaluation employees<sup>13</sup>, both YEEs and senior evaluators agree on the significant value YEEs bring to the evaluation process. Young evaluators emphasise their passion, mobility and fresh perspectives, while senior evaluators recognize YEEs’ innovative ideas, tech skills and diverse viewpoints. Both groups agreed that YEEs’ energy, creativity, and tech-savviness are vital for innovating and enriching evaluations.

75. **Conclusion 3:** Despite appreciating the diverse experiences and development opportunities they have through their engagement with the UN, YEEs encounter barriers to access positions such as high entry requirements, intense competition and underutilization of their skills. Minimum experience requirements, often without an upper limit, tend to attract more experienced candidates limiting opportunities for less experienced

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<sup>13</sup> Including both external and internal employees.

evaluators and hindering the start of their careers. Furthermore, while most agencies have shifted from unpaid to paid internships, acknowledging the value of young professionals, unpaid internships still exist in the UN Secretariat.

76. **Conclusion 4:** Proactive individual managers play a crucial role in fostering meaningful youth involvement in the evaluation process. They provide mentoring, support training, support YEEs visibility and facilitate their inclusion in decision-making. This role is especially important in mitigating broader organizational limitations such as the lack of formal internship or fellowship structures, budget constraints or lack of previous engagement practices for YEEs in the office.

77. **Conclusion 5:** Internal YEEs play a significant role in the evaluation process, with high participation rates and valuable remote engagement options. However, many external YEEs are not fully involved, leading to unacknowledged contributions in reports. Structured approaches such as mentoring and internships are essential for maximising the development of YEEs in UN agencies.

78. **Conclusion 6:** The survey found that many organizations support local partners to enhance youth evaluation capacities, but only a small percentage engage with VOPEs. There are missed collaboration opportunities due to inactive or absent VOPEs. Resources for youth involvement in evaluation are dispersed, hindering easy access. While training opportunities for YEEs are available, mentoring support is perceived as lacking.

79. **Conclusion 7:** The inclusion of positions for young entry-level employees is limited, and often these positions serve as a minimum eligibility criterion for more experienced candidates. Additionally, “junior” or “youth” positions can hinder the career growth of young employees and limit their involvement in decision-making processes. The limited number and diversity of young entry-level employees in rosters also hinders managers from hiring them.

## 5. Suggested actions

### UNEG YEE Working Group

1. Consolidate all capacity-building materials for engaging youth in evaluation into a single, easily accessible section on the UNEG website. Summarise materials and create short to-do lists for meaningful engagement of youth in evaluation.
2. Establish structured mentorship programs and engage YEEs through the UNEG network.
3. Create a roster of YEEs that could be hired for or consulted in UNEG evaluation processes (e.g. roster of young consultants, roster for youth advisory groups).

### UNEG

1. Incorporate the requirement to include a youth perspective into the UNEG Peer Review process.
2. Include youth participation in the UNEG Evaluation Norms and Standards and other relevant UNEG guidance materials.
3. Encourage UN agencies to assess their performance against the Standards on Youth in Evaluation on an annual basis.



4. Promote cross-organizational learning opportunities and specialized training workshops to enhance peer learning and skill development, and include YEEs in these events.

#### **Leadership of Evaluation Offices of UNEG member agencies**

1. Include youth engagement in evaluation in the Evaluation Policy and Strategy.
2. Include a dedicated budget for youth engagement in evaluation budgets, including to hire a young evaluator in external evaluation teams.

#### **YEEs**

1. Join the UNEG YEE Working Group and actively contribute to the discussions and activities.

## Annexes

### Annex 1 Mapping the engagement of young and emerging evaluators in UNEG agencies by the UNEG Working Group on Young and Emerging Evaluators

#### Concept Note

##### Context

The United Nations Secretary General's Our Common Agenda and subsequent follow-up Policy Brief 3 (April 2023), calls for meaningful youth engagement in policy and decision-making processes, a critical step towards a breakthrough to a better future for all. The policy brief recommends expanding and strengthening youth participation in decision-making at all levels and making meaningful youth engagement a requirement in all UN decision-making processes. This applies to UN agencies' evaluation functions as well, which in line with the policy brief, must facilitate greater diversity, representativeness, and preparedness in youth engagement in evaluation.

Investments in engaging and building the capacities of YEEs also advance national evaluation capacities, which in turn accelerates the delivery of the Sustainable Development Goals (SDGs). The new UNGA resolution on Strengthening Voluntary National Reviews through Country-led Evaluation (A77/L.64) also underscores the importance of building capacities in evaluation.

In recent times various UN agencies have made deliberate efforts towards recognizing the potential of and supporting the professional development of young and emerging evaluators (YEEs). A rapid stocktaking undertaken by the UNEG working group for YEEs in May 2023 reveals several examples such as providing internships, volunteer positions, supporting mentorship programmes, employment opportunities and creating specialized training opportunities in evaluation for YEEs. For instance, in 2018, UNFPA, UNV and EvalYouth, in partnership with UNDP, UNICEF, UN Women, WFP, FAO, DPKO and other agencies, committed to facilitating access to UNV positions for youth and young people interested in developing a career in evaluation. In 2019, the WFP and South African Monitoring and Evaluation Association (SAMEA) collaboration led to a partnership with UNICEF and CLEAR-AA to pilot a programme that supports YEEs through work immersion<sup>1</sup>. In 2019, OHCHR launched the 'Promoting diversity and inclusion for youth in the Secretariat' project which paved way for young candidates, including YEEs, from developing countries to gain experience as UN volunteers at OHCHR in Geneva. This project won first place in the 'Diversity and Inclusion' category of the 2021 Secretary-General Awards.

In 2021, UNFPA, EvalYouth Global Network and the World Bank's Global Evaluation Initiative formally collaborated to institutionalize the meaningful engagement and capacity development of YEEs<sup>2</sup>. In 2022, the Eval4Action advocacy campaign, co-led by UNFPA, EvalYouth, and Global Parliamentarians Forum for Evaluation launched the Youth in Evaluation Manifesto, which has 850+ adoptees. Among UNEG agencies, the manifesto is supported by the Evaluation Offices of ILO, UNDP, UNFPA and World Bank. In April 2023, Eval4Action launched the standards for enhancing the meaningful engagement of youth in evaluation, including tailored standards for international organizations, during the first Youth in Evaluation week.

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<sup>1</sup> WFP Evaluation. Country Capacity Strengthening Lessons from WFP Evaluation Initiatives (2022): <https://docs.wfp.org/api/documents/WFP-0000143190/download/>.

<sup>2</sup> New partnership to advance youth engagement in evaluation (2021): <https://www.unfpa.org/updates/new-partnership-advance-youth-engagement-evaluation>

## **Who are young and emerging evaluators and why is their engagement important for the evaluation field and UNEG agencies?**

Young and emerging evaluators (YEEs) are professionals under the age of 35 years<sup>1</sup> who are either new to the field of evaluation or have less than five years of professional work experience in evaluation. YEEs bring innovative ideas, and a passion for contributing to the improvement of policies, programmes, and interventions through evaluation. Despite limited experience in evaluation, they offer unique viewpoints, challenge the status quo, and advance the evaluation profession. YEE participation in evaluation also enhances the relevance and quality of evaluations by amplifying youth voices and agency, contributing to the implementation, monitoring, and review of the SDGs. In general, YEEs are also well-versed in emerging trends and technologies, which can enhance data collection, analysis, reporting and use of evaluations. Building capacities of YEEs also increases the supply of high quality evaluation professionals, building national evaluation capacities.

<sup>1</sup>This is adapted from the definition of YEEs by [EvalYouth Global Network](#). This is also the age range adopted by the UNEG working group on YEEs.

Despite promising initiatives, YEEs continue to face several barriers in the UN system, including limited access to evaluation jobs, few meaningful opportunities to contribute to and learn from evaluation processes, and limited avenues of professional growth and development. Visibility remains a challenge for many YEEs as they struggle to establish credibility within the field. YEEs also face a substantive level of competition from more experienced evaluators for job opportunities and contracts. This competition can make it challenging for them to secure meaningful employment or projects in evaluation, further hindering their professional growth. Furthermore, there is a limited institutional commitment and few resources to meaningfully engage with YEEs within the evaluation processes of UNEG agencies, in a long-term and sustainable way. This challenge is accompanied by the lack of a centralized database on information specific to YEEs, limiting their opportunities for collaboration, mentorship, and career advancement within UNEG agencies.

### **Rationale**

During the 2023 UNEG AGM, a decision was passed to establish a Working Group on YEEs. This intergenerational working group aims to advance meaningful engagement of YEEs in evaluation among all UNEG members. As the first working group on this theme at UNEG, it is necessary to take stock of the current level of YEE engagement among UNEG agencies and to uncover lessons, good practices and challenges in YEE engagement. This knowledge will help to determine actions to further institutionalize and mainstream meaningful engagement of YEEs in UNEG agencies.

The mapping outcomes can also guide leadership commitment, strategic planning and resource allocation decisions within UNEG agencies regarding YEEs engagement. Aligning commitment, practice and resources will ensure that agencies can leverage the full potential of YEEs in evaluation, and in parallel build their professional capacities.

### **Objectives**

In this context and rationale, the UNEG Working Group on YEEs will undertake a mapping exercise on the engagement of YEEs within UNEG agencies, to:

1. Identify the number and distribution of YEEs within UNEG agencies since 2015<sup>3</sup>, including their roles in the evaluation function, YEE entry points into the UN system, levels of professional experience, M&E competencies required by UN agencies for YEEs, and demographic information of YEEs to determine diversity.
2. Take stock of support for YEE engagement in UNEG agencies around 6 dimensions<sup>5</sup>
  - a. Leadership and accountability for YEE engagement;
  - b. Practice of engaging YEEs in evaluation processes;
  - c. Advocacy and capacity development support to YEEs;
  - d. Communications and knowledge management to enhance YEE engagement;
  - e. Human resources; and
  - f. Financial resources for YEE engagement.
3. Identify opportunities and challenges faced by YEEs in UNEG agencies, for e.g. (but not limited to) career advancement, access to mentorship, capacity building and networking opportunities.
4. Identify the value added of engaging YEEs in UN evaluation functions and processes.
5. Bring in the perspectives of YEEs and senior evaluators to provide an intergenerational viewpoint.

## Qualifications

Minimum qualifications required:

- Bachelor's degree or equivalent in any discipline. At least 2 years of work experience as a young and emerging evaluator.
- Experience in contributing to evaluations, such as; a co-evaluation manager, key informant, in a reference group, or in another role.
- Proven commitment to the meaningful engagement of young people in evaluation.
- Excellent writing skills in English.
- Knowledge of the UN system will be considered an asset.

## Timeline

The consultancy will be commissioned for about 28 to 35 working days, distributed from September 2023 to December 2023.

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<sup>3</sup> To align with the start of SDGs, so that the mapping can serve as a baseline to chart progress in 2030. <sup>5</sup>These 6 dimensions are aligned to Standards to enhance meaningful engagement of youth in evaluation, for international organizations, released in April 2023. The standards were developed by an intergenerational task force, helmed by Eval4Action campaign.

## Annex 2. Methodology

The mapping exercise utilised a participatory system mapping approach, acknowledging its exploratory nature. It covers the period from 2015 to 2023, aligning with the commencement of the Sustainable Development Goals (SDGs). A combination of qualitative and quantitative methods was used to enhance the depth and reliability of the received information and ensure its triangulation by methods and stakeholders.

### 1. Key informant interviews

During the remote data collection 32 interviews were conducted. KII targeted senior evaluators (20) and YEE from UN agencies and regions not presented in the focus groups discussions. Information from the interviews was used to nuance and put in context the initial findings and patterns emerging from the desk review. The tailored guides for different stakeholders groups are available [here](#). The sampling of stakeholders that participated in the interviews ensured the following:

- 1) Representation of **different agencies**: evaluation professionals working in 24 UN agencies participated in the interview: FAO (2), GCF (1), IAEA (1), OCHA (1), OHCHR (3), OIOS (1), UNDP (2), UNEP (1), UNFPA (3), UNHCR (2), UNICEF (2), UNIDO (1), UNITAR (1), UNV (1), WFP (1), WHO (1), and consultants working in different agencies.
- 2) **Geographical representation**:
  - 24 nationalities: Argentina (2), Azerbaijan, Belarus, Botswana, Central African Republic, Chili, China, El Salvador, Fiji, Georgia, Germany (3), India, Italy (4), Kenya, Pakistan, Poland, Senegal, Spain, Switzerland, Trinidad and Tobago, Uganda, Ukraine, USA, Zimbabwe.
  - currently based in 19 countries: Argentina (2), Australia, Austria (2), Central African Republic, Chili, Fiji, Georgia, Germany (2), Hungary, India, Iraq, Italy, Kenya, Mozambique (2), Senegal, South Korea, Switzerland (5), USA (5), Zimbabwe.
- 3) **Representation of different types of offices**: 10 national, 4 regional, 16 central-HQ, 2 other<sup>4</sup>.
- 4) **Professional level**: 12 YEEs/20 senior evaluators, taking into consideration that FGDs were focused on YEEs;
- 5) **Gender** (9 males/23 females).
- 6) **Inclusion of professionals with different working engagement** (4 external/28 internal<sup>5</sup>).

KII were conducted followed by the tailored guides for different categories of informants.

### 2. Focus group discussions with YEEs

Four focus group discussions were conducted with 20 YEEs. The sampling ensured:

- 1) **Geographical representation**:
  - 17 nationalities: Benin (1), Brazil (1), Chile (1), India (1), Kenya (1), Kyrgyzstan (1), Mexico (2), Mozambique (1), Namibia (1), Nigeria (1), Niger (1), Philippines (1), São Tomé and Príncipe (1), Sierra Leone (1), Tanzania (2), Togo (1), Zimbabwe (2).
  - Based in 14 countries: France (2), Ivory Coast (1), Jordan (1), Kyrgyzstan (1), Mexico (1), Namibia (1), Niger (1), São Tomé and Príncipe (1), Sierra Leone (1), Switzerland (3), Tanzania (2), Togo (1), UK (1), Zimbabwe (2).
- 2) **Gender balance** (10 females/10 males), and inclusion of people with disabilities.
- 3) The inclusion of professionals with different working engagement (8 external/12 internal);
- 4) Representation of different UN agencies: YEEs from **8 UN agencies participated**: IOM (2), OHCHR (1), WHO (1), UNESCO (3), UNFPA (5), UNRWA (1), and 7 consultants work with different agencies;
- 5) The inclusion of different age categories 4 YEEs were 18-26 years old and 16 YEEs were 26-35 years old.

FGDs were conducted online using the developed [guide](#).

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<sup>4</sup> Here '2 other' refers to consultants who work with many offices at different levels

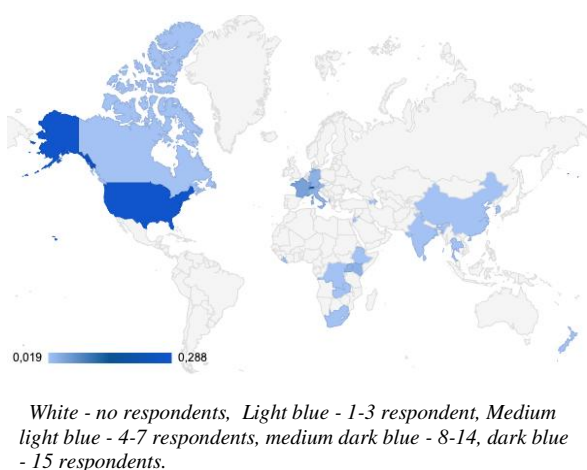
<sup>5</sup> "Internal" refers to an employee, who is involved in the daily operations of the organisation and knows the organisational culture, and policies. "External" refers to an employee, who works on separate assignments (e.g. evaluation or other research exercises) and is not fully involved in organisational operations outside the assignment.

### 3. Survey

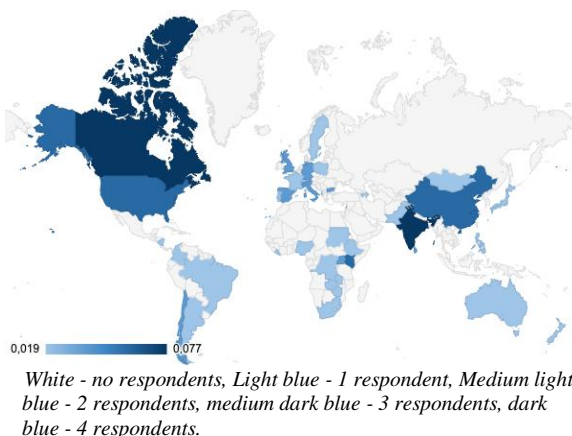
The survey was exploratory and did not use purposive sampling<sup>6</sup>. It was deployed using the web-based KoboToolbox Platform in English, French, and Spanish over a three-week period during April 1-22, 2024. The questionnaire is available via [link](#). The survey targeted all evaluation professionals who worked on evaluations in UNEG agencies between 2015 and 2023, both externally and internally. It was disseminated via UNEG, IPDET, and EvalYouth listservs, and through several Voluntary Organizations for Professional Evaluation (VOPEs) to their members. The quantitative data collected was analysed using the IBM SPSS software package.

**52 responses** were received from residents of **23 countries**: Albania, Austria, Azerbaijan, Canada, China, Democratic Republic of the Congo, Ethiopia, France, Germany, India, Italy, Jordan, Kenya, Liberia, New Zealand, Republic of Korea, South Africa, Sri Lanka, Switzerland, Thailand, Uganda, United States of America, Zambia; with the highest percentage in the USA - 29% - and Switzerland - 17% - where UN Headquarters are based. The variety of nationalities are even bigger - representatives of **40 nationalities**<sup>7</sup> participated in the survey.

*Figure #1. Geographic distribution of survey respondents' based on country of residence*



*Figure #2. Geographic distribution of survey respondents' based on nationality*



**Disclaimer:** The designations employed and the presentation of material on the map do not imply the expression of any opinion whatsoever on the part of UNEG members concerning the legal status of any country, territory, city or area or its authorities, or concerning the delimitation of its frontiers or boundaries.

While the survey was distributed without purposive sampling, the participation was balanced and showed a good level of inclusion:

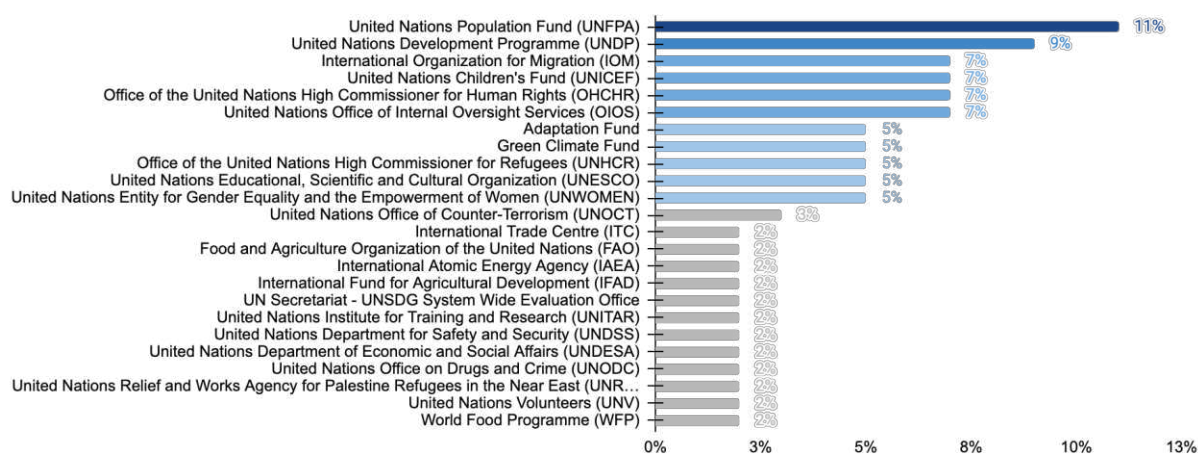
- 1) Gender representation (48% females, 44% males, 6% non-binary/non-conforming, 2% preferred not to say);
- 2) Inclusions of people living with disabilities: 4% identified themselves as people with disability, 6% preferred not say;
- 3) Inclusion of professionals of different age categories: 18-24 (4%); 25-34 (42%); 35-60 (44%); more than 60 (10%).
- 4) And years of experience: less than 5 years (37%); 6-10 (31%); 11-20 (21%); more than 20 years (10%).

<sup>6</sup> The survey had two questions-filters (1.if evaluation is the main focus of activities; 2.if person worked in any UN agencies in any capacity during 2015-2023 or still working)

<sup>7</sup> The survey question allowed people to choose more than one nationality.

77% respondents currently work in UN agencies, while 8% worked during the 2015-2023 period, 15% worked before 2015<sup>8</sup> The respondents are from 24 UN agencies (Figure #3).

Figure #3.Distribution of respondents according to their affiliated UN agency.



<sup>8</sup> Because of the timeframe of the score (2015-2023) the responses of people who worked in one of the UN agencies before 2015 were not kept for main questions, only in the open section of the questionnaire for providing recommendations.



## Annex 3. List of reviewed documents

Access the full list of reviewed documents [here](#).

## Annex 4 List of KII and FGD participants

Interviewed participants	
Name	Agency
Jesus Yoko-Mokobongo	UNFPA
Amanda Mottershead	UNFPA
Claudia Olavarria	Multiple agencies consultant
Sabas Monroy	OHCHR
Galyna Uvarova	GCF
Katinka Koke	UNITAR
Lilia Ormonbekova	OCHA
Alena Lappo	IAEA
Fabio Fisicaro	UNEP
Erinah Nakibuuka	UNDP
Lis Pinero	FAO
Ifrah Hassan	UNV UNICEF
Arushi Dubey	UN Women
Trung Dang	OIOS
Heather Bryant	UNDP (retired September 2023)
Mari Tvaliashvili	WHO
Clelia Guareschi	UNFPA
Juliet Mwaura	UN Women
Adriane Martin Hilber	Multiple agencies consultant
Sakeo Moce	UNFPA
Kathleen Letshabo	UNICEF
Sylta Georgiadis	OHCHR
Luca Molinas	FAO
Jakub Kiedrowski	UNIDO
Erik Kinnhammar	UNV
Jennifer Worrell	OHCHR
Natalia Melendez	WFP
Francesca Carini	UNHCR



Name	Agency
Tamara Ulla	UNHCR
Ndeye Fatou Diop	UNFPA
Rumbidza Tizora	UNICEF

FGD participants	
Name	
Luhemeja Sona Lubinza	
Getrude Ndungu	
Fernanda Bustamante	
Alfonso Gonzalez Montesinos	
Maxwell Tawanda Mutukwa	
Anshuman Bhargava	
Mahawa Koroma	
Nuraiym Syrgak kyzy	
Jursias Nazir Cravid	
George Semiono	
Sagbo Koffi Charles	
Ijeoma Samuel	
Reginald Shuuya	
Jasmim Madueño	
Rufino Siteo	
Juan Carlos Miguel Camacho	
Nyoni Yemurai	
Brenda Mireles	
Sessi Dassi Mehoul	
Mariama Abdou Gado	