

Evaluation Capacity Development for Countries

Background

May 2022

UNICEF 2018 revised Evaluation Policy

The Evaluation Policy's **Theory of Change** seeks to address the three key determinants to strengthen evaluation capacity in UNICEF:

- evaluation **individual knowledge, skills and competences**, which are essential to perform task and manage processes and relationships
- **enabling environment and organizational culture** towards evaluation, which provides the context that fosters the performance and results of individuals and organizations
- **institutional framework** which provide systems and structures in which individuals can increase their performance and UNICEF can attain greater result collectively

Preparatory Work (i)

- A **Needs Assessment** showed that filling gaps in those three determinants of capacity for evaluation would significantly contribute to further improving the performance of the Function.
- The EO prepared a **Concept Note**, with the key elements of a plan to enhance the capacity of all UNICEF staff involved in evaluation. It was presented to the GEC, and adjusted to factor in several helpful suggestions from a number of other stakeholders.
- The Concept Note included a **scoping of existing curricula and training programmes** (about 114) within the UN, development banks, bilaterals and academic institutions across the globe.

Evaluation Capacity Development & Learning Programme Design

EXPECTED RESULTS

Learning Blended Components

Accelerated **Skills** Development
Enhanced National Capacity and
Partnership for Evaluation

Supporting Environment

Sustainable Long-Term Enabling
Environment for Evaluation
and increased management
attention to Evaluation

Institutional Support

- Career** Development Opportunities
- New Talent in Evaluation
 - Talent Management for Evaluation
 - Professional Growth in Evaluation

FACE TO FACE
Training ⁽¹⁾
and Coaching

On-Line
FACILITATED
Course ⁽²⁾

Senior
Leaders as
Evaluation
Champions

Programme
Leaders as
Evaluation
Champions

Two new 90' Self-Paced Evaluation Courses (AGORA³) :
Governance of Evaluation Function; Intro to Evaluation.

Existing Self Paced Evaluation Courses (AGORA³): Gender Responsive
Monitoring and Evaluation; Intro to Evaluating Humanitarian Action,
Evaluation in Humanitarian Settings.

HR Strategy: Mentoring, Coaching, Buddy System

KEY STAKEHOLDERS

Evaluation Specialists:
UNICEF and **Partners**

Decision Makers
and Managers on their role
in Evaluation

AGORA governance: **Staff**
with Evaluation in their JD,
AGORA Technical Intro: **all**
UNICEF Staff & Partners

Certificates issued by: ¹National University of Singapore & UNICEF, ²Faculty LTA Winner & UNICEF

Blended Evaluation Learning Programme

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| | | | <p>ADVANCED FACE-TO FACE TWO-WEEK WORKSHOPS & ON-THE-JOB COACHING WITH COACH FEEDBACK and FINAL TEST CERTIFICATE</p> |
| | | <p>INTERMEDIATE ONLINE FACILITATED WITH TEST-COMPLETION CERTIFICATE</p> | <p>Participation: Test-Completion Certificate from the Online Facilitated Intermediate Course is a <u>requirement for UNICEF participants</u> Audience: UNICEF staff and their government partners, selected on the basis of their responsibility for evaluation, and an ongoing/upcoming evaluation . Cohort Size: restriction on numbers per cohort (35 on average). FACULTY: Lee Kuan Yew School of Public Policy, National University of Singapore CERTIFICATION: The Course is run as a <u>workshop</u>, with highly interactive sessions. A series of lectures will be delivered to introduce the participants to the topics, but most of the session time will be used to engage participants with cases, exercises, and group work. To make the course more relevant to participants' day-to-day work, the Course includes a "<u>Practicum</u>" (3 to 5 members per team): participants will be asked to think about a feasible project on which to work for three months after the course ended. At the end of the three months, participants will be asked to write a short evaluation report to share their research methods, findings, achievements and challenges. Written <u>feedback</u> will be provided. The Lee Kuan Yew School of Public Policy will administer a Final Test and issue a certificate to participants who pass a minimum grade.</p> |
| | <p>INTERMEDIATE SELF-PACED ONLINE UNEG CERTIFICATION COURSE</p> | <p>Participation: <u>strongly recommended</u> Audience: The course is based on the <u>UNEG ECF</u> and is specifically tailored to UNICEF mandate and needs of staff and partners. Participants are selected on the basis of their responsibility in evaluation. Cohort Size: 30 on average. FACULTY: The first two cohorts (2021) were delivered by <u>Better Evaluation</u>. CERTIFICATION: Process is similar to the UNEG course certification process. Pass mark is 20 out of 25 (80%). For UNICEF staff, passing this Course is a <u>pre-requisite</u> to attend the Advanced Face-to-Face Training and on the Job Coaching.</p> | |
| <p>FOUNDATIONAL AGORA ONLINE WITH TEST-COMPLETION CERTIFICATE</p> <p><u>Introduction to Evaluation</u> Participation: <u>voluntary</u> Audience: open to all at UNICEF and partners interested and/or who may want to pursue a career in Evaluation Cohort Size: no restriction on numbers.</p> <p><u>UNICEF Evaluation Function - Governance</u> Participation: <u>mandatory</u> for UNICEF Staff with responsibility for Evaluation. Audience: UNICEF Staff. Cohort Size: no restriction on numbers.</p> <p>CERTIFICATION: Questions at the end of each module and at the end of the Course. Pass mark is 20 out of 25 (80%)</p> <p>IF MORE COURSES NEEDED: Several other Evaluation-related AGORA courses can be taken, in specialised fields (e.g. Gender, Humanitarian Action).</p> | <p>Participation: <u>voluntary</u>. Audience: open to intermediate-level evaluation officers as defined in the <u>UNEG ECF</u>, who either work in centralized evaluation units of UN agencies, or at the decentralized level (e.g., country or regional offices, or other units performing a decentralized evaluation function). Cohort Size: no restriction on numbers</p> <p>CERTIFICATION: A compulsory knowledge assessment involving three attempts will be allowed. Each attempt proposes drawn at random from a bank of questions. Pass mark is 25 out of 30.</p> | | |

Expected Overall Results

- **Greater evaluation skills and competencies**

- ✓ a vibrant evaluation community systematically providing credible and reliable information in support of UNICEF mandate of promoting the child rights agenda with national partners; delivering problem-solving options for use by policy makers and managers in the organization and among development actors.

- **A wider engagement in evaluation**

- ✓ UNICEF staff are increasingly engaged in evidence-based self-learning and sharing; **senior management and programme leaders becoming champions and sponsors** of the evaluation function in their office, at country, regional and headquarters level.

- **Improved support system and upward career mobility options**

- ✓ (i) better tailored job descriptions and job titles in evaluation, (ii) mentoring for evaluation staff, (iii) coaching and (iv) budding arrangements, (v) new talent pools/ job pipelines and availability of regular positions for staff working in the evaluation function.

Preparatory Work (ii)

The EO convened a **Design Workshop in Turin**, with experienced staff from across the Organizations, Regions, NYHQ and other HQ Divisions, from academia and advisors to government. The Design Workshop:

- Reviewed the findings of the **needs assessment survey**
- Developed an **evaluation capacity map**, based on the identified learning needs
- Defined the **scope and objectives** of the EvCD Initiative for Countries
- Determined key elements of the **Online Facilitated Intermediate Course**
- Outlined the overall content of the **Face-to-Face Advanced Course**
- Identified the essential elements of a forward-looking **HR evaluation strategy**
- Established a **Technical Reference Group** with members from DPAM, OoR, DHR, two Regional Advisors and the EO Capacity Development Support Unit

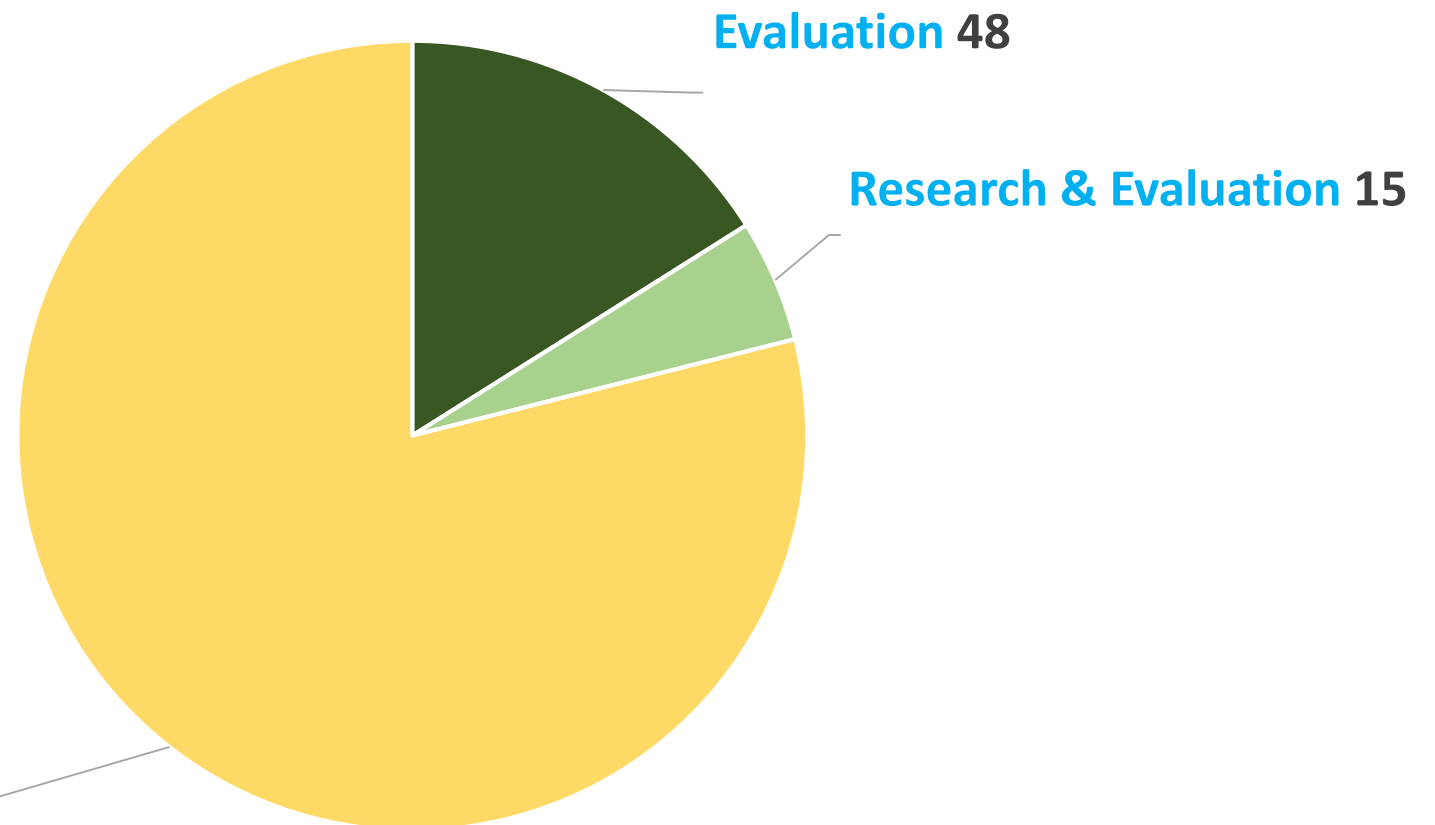
Participants and Stakeholders

Staff with Evaluation in their Job Title = 299

There are also **236** staff with a combination of Research, Statistics, Programme, Planning and Monitoring in their JD.

The list is to be validated by REAs to identify staff among these colleagues who manage evaluations and who will **bring with them their government counterparts to the training**

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Progress So Far:

- 90-minute self-paced **Introductory Courses** ready to launch:
 - In 2022 – Introduction to Evaluation (prepared by Better Evaluation)
 - In 2023 – Governance of the Evaluation Function in UNICEF (after the new Policy)
- 55 UNICEF staff graduated from the **Online Facilitated Intermediate Evaluation Course** run by Better Evaluation
- A Framework for **Buddying and Mentoring System** drafted for internal review and implementation alongside the blended evaluation training programme
- **25 Senior Leaders and Programme Leaders** interviewed who will continue to be engaged in the EvCD initiative for countries.

Progress So Far:

Two-Week Face-to-Face Advanced Course

- The Lee Kuan Yew School developed a **draft Course Curriculum**
- **Draft reviewed** by the members of the Technical Reference Group and by several UNICEF experienced evaluation managers and experts.
- **Curriculum revised** by the Lee Kuan Yew School.
- This **Validation Workshop** will do an in-depth review of the actual delivery of the Course.

Thank you