Evaluation Conclave, 2015
PROGRAMME

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About the Community of Evaluators - South Asia (CoE-SA)

The Community of Evaluators, a Section 25 company registered in India, is a consortium of evaluators from South Asia working together to strengthen the field of evaluation.

The member countries are: Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, and Sri Lanka; however, membership is open to other nationals as well. Currently there are over 400 members in this network.

It is South Asia's largest network of Evaluators, and a platform for Evaluators to interact and engage with one another. CoE provides opportunities for knowledge sharing, capacity development, networking advocacy, developing protocols and standards for evaluation in South Asia.

MESSAGE FROM THE PRESIDENT

Community of Evaluators - South Asia

A very warm welcome to Kathmandu for the Global Evaluation Week!

The Community of Evaluators – South Asia (CoE-SA) is very pleased to have organised its flagship event, the Evaluation Conclave 2015 in collaboration with EvalPartners and the Parliamentarians' Forum as a culmination of, and celebrating the International Year of Evaluation (EvalYear).

This is a rare occasion – we are bringing together, for the first time, four evaluation communities – regional (represented by the Community of Evaluators - South Asia), global (represented by EvalPartners), policy makers including Parliamentarians from all over the world (represented by Parliamentarians' Forum) and national (represented by Community of Evaluators, Nepal) to this event.

The main theme of the event, '***Building bridges: Use of Evaluation for decision making and policy influence***', is to bring state and non-state actors together on the same platform to facilitate transformative changes in policy and practice in evaluation for developing countries. The key areas of deliberations in this Conclave will be: utilisation of evaluations; participation in evaluation, equity-focussed evaluation, and gender responsive evaluation.

CoE SA is fortunate that it has been able to attract a galaxy of renowned experts to the Conclave. A variety of subjects related to evaluation will be covered through 19 Skills Development Workshops on 23 and 24 November and 33 Panel discussions on 26 and 27 November. In addition, over 10 well-known experts have kindly agreed to deliver keynote addresses on diverse topics of interest. These rich contributions will provide a unique setting for enhancing the capacity of evaluators in a number of fronts, including opportunities for hands-on practice on innovative evaluation methods, and to share knowledge and network.

We are also pleased that we are able to hold this event in Kathmandu in spite of the tragic earth quake in April this year. Holding the event here is a mark of solidarity with people of Nepal, and we are thankful for the support extended by the Government of Nepal, the Good Governance and Monitoring Committee of the Legislature-Parliament of Nepal, the UN agencies, and the Community of Evaluators, Nepal for assisting us to hold the event, in spite of the difficulties.

The Governing Board of CoE SA has been a great strength in taking forward this task. The various Working Groups provided excellent support on a voluntary basis. The event would not have been a success if not for the generous financial support of the sponsors. I thank them profusely.

I wish all of you a great week in Kathmandu.

Mallika R Samaranayake

G O V E R N I N G   B O A R D

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Member	**Jagadish C Pokharel**
Member	**Khairul Islam**

Community of Evaluators South Asia

Special General Meeting

A Special General Meeting of the Members will be held at 20 00 h on 26 November 2015 at the Yak & Yeti Hotel, Kathmandu, Nepal.

Secretary, CoE SA

THE WORKING GROUPS

PROGRAMME WORKING GROUP

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- **Sonal Zaveri**

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- **Jyotsna Puri**
- **Aniruddha Brahmachari**
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- **Rituu B Nanda**

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- **Swapnil Shekhar (Sambodhi)**

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- **Chelladurai Solomon**

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- **Sonal Zaveri**
- **Ranjith Mahindapala**

PROGRAMME AT A GLANCE

23 Nov 2015	24 Nov 2015	25 Nov 2015	26 Nov 2015	27 Nov 2015
08 30 – 09 00 Opening of the Collaborative Event				
09 00 – 17 00 Skills Development Workshops (Either half-day or full-day)	**09 00 – 17 00** Skills Development Workshops (Either half-day or full-day)	**09 30 – 12 30** Parliamentarians' Meeting (in the Nepal Parliament)	**09 00 – 10 30** Keynote presentations	**09 00 – 10 30** Keynote presentations
			11 00 – 12 30 Panel presentations	**11 00 – 12 30** Panel presentations
		16 30 – 19 30 Inaugural Ceremony of the Evaluation Conclave, 2015 (Yak & Yeti Hotel)	**13 30 – 15 00** Keynote presentations	**13 30 – 15 00** Panel presentations
			15 30 – 17 00 Panel presentations	**16 00 – 17 00** Closing Ceremony
17 30 – 19 00 Side Events	17 30 – 19 00 Side Events	**19 30 – 21 00** Reception	17 30 – 19 00 Side Events	

Activities in Plenary

Workshops/Panels in parallel sessions

Side Events

PROGRAMME
Evaluation Conclave, 2015

KEYNOTE ADDRESSES – PROGRAMME

Wednesday, 25 November 2015 - Inauguration

16 30 – 19 30

Evaluating the Sustainable Development Goals with a social equity and gender responsive lens

Mr Marco Segone, Director, Independent Evaluation Office, UN Women

Lost Horizon? Bridges, signposts and milestones for evaluation in the post-2015 development landscape

Mr Colin Kirk, Director, Office of Evaluation, UNICEF

Keynote Speech:

Vice Chairman, National Planning Commission, Nepal

Becoming a global evaluator

Mr Robert McLean, IDRC, Canada

Inclusive rigour for complexity

Dr Robert Chambers, Institute of Development Studies, University of Sussex, U K

Thursday, 26 November 2015 [Plenary]

09 00 – 10 30   Chairperson: Emmanuel Jimenez

New Frontiers for Evaluation

Ms Nancy MacPherson, Managing Director – Evaluation, Rockefeller Foundation

Sustainable Development Goals: Implications for Development Evaluation in South Asia

Dr A K Shiva Kumar, Economist and Senior Adviser, UNICEF India

Accountability Radically Re-imagined: Using Data with Government to Hold the State Accountable

Ms Katherine Hay, Deputy Director, Bill & Melinda Gates Foundation

Our Global Evaluation Community: New Possibilities, New Responsibilities

Dr John Gargani, President-elect (2016), American Evaluation Association

Thursday, 26 November 2015 [Plenary]

13 30 – 15 00   Chairperson: Penny Hawkins

Evaluation Capacity Development in the post 2015 era - Why it matters?

Ms Ada Ocampo, Senior Evaluation Specialist, UNICEF HQ

Complexity and Causality - what are we learning?

Dr Jyotsna Puri, Deputy Executive Director, International Initiative for Impact Evaluation (3ie)

Evaluation and Public Sector Management

Ms Farzana Ahmed, Lead Evaluation Specialist Independent Evaluation Department, Asian Development Bank

Evaluation Techniques for Development Schemes

Dr P K Anand, Senior Consultant, NITI Aayog, India

Friday, 27 November 2015 [Plenary]

09 00 – 10 30   Chairperson: John Gargani

Evaluation in the era of sustainable development

Ms Natalia Kosheleva, EvalPartners Co-Chair

Making a Difference: Evaluation for Sustainable Development

Ms Caroline Heider, Director General & Senior Vice President, Evaluation, Independent Evaluation Group, The World Bank

Learning about evaluation across discipline, sector, organizational and national boundaries

Professor Patricia Rogers, Centre for Applied Social Research, RMIT University, Australia

Bridging the gaps between commissioners, practitioners and users of evaluation

Ms Penny Hawkins, Head of Evaluation, Department for International Development (DFID), UK

Friday, 27 November 2015 [Closing Session]

16 00 – 17 00

Looking Forward. . . linking to the Global Evaluation Agenda 2016-2020

Mr Ziad Moussa, President, IOCE

INAUGURAL ADDRESS AND KEYNOTE ADDRESSES
Conclave Inauguration

25 November 2015; 16 30 – 19 30
Venue: Regal Hall

Inaugural Address

Robert Chambers (Institute of Development Studies University of Sussex - UK) has been an influential scholar and writer in international development studies since the 1980s. For the last 45 years he has been a researcher at the Institute of Development Studies, based at the University of Sussex in England. He became a leading figure in the field of development management already in the 1970s, publishing on the management of land settlement schemes and rural development management more broadly.

Robert has a background in biology, history and public administration. Increasingly he tries to combine research, writing, networking and activism. His current concerns and passions include professional biases and blind spots, power, trends in aid management, the personal dimension in development, participatory methodologies, sanitation and stunting, and Community-Led Total Sanitation.

He popularized within development circles such phrases as "putting the last first" and stressed the now generally accepted need for development professionals to be critically self-aware. He will co-facilitate a workshop on Participatory Evaluation and deliver a Key Note Address at the Inauguration of the CoE SA Evaluation Conclave 2015

Keynote Addresses

Marco Segone is Director, Independent Evaluation Office, at UN Women; Chair, United Nations Evaluation Group (UNEG), the network of Evaluation Offices of 46 UN agencies; and co-founder and co/chair of EvalPartners, the global partnership for national evaluation capacities. Previously, he was responsible for the decentralized evaluation function as well as the national evaluation capacity development portfolios at the UNICEF Evaluation Office; Regional Chief, Monitoring and Evaluation in the UNICEF Regional Office for Europe and Central Asia; Regional Office for Latin America and the Caribbean; Brazil Country Office, and Niger Country Office. Previously, he worked in international NGOs in Albania, Pakistan, Bangladesh, Thailand and Uganda. He has authored numerous publications including *Evaluation for Equitable Development Results* and *How to Design and Manage Equity-Focused Evaluations.*

Colin Kirk has been UNICEF's Director of Evaluation since 2011. The Director manages the Evaluation Office at UNICEF's headquarters in New York and, more widely, provides leadership of the evaluation function across UNICEF.

Before joining UNICEF, Colin served as the Director of Evaluation at the African Development Bank (2007-11), based in Tunis; as Head of DFID's Rwanda country office (2004-7), based in Kigali; and as Head of DFID's Evaluation Office (1999-2003) in London and Glasgow. In 2008, he served as Chair of the Evaluation Cooperation Group, the professional network linking the evaluation offices of the various international financial institutions; and was Vice-Chair of the Evaluation Network of the OECD's Development Assistance Committee in 2002. He is currently Vice Chair (Partnerships) of the UN Evaluation Group.

Previously, he served with DFID as a social development specialist, working mainly in South Asia and West Africa. This involved providing operational guidance on poverty analysis and on social dimensions of development

including community participation, gender equity and social inclusion. He worked for several years in Sri Lanka and India and for shorter periods in Nepal and Bangladesh.

Colin graduated from the University of Cambridge in the UK and completed an MPhil at the University of Colombo in Sri Lanka. In 1989, he was awarded a DPhil in social anthropology at the University of Sussex, based on fieldwork in Sri Lanka.

Robert McLean works in the Policy and Evaluation office of Canada's International Development Research Centre (IDRC) and is the current and final coordinator of the IDRC's evaluation field-building program in South Asia. This work has supported the Community of Evaluators, South Asia with a view to facilitating the evolution of evaluation theory and practice in the region.

Rob is cross-appointed as a Lead Evaluator at the Canadian Institutes of Health Research. He has published in multiple health sciences and evaluation books and journals. He has conducted evaluations for commissioners ranging from large international institutions to First Nations groups in isolated regions of Canada. He has managed education programs in Uganda and South Africa, and has conducted research for the Reserve Bank of India. Rob has completed degrees through the University of Manchester, UK; the University of KwaZulu-Natal, SA; and, Carleton University, Canada.

Keynote Speakers

Panels (26 & 27 November 2015)
Venue: Durbar Room

Nancy MacPherson is currently the Managing Director for Evaluation at the Rockefeller Foundation based in New York. Responsible for setting up and managing the Foundation-wide evaluation function and standards for the Foundation at program and grant portfolio levels, Nancy joined the Foundation in 2008 following extensive experience in development evaluation in Asia and Africa with international development organizations, the United Nations, multilateral and bilateral agencies. She set up and managed IUCN's Program and Project Evaluation System and Performance Assessment System, IUCN's Results Based Management System, served as Special Advisor to the IUCN Director General on Performance Assessment, and has played a key role in the establishment and nurturing of a number of global and regional development evaluation professional associations, and networks, notably, the International Development Evaluation Association (IDEAS) and the African Evaluation Association (AfrEA). Nancy was a member of the teaching faculty at the World Bank's summer International Program for Development Evaluation Training (IPDET) from 2001-2011.

Dr A K Shiva Kumar (Economist and Senior Adviser, UNICEF India) is a development economist and an evaluator who works on issues related to human development - poverty, health, nutrition, basic education, and the rights of women and children. He has served as a senior policy advisor to UNICEF India and as the Director of the International Centre for Human Development in New Delhi, India. He is a Co-Chair of the Know Violence in Childhood – a global learning initiative that is synthesizing evidence to advocate for ending violence.

Shiva Kumar was a founding board member of the International Development Evaluation Association (IDEAS) and has undertaken several evaluation assignments for IDRC, IFAD, the Rockefeller Foundation, UNDP, UNICEF and other agencies. He has been a regular contributor to UNDP's Human Development Reports and National Human Development Reports.

He has also been a member of several high level committees of the Government of India including the National Advisory Council and has been associated with the formulation of social policies and legislation in India. He has served on the Governing Council of the Centre for Science and Environment, the Public Health Foundation of India and the International Center for Research on Women. Shiva Kumar is a Visiting Professor at the Ashoka University, Indian School of Business, and Harvard's Kennedy School of Government where he teaches economics and public policy. Shiva Kumar has a Master's degree in Economics from the Bangalore University, Post-Graduate Diploma in Management from the Indian Institute of Management, Ahmedabad, and Master's in Public Administration and a Ph D in Political Economy and Government, both from the Harvard University.

Katherine Hay leads the monitoring, learning, and evaluation function for the Bill and Melinda Gates Foundation in India. This leadership roll involves decision making on evaluations, fostering outcome focused investments, and promoting evidence based strategy and programming. Katherine brings a strong gender and equity focus to her work. Katherine has worked and written on women's empowerment and collectivization, gender and decentralization, feminist evaluation, and evaluation capacity building. Prior to joining the Gates Foundation, she was the Senior Evaluation Specialist at the International Development Research Centre(IDRC) in New Delhi. Katherine has supported many funders and organizations in setting up gender and equity oriented evaluations and systems and currently serves on the joint UN Women Global Evaluation Committee. Katherine conceptualized and was a founding member and Board member of the Community of Evaluators. She has worked extensively on, and coined the term, evaluation field building.

John Gargani was recently elected the 2016 President of the American Evaluation Association. He is President and Founder of Gargani + Company, Inc., a program design and evaluation firm located in Berkeley, California. When he is not helping nonprofit organizations, foundations, corporations, and government agencies achieve their social missions, he is writing about evaluation, sharing his thoughts at EvalBlog.com, teaching graduate classes on social entrepreneurship and program design, speaking at conferences around the world, and conducting workshops to train the next generation of evaluators. Over the past 20 years, his work has taken him to diverse settings, including public housing projects, museums, countries adopting free market economies, and 19th century sailing ships. He has designed innovative social enterprises; directed large-scale randomized trials; and created novel technologies that measure how people think. He holds a Ph.D. in Education from the University of California at Berkeley, where he studied measurement and evaluation; an M.S. in Statistics from New York University's Stern School of Business; and an M.B.A. from the University of Pennsylvania's Wharton School of Business.

Ada Ocampo [Senior Evaluation Specialist, UNICEF HQ - New York] is a Peruvian sociologist with a Master's Degree (with distinction) in Development Planning and Management (University of Wales, UK). Her masters dissertation was on: The Empowering Dimension of Evaluation: concepts, controversies and challenges. She has worked in the UN system since 1990 with UNICEF, UNDP, UNFPA and IFAD in different countries of North and Latin America, Africa and Asia. During her career she has been mainly involved in evaluation capacity development and networking. She has lectured at various universities including Carleton, FLACSO, Indian School of Business and BRAC University. She is the author of several articles and publications. She was one founders of the International Organization for Cooperation in Evaluation (IOCE) and of the Latin America Evaluation Network (ReLAC). She represents UNICEF at EvalPartners and EvalGender. Since November 2014 she is based in New York where she holds the position of Sr. Evaluation Specialist.

Jyotsna (Jo) Puri is currently Deputy Executive Director and Head of Evaluation at the International Initiative of Impact Evaluation (3ie). Jo is also adjunct faculty at the School of International and Public Affairs (SIPA), Columbia University, New York where she teaches development evaluation.

Jo has more than 18 years of experience in policy research and development evaluation and has worked in several organizations including the World Bank, Columbia University and the UN. She has undertaken and led evaluation related work for UNDP, UNICEF, GEF and the MacArthur Foundation. Her research has focused on analyzing poverty impacts of policy and infrastructure investments in Asia and Latin America. Her other areas of work include examining impacts of policies in the areas of environment, agriculture, health and climate change. As policy adviser at UNEP she has provided thematic and strategic advice on program development and engaging governments at various levels for effective delivery of outcomes for equitable, growth transitions. She is the lead author of a book on measuring and interpreting monitoring and evaluation indicators prepared for the Human Development Report Office and published by UNDP; Co-author of a book examining implications of Joint Implementation of Climate Change commitments for developing countries and led the publication of a synthesis report on Forests in a Green Economy published by UNEP. She sits on the board of Community of Evaluators, South Asia and the Geneva based Humanitarian Quality Assurance Initiative. Jo's academic qualifications include a Ph.D. and M.Sc. in Resource Economics and a Masters in Development Economics.

Farzana Ahmed (Lead Evaluation Specialist Independent Evaluation Department Asian Development Bank) has over 15 years' experience working in development with the ADB and her evaluation experience has been enriched through her extensive knowledge of ADB operations both from her work in Manila and her time in Indonesia – at the ADB Resident Office and as an Advisor to the Australian Government on it development assistance after the 2004 Tsunami. In addition to conducting evaluation of ADB's interventions, Ms Ahmed is also responsible for the Evaluation Capacity Development program of the ADB. Prior to joining the Independent Evaluation Department, Ms Ahmed worked in the Strategy and Policy Department, South East Asia Operations and the Budget Division of the ADB. Her specialization is in results based public sector management and she was involved in major governance reform in Indonesia with ADB's support to the strengthening of the National and sub-national Audit Systems. Ms Ahmed also co-ordinated ADB's first country based community of practice on results based public sector management that comprises senior government officials from ADB member countries. Ms Ahmed is a UK qualified chartered accountant and also a member of the Institute of Chartered Accountants in Australia. She is a graduate in Politics, Philosophy and Economics from Oxford University in the United Kingdom and prior to joining ADB she spent over 15 years in the private sector in the UK and in Australia. Ms Ahmed is originally from Bangladesh and is also a national of Australia .

Pramod Kumar Anand (Senior Consultant, NITI Aayog, Delhi) holds MSc (Physics) and MSC (Economics) from London School of Economics. He is a Fellow of the Indian Institute of Foreign Trade and holds a Ph D in Economics. He currently works in NITI Aayog, Government of India (GoI) and handling Evaluations; Mid-Term 12th Five-Year Plan Appraisal etc.

Before his retirement from IAS in September 2014, he had served in the State Government of Rajasthan and in the Government of India (GoI). In GoI he had been Sr. Adviser, Planning Commission; Joint Secretary (JS) in the Ministry of Rural Development and in the Ministry of Defence; Director (Exports) in the Ministry of Textiles etc. In Planning Commission, besides Industry, Minerals, Research, Economic Divisions he was also heading Programme Evaluation Organisation having 15 field units across the country.

He was also awarded gold medal in Advanced Professional Programme in Public Administration (APPPA) and had topped in the college in M Sc (Physics) and B Sc (Hons.) Mathematics.

Natalia Kosheleva (EvalPartners Co-Chair) has been working in the field of evaluation since 1996. As an evaluation consultant Natalia has conducted dozens of evaluation in the CIS and Eastern Europe as well as helped Russian NGOs to design and implement M&E systems and build M&E capacity.

Natalia contributed to the development of the Russian-language body of evaluation knowledge. She co-edited the first Russian-language book on evaluation "Program Evaluation: Methodology and Practice", authored the on-line module on transformative evaluation and led the development of the Russian-language "Introduction to evaluation" e-learning course.

In 2012-2013 Natalia was the Chair of the International Program Evaluation Network (IPEN) that brings together evaluators from the CIS region and led the organization of IPEN conference in Moldova in 2013.

In 2013-2014 Natalia was the President of the International Organization for Cooperation in Evaluation. Since 2013 she is a Co-chair on the international initiative, EvalPartners. One of her key achievements is the launch of the EvalPartners P2P/Small Grants Program that promotes cooperation between national and regional VOPEs.

Caroline Heider (Director-General and Senior Vice-President, Independent Evaluation Group World Bank Group) has more than 25 years of international experience, the majority of which in evaluation. Prior to the World Bank Group, she has worked with five multilateral organizations, including two international finance institutions (the Asian Development Bank and International Fund for Agriculture Development), a technical agency (UNIDO) and two Funds and Programmes of the UN System (UNDP and WFP). She is a life-time member of the International Development Evaluation Association (IDEAS). She has been a member of the American Evaluation Association, the Australasian Evaluation Society and the European Evaluation Society. She served a 2-year term as vice-chair of the UN Evaluation Group.

Caroline has a proven track record in transforming evaluation: testing how it can better serve its dual objectives of accountability and learning, building a sustained system that ensures independence and impartiality of evaluation, and testing and trying new methods to get to better evidence and greater insights.

Patricia Rogers is Professor of Public Sector Evaluation at Royal Melbourne Institute of Technology and is Project Director of BetterEvaluation; an international platform for generating and sharing information about how to better choose and use evaluation methods and processes. She has thirty years' experience in monitoring and evaluation in the public sector and with non-government organizations in a wide range of programs in Australia and internationally, including projects with government departments, UN agencies, development banks, philanthropic foundations and NGOs. She completed her PhD developing a framework for evaluating approaches to program evaluation at the University of Melbourne and a post-doctoral fellowship with Harvard University on interdisciplinary evaluation of programs for children..
She has a particular interest in how evaluation can be useful in addressing complication and complexity, including her co-authored book (with Sue Funnell) *Purposeful Program Theory: Effective Use of Theories of Change and Logic Models*. Patricia's work has been recognized by the American Evaluation Association's Gunnar and Alvar Myrdal Award for Evaluation Practice and the Australasian Evaluation Society's 'Evaluation Training and Services Award', Caulley-Tulloch Prize for Pioneering Literature in Evaluation, and Best Evaluation Study. Patricia has a particular interest in how the international community can build and share knowledge on effective evaluation practice and policy.

Penny Hawkins [Head of Evaluation UK Department of International Development (DFID)] is an evaluation specialist with extensive experience in public sector and international development evaluation. She is currently Head of Evaluation at the UK Department of International Development (DFID) and before taking up this role in 2013, was an evaluation specialist at The Rockefeller Foundation in New York. Penny has held a number of evaluation leadership roles in the government sector including as Head of Evaluation for the New Zealand Aid Programme at the Ministry of Foreign Affairs and Trade. She currently serves as the Chair of the OECD-DAC Network on Development Evaluation and from 2003–13 was a faculty member for the International Program for Development Evaluation Training (IPDET) at Carleton University in Canada. Penny has contributed to a number of evaluation publications including co-editing a book published in 2012 *Evaluation Cultures – Sense Making in Complex Times*. Penny's longstanding commitment to the evaluation profession stems from her optimism that evaluation can make a positive contribution to world development and human wellbeing.

Conclave Closing Ceremony (27 November 2015)
Venue: Regal Hall

Ziad Moussa is a Senior Research Associate at the Environment and Sustainable Development Unit of the American University of Beirut and an internationally acknowledged evaluation practitioner.

Over the past 15 years, he has managed complex multi-country evaluations across the Global South in well over 40 countries and with almost every major donor on the circuit.

After serving as chairperson of the MENA Evaluators Network (EvalMENA) between 2009 and 2013, he was elected President of the International Organization on Cooperation in Evaluation – IOCE in two of the most crucial years in the life of the evaluation profession: EvalYear'2015 which has been declared by the UN General Assembly as International Year of Evaluation, and which will be followed in 2016 by the launch of the Global Evaluation Agenda 2016-2020.

SKILLS DEVELOPMENT WORKSHOPS AND DEMONSTRATIONS

Monday, 23 November 2015

09 00 – 12 30

Managing and Conducting Joint Evaluations (WS-1)

➢ UNICEF *(Krishna Belbase)*

09 00 – 17 00

Conducting an independent evaluation of public policies: Approaches and tools from evaluation-life experience (WS-2)

➢ Serge Eric Yakeu Djiam

Gender-transformative/feminist indicators and frameworks (WS-3)

➢ The Institute of Social Studies Trust (ISST), India *(Rituu B Nanda, Ranjani Murthy & Rajib Nandi)*

Designing and using dashboards:Uttar Pradesh RMNCH+A Dashboards (WS-4)

➢ Bill and Melinda Gates Foundation, India *(Arup Kumar Das & Niranjan Saggurti)*

Appreciative Evaluation: Incorporating Performance Measurement Data with Participatory Method (WS-5)

➢ Martha McGuire, with Tessie Catsambas, Hallie Preskill, Pratap Shrestha & David Mac Coy

How can Organizations conduct Transformational Evaluation of Intervention to address Violence against Women (WS-6)

➢ Institution Builders & Darshana Collective, Mumbai, India *(Anuradha Rajan & Kanti Gopal)*

Impact Evaluation - a science and an art (WS-7)

➢ International Initiative for Impact Evaluation *(Jo Puri, Tara Kaul, Diana Lopez-Avila & Bidisha Barooah)*

Improving evidence uptake and use (WS-8)

➢ International Initiative for Impact Evaluation *(Beryl Leach)*

Tuesday, 24 November 2015

09 00 – 10 30

DEMONSTRATION: Bayesian Spatial-Propensity Score Matching Evaluation of Spatial Average Treatment Effects (DEMO-1)
- ➢ Rolando Gonzales

11 00 – 12 30

DEMONSTRATION: Commissioner's Guide to Evaluation; IDRC(DEMO-2)
- ➢ Patricia Rogers

13 30 – 15 00

DEMONSTRATION: Using DHIS to make performance measurement data useful (DEMO-3)
- ➢ Martha McGuire & Gillian Kerr

09 00 – 12 30

Effective Use of the Logic Model (WS-9)
- ➢ Barbara Rosenstein

09 00 – 17 00

Evaluating the impact of water, sanitation and hygiene (WASH) programmes (WS-10)
- ➢ International Initiative for Impact Evaluation *(Hugh Waddington & Radhika Menon)*

Improving Adolescent Lives in South Asia (WS-11)
- ➢ International Initiative for Impact Evaluation *(Diana Lopez-Avila, Nataile Fol, Taru Tarun Jain & Urvashi Wattal)*

Impact Evaluation: Theory, Practice, and Decision-Making (WS-12)
- ➢ CLEAR South Asia *(Urmy Shukla)*

Use of lQAS for baseline survey and routine monitoring in health care (WS-13)
- ➢ Bill & Melinda Gates Foundation *(Joseph Valadez, Babu Ram Devkota & Indrajit Chaudhuri)*

Impact evaluation using a multi level framework: Measuring effectiveness and equity in an integrated framework (WS-14)
- ➢ Sanjeev Sridharan (University of Toronto) with Aparna Seth & Arnab Dey (Sambodhi)

Impact evaluation using a multi level framework: Measuring effectiveness and equity in an integrated framework (WS-14)
- ➢ Sanjeev Sridharan (University of Toronto) with Aparna Seth & Arnab Dey (Sambodhi)

Participatory Evaluation (WS-15)
- ➢ Robert Chambers & Mallika Samaranayake

Evaluation Conclave 2015
Demonstration

Bayesian Spatial-Propensity Score Matching Evaluation of Spatial Average Treatment Effects (DEMO-1)

Conducted by: *Rolando Gonzales [Bayesian Institute for Research on Development, La Paz, Bolivia]*

Duration: 1.5 hours

Spillover effects in program evaluation arise due to externalities, equilibrium effects and social interaction between the target and non-target population of a program. If the spillover effects are strong enough, the impact of a treatment will go beyond the target population, will blend with the non-target population and will become an overall regional treatment effect, with a spatially-bounded level of influence.

Bayesian Spatial-Propensity Score Matching (**BS-PSM**) is proposed as a new and innovative evaluation method to measure these regional (spatial) treatment effects.

Why this is needed?

A large plethora of methods and software codes (e.g. in Stata) exist for quasi-experimental evaluation at *household or individual level*; nevertheless, methods and computer codes for the evaluation of a treatment at *regional level* are not so readily available for evaluators, as measuring regional (spatial) treatment effects involves combining spatial statistics with quasi-experimental techniques. Thus, there is a need to demonstrate how to use spatial methods when estimating Spatial Average Treatment Effects (SATE) and how this Bayesian spatial approach can complement in an innovative manner the current practice of evaluation analysis.

Who will benefit?

Evaluators that suspect the existence of strong spillover effects and wish to estimate spatially-bounded regional treatment effects. The statistical methods are standard for any evaluator's specialty, and thus BS-PSM has a wide range of applications in many fields of evaluation (health, climate change, education, advocacy, water and sanitation, governance, finance, etc.).
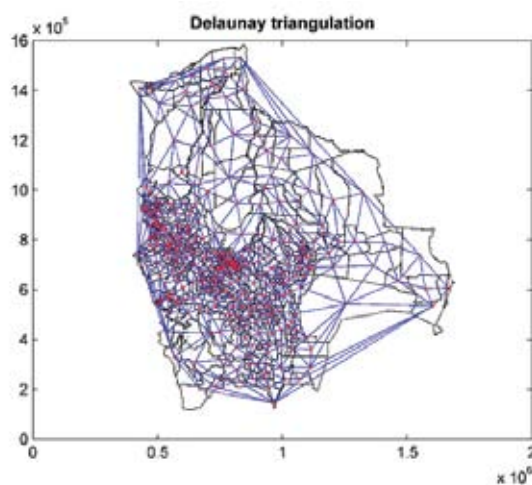
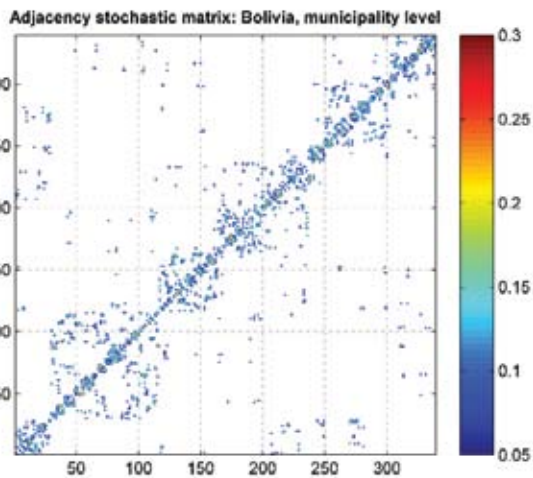### *Other pertinent information*

Bayesian Spatial-Propensity Score Matching (BS-PSM) for estimating Spatial Average Treatment Effects (SATE)

was developed by Rolando Gonzales in the context of a project of the Partnership for Economic Policy (PEP), with funding from the Department for International Development (DFID) of the United Kingdom (or UK Aid), and the Government of Canada through the International Development Research Center (IDRC).
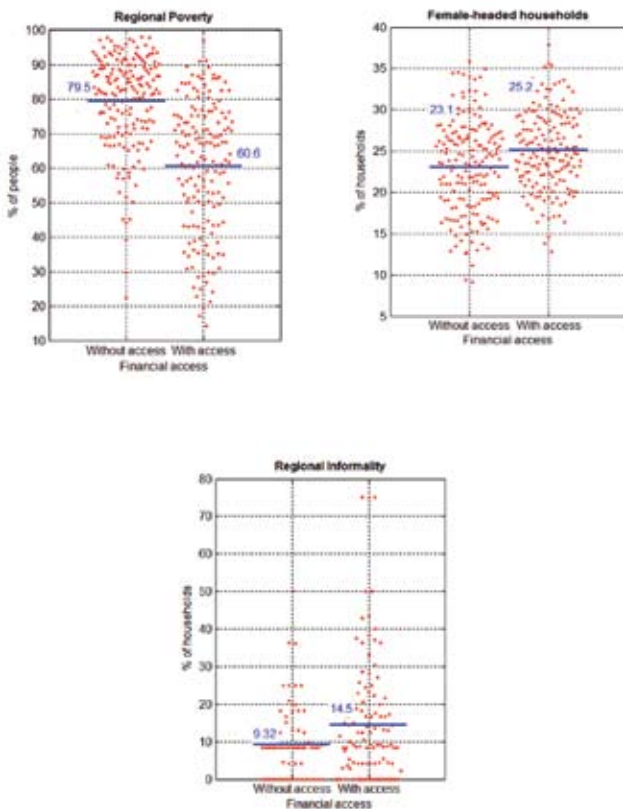
All the necessary algorithms to perform **BS-PSM** were coded by Rolando Gonzales and run under MATLAB v2014a. The demonstration of BS-PSM will include a step-by-step hands-on experience showing the ideas and the procedures needed to estimate Spatial Average Treatment Effects, using as an example the results of a complex evaluation of the regional effects of microfinance in Bolivia. The demonstration will include:

1. The calculation of a (spatial) distance matrix among regions using a Geographical Information System (GIS)shape-file and Delaunay triangulation:

Adjacency stochastic matrix: Bolivia, municipality level

2. Density estimation of Spatial Average Treatment Effects. This part of the demonstration will include a discussion of statistical issues as e.g. the convergence of the chains in the sampler of the MCMC (Markov Chain Monte Carlo) runs or the effects of different spatial matching techniques on the SATE.

1. The illustration of observed data and average differences between treated and untreated groups of regions using swarm-plots:

Regional Poverty

Female-headed households

Regional Informality
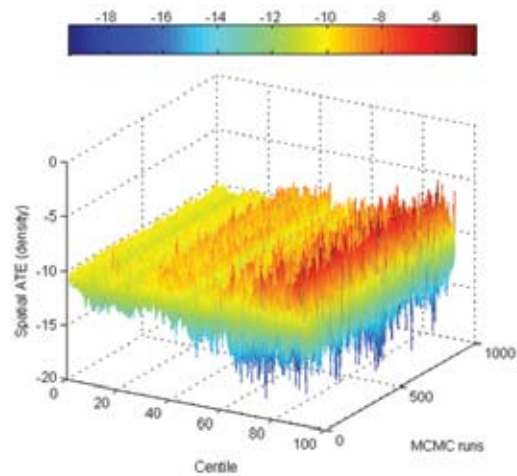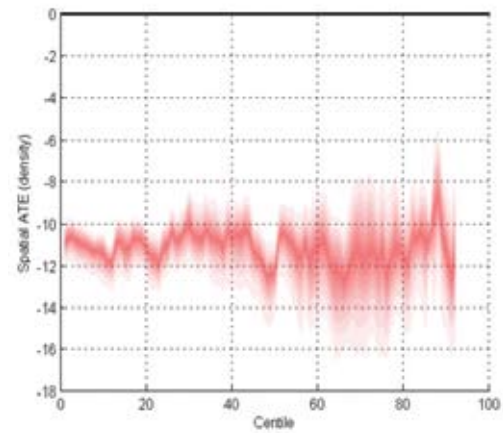
Evaluation Conclave 2015
Demonstration

Commissioner's Guide to Evaluation (DEMO-2)

Conducted by: *Patricia Rogers [RMIT University, Australia]*

Duration: 1.5 hours

*Keywords: b*uilding skills, managing evaluations, commissioning evaluations

Introduction

This demonstration will directly addresses the second key question of Conclave 2015, namely: **What is the current progress on building skills on evaluation in the government, civil institutions (including grassroots and indigenous civil institutions) and academia? What needs to be strengthened and how?**

In larger development organizations such as Canada's International Development Research Centre (IDRC), program and project level evaluation is often decentralized. As a result, evaluations are commonly commissioned and managed by program officers whose primary expertise is not evaluation. These commissioners play a critical role in defining, scoping, and enabling an evaluation. It is therefore vital to provide accessible and user-friendly guidance to these individuals as they move through the stages of commissioning and managing an evaluation.

Framework:

IDRC is partnering with BetterEvaluation (http://betterevaluation.org) to develop an online interactive tool to guide staff and grantees when they find themselves responsible for an evaluation. The interactive tool deconstructs the evaluation management process into the major steps and deliverables; and provides decision-making advice and resources for each stage. By bolstering the skills of the evaluation commissioner/manager, this tool should ultimately facilitate the job of the evaluator and contribute to higher quality evaluations.

The guide is leveraging existing material, particularly material currently available on the BetterEvaluation website (www.betterevaluation.org) – a publicly accessible website which provides information about more than 200 different methods and processes for evaluation, organised in terms of different tasks in an evaluation.

There are three types of content development:

- Making existing material more accessible;
- Tailoring and adapting existing material;
- Creating new material to fill gaps in guidance.

This work builds on a previous scoping study which investigated needs and existing resources through **interviews** and a **survey** of a sample of program managers and grantees and a review of existing guides, as well as drawing on a previous analysis of the quality of completed evaluation (undertaken by the IDRC Evaluation Unit).

Outcomes

This demonstration will share a beta (pre-final) version of the online tool. It will discuss the research and consultation process that informed the tool development; and it will solicit audience feedback on potential improvements to the tool. Given the critical importance of the working relationship between an evaluator and a commissioner, it is anticipated that evaluators in the audience will have a special interest in this tool and will have particularly important insights for its improvement. It is anticipated that this tool will also be of great interest to other organizations interested in embedding a culture of evaluative thinking and competent evaluation management in their operations.

Biography of the Workshop Lead: Patricia Rogers is a Professor of Public Sector Evaluation at Royal Melbourne Institute of Technology and is Project Director of BetterEvaluation, an international platform for generating and sharing information about how to choose and use evaluation methods better. With twenty plus years of experience in monitoring and evaluation in the public sector and with non-government organizations in a wide range of programs and levels of government, Patricia's work has been recognized with the AES 'Evaluation Training and Services Award', Caulley-Tulloch Prize for Pioneering Literature in Evaluation, and Best Evaluation Study. Patricia has a particular interest in how the international community can build and share knowledge on effective evaluation practice and policy. She completed post-doctoral research with Harvard University on interdisciplinary evaluation.

Evaluation Conclave 2015
Demonstration

Using DHIS to make performance measurement data useful (DEMO-3)

Conducted by: *Martha McGuire & Gillian Kerr* [GK by Skype]

Duration: 1.5 hours

Introduction

DHIS - District Health Information Software – is a mature open source software program that is managed by the University of Oslo and has been in active development over the past 20 years, funded heavily by European donors. It is designed as a fully functional monitoring and evaluation platform, and acts as a data warehouse, a data dictionary that follows international standards for indicator metadata, a robust and flexible reporting engine, and a data collection tool. Its use is growing rapidly, and it has been adopted in 50 countries, and an increasing number of international NGOs including Doctors without Borders. Its strength in this project lies in its functions of indicator definition and data modelling, a data warehouse that can import and store data from a wide range of data sources, and its flexibility in reporting and exporting graphic reports.

Methodology

The demonstration will include an overview of the system, some examples of how it has been and an online demonstration of its use.

Biography of the Workshop Leads:

Martha McGuire, MSW, CE brings more than 25 years of experience in the field, Martha has been involved in approximately 100 evaluations, and managed over 75. Martha was one of the first evaluators in Canada to be designated as a Credentialed Evaluator by the Canadian Evaluation Society. She is a respected evaluator who is recognized for the innovative approach she takes to evaluation design and her ability to synthesize detailed information into reports that are useful for decision-making. Martha has worked across a number of sectors, and is known for her expertise with evaluating multi-disciplinary and complex projects. She has conducted a number of evaluations in the international arena, where she has led projects for United Nations Organization for Education, Science and Culture (UNESCO), the International Atomic Energy Agency (IAEA) and USC Canada. Through her work with IOCE and EvalPartners, she has contributed to global understanding of evaluation.

Gillian Kerr, PhD is a Canadian psychologist who consults with NGOs and government agencies to improve their effectiveness. Most of her projects involve policy analysis, evaluation, process improvement and/or performance measurement. She has assisted dozens of organizations in the public, private and non-profit sectors to develop evaluation frameworks, logic models and performance monitoring systems. For the last few years she has focused on the use of information technology and online tools in monitoring and evaluation. has carried out dozens of program evaluations and reviews for funders and non-profits in Canada, the U.S. and the Middle East. She has deep expertise in evaluation, information technology, program development and funding policy, and has worked in the field of information systems and evaluation design for 30 years. She has designed evaluation frameworks for many non-profits and funders, including the national settlement services of Citizenship and Immigration Canada and the State of Qatar's Statistical Agency. She has developed interactive report designs base on District Health Information Software (DHIS), a system that is used to organize health monitoring data in a number of countries throughout the world.

Evaluation Conclave 2015
Skills Development Workshop

Managing and Conducting Joint Evaluations (WS-1)

Conducted by: *Krishna Belbase [Evaluation Office, UNICEF, 3 UN Plaza, New York]*

Duration: Half-day

Joint evaluations of policies, programs, and projects that are of common interest to the collaborating partners are receiving considerable attention of both multilateral and bilateral organizations and among non-governmental organizations. The call for harmonization and alignment in the donor community, as well as among the United Nations agencies(Delivering as One, joint programming, UNDAF, humanitarian reform and inter-agency cluster mechanism) and growth of partnership-based modalities have contributed to increased demand for and role of joint evaluations.

Joint evaluations are seen as a means to pool the evaluation capacities and complementary expertise of the collaborating institutions; share the evaluation costs; facilitate wider acceptance of the findings and conclusions of the evaluation; and in some instances to gain easier access to evaluative information. As a result of these potential benefits, joint evaluation is often seen as a win-win for the collaborating institutions. However, in reality joint evaluations often imply trade-offs and require careful consideration of issues such as additional transaction costs, compatibility with institutional business cycles and institutional interests and priorities. There are also different modalities and levels of "jointness" in which joint evaluations are taking place that merit more careful planning and conduct of joint evaluations.

The workshop will draw on the existing literature and on recent experiences in managing joint evaluations. Covering both development and humanitarian fields and targeting audience from both government and non-government sectors, the workshop will focus on strategic planning, stakeholder engagement, quality assurance, and dissemination of joint evaluations. The workshop will discuss both the theory and practice aspects of joint evaluations with a key focus on ensuring utilization and policy influence.

The evaluation will be participatory drawing on lessons learned from joint evaluations which involve a multitude of stakeholders at the national and international levels. Using presentations, practical examples, group-exercises and brainstorming tools,

it will stimulate new ideas and learning among the participants and bring out issues for further discussion that are of interest to the South Asia Region and to the wider evaluation community.

The primary audience for the workshop is the decisions makers and managers of joint evaluations. The secondary audience is the wider evaluation community which is interested in learning and sharing of ideas on managing and conducting joint evaluations.

Session Outline:

a) Why joint evaluation?
b) Strategic planning of joint evaluations
c) Effective implementation of joint evaluations
d) Key methodological issues guiding the conduct of joint evaluations
e) Ensuring dissemination and policy use of joint evaluations
f) Feedback

Main Resources:

United Nations Evaluation Group Task Force on Joint Evaluation. "Resource Pack on Joint Evaluation." 2014.

Network on Development Evaluation, OECD/DAC "Guidance for Managing Joint Evaluations." 2006.

Evaluation Conclave 2015
Skills Development Workshop

Conducting an independent evaluation of public policies: Approaches and tools from evaluation-life experience (WS-2)

Conducted by: *Serge Eric YAKEU DJIAM*
[Former President, African Evaluation Association (AfrEA)]
Yaounde – Cameroon

Duration: One-day

To date, various public and private organizations are still struggling to get an independent evaluation of the impact of their interventions. The technical capacity of staff and other evaluation practitioners is one of the main weaknesses. This workshop was developed to provide a strategic and simplified approach for inception and evaluation design. Participants will be familiarized in the development process of an inception and the completion of an independent evaluation which should address the key determinants of the evaluation development by discussing the importance of ethics in evaluation, evaluation matrix, data collection methods, data analysis, reporting scenario and communication, work-plan and quality assurance. Group work will provide an interactive environment to participants in a process of mutual learning. Particular attention will be paid to the experience participants. It will cover a full day and requires no more than 15-20 participants (maximum).

Biography:

Mr. Yakeu Djiam is a Senior evaluation specialist and Visiting Professor with 12+ years overall experience with universities, UN agencies and privates organisations in different cultural environments in Africa, Asia, Europe, and Middle East. He developed an evaluation training curricula for Universities and NGOs. As President, he supervised and chaired the 7th AfrEA conference in Yaounde (2014) with over 550 participants worldwide. He worked with various organisations in stable and fragile states either as Team Leader or Team member. Furthermore, he is currently serving as international evaluation resource person to chair evaluation workshop/conferences, for scientific reviews with research institutions, international journals, and evaluation networks. He is a member of various evaluation VOPEs such as the African Evaluation Association (AfrEA), the International Development Evaluation Association (IDEAS), the Cameroon Development Evaluation Association (CaDEA), and the African Policy Centre (APC).

Evaluation Conclave 2015
Skills Development Workshop

Gender-transformative and equity focused evaluation (WS-3)

Conducted by: *Institute of Social Studies Trust (ISST), New Delhi, India*

Duration: One-day

Rationale

The understanding of development evaluators on gender-transformative and feminist evaluation varies. This workshop seeks to build on what participants already know, and introduce new tools and frameworks. A reading list will be provided to enable participants to follow up on the workshop.

The workshop will have three segments.

Session 1:09 00– 1200 [Facilitator: Rituu B Nanda, ISST/Constellation, India]

An interactive session which will provide the participants a taste of SALT and community life competence approach.

What happens when you approach the community to **S**timulate, **A**ppreciate, **L**earn, **L**isten and **T**ransfer? Having been successfully applied in 66 countries, this approach can help create a safe space where the most marginalised can share and engage without fear and without being judged. This is particularly valuable in scenarios where we would like to bring in the voice of those affected by the issue.

Rituu has used this approach in gender and equity focused evaluation as well as in participatory action research.

Session 2: 13 30 – 15 30 [Facilitator: Ranjani Murthy, Independent Evaluator, Gender, Equity and Development]

A gender, poverty and empowerment evaluation framework developed by Ranjani K. Murthy, and its application, will be shared. The framework builds on Amartya Sen's concept of entitlements. This framework is relevant when the objective of the program includes women's poverty reduction and empowerment. Women's poverty is discussed at two levels: dimensions and causes. Three levels

of empowerment, based on Rowland's concept, -power to (individual), power with (collective) and power within (deep rooted values) frame assessment of gender and diversity related impact. Use of mixed participatory methods and quasi experimental methods will be discussed using a case study.

Session 3:16 00 – 17 00 [Facilitator: Rajib Nandi, Research Fellow, ISST]

Rajib Nandi will discuss and critique commonly used indicators measuring outcome/impact.

Methods: Exercises, Caselets, discussions

Evaluation Conclave 2015
Skills Development Workshop

Designing and using dashboards: Uttar Pradesh RMNCH+A Dashboards (WS-4)

Conducted by: *Bill and Melinda Gates Foundation*

Duration: One-day

Local and district governments require data to facilitate planning and management of existing programs. Surveys like the Demographic and Health Survey (DHS), the Multiple Indicator Cluster Survey (MICS) and national health surveys are conducted at three to five years intervals and typically provide only regional and national data. They are not district specific. Health Information Systems (HMIS) are facility based and do not inform about the conditions of people living in communities, which is the information needed by local health program managers. Managers need to monitor routinely their programmes using simple methods.

Background and rationale

The major challenges in reviewing the performance of the health program have been collation, compilation and analysis of the existing data to identify gaps for problem solving. Generally, in a set up like Uttar Pradesh, program reviews are done based on inaccurate or poor quality data and many a time review platforms are used as data collection platform. In such platform, rather than identifying the root cause or bottlenecks, administrative instruments such as orders, punishments etc are used which rather than solving the problem results in demotivated and directionless program managers striving to perform systematically.. In addition, there is no system for reviewer or the managers to understand the pathways of change; the complex relations between the input, process, output, outcome and impact. To sum up, the review system tries to solve the problem without knowing the cause.

In order to alter this situation, Uttar Pradesh Technical Support Unit, Uttar Pradesh, India has devised a RMNCH+A (Reproductive, maternal, new born, child and adolescent health) dashboard tool which provides a comprehensive "pathway of change frame work" linking different data sources which helps the reviewer to conduct relational analysis in the frame work of input-output-outcome-impact, to ask relevant questions and to drill down to find out the source of the problem.

Objective

The specific objective of the Uttar Pradesh RMNCH+A Dashboards is to support the program managers at the state, district, block, and facility levels to track and gauge critical RMNCH+A performance indicators adown to health communities and facilities level. The Dashboards includes the actionable indicators for

- Planning program activities and strategies
- Monitoring program activities and implementation gaps to make informed decisions and initiate corrective action quickly; and
- Reviewing program performance – create feedback loop to guide future planning

Steps towards making dashboard

The steps followed for arriving at the current stage of dashboard and the next steps to integrate the tool in health departments review mechanism can be classified in to following different steps

(a) Assessment of existing initiatives

During the assessment of other initiatives of dashboard it is observed that the focus is given on populating a list of indicators. It is felt that there is a need for conceptual framework that can capture complete pathway of change.

(b) Designing a conceptual framework

The pathway of change for each dashboard is conceptualized based on the existing literature or program experience that can capture input-output-outcome-impact (figure 1).

(c) Selection of indicators

To complete the pathway of change critical indicators are selected from a master list of indicator. The available indicators and their source, periodicity, method of data collection is documented

(d) Assessment of quality of data

Quality of data is critical in effective programme management. Currently, different data sources related to health are located at different places and have varying reliability and accuracy. Hence, it is also decided to give a comparisons of data quality whenever require.

(e) Field testing in two districts (Hardoi and Sitapur)

The 1st version of the dashboard is piloted in two districts. The district CMO and MOICs (Block Level medical officer) are oriented on the use of dashboard and they are asked to use the same for a week time. After one week time feedback is collected in which both district CMOs and MOICs found this tool very useful for program review with few suggestions like the dashboard needs to have real time data and there is a need for including a user guide which can help them asking relevant questions during navigation.

(f) Dissemination to state level officials

Both Directorate of Family welfare and NHM officials are oriented on the dashboard and relevant suggestions are incorporated.

(g) Implementation approach

The district M&E specialist and district CMO will jointly review the dashboard before monthly MOICs meeting and list down major actionable points. These actionable points will be shared with the MOIC and they will be directed to take necessary corrective action.

The workshop will be conducted by Arup Kumar Das and Niranjan Saggurti.

Evaluation Conclave 2015
Skills Development Workshop

Appreciative Evaluation: Incorporating Performance Measurement Data with Participatory Method (WS-5)

Conducted by: *Martha McGuire*

Duration: One-day

Introduction

The workshop will focus on evaluation design that supports the evaluation being used and having a positive impact. An appreciative evaluation explores what a program can do when it is functioning at its best. The appreciative philosophy assumes:

- What we focus on becomes our reality
- In every society, organization, or group, something works
- Reality is created in the moment and there are multiple realities.
- The act of asking questions is an intervention
- People have more confidence and comfort to journey to the future when they carry forward parts of the past
- It is important to value differences
- The language we use creates our reality
- People are motivated to act when they have a choice in what they will do.[1]

Methodology/Framework

The workshop will include presentation and small group work with the participants applying techniques and methods. It will include:

Presentation with Q&A (45 minutes)

- Introduction to Appreciative Evaluation with an emphasis how this approach can contribute to evaluations that make an impact. This will include an overview of the power of the appreciative approach with references to the latest literature on the topic. It will explore how evaluation questions are framed and what types of data collection is important
- How commissioners of evaluation view Appreciative Evaluation will include a commissioner of evaluation sharing his

perspectives on the strengths and value of appreciative evaluation

Small group work formulating appropriate evaluation questions based on a case study. (45 minutes)

(Break)
Presentation with Q&A (30 minutes)

- Participatory data collection incorporating equity-focused methods including a gender equity focus that allows women's voices to be heard separately:

  o Arts-based data collection uses creative activities to gather information and as a way to express value. Using art can help individuals express complex ideas, particularly where there are differences in language. It gives a quick snapshot of a group's collective views and can generate materials that can be used in an evaluation report. The types of activities can include drawings, collages, and using sound and movement.

  o Story-telling is a form of narrative inquiry that seeks to collect information as a type of oral history. This form of inquiry is based on the idea that individuals construct an understanding of their world by telling stories about it (. Storytelling differs from other Western research methods in that the teller is in control, rather than the researcher. It can be used to explore most significant changes, aspirations, and wishes.

(Lunch)
Small group work using an arts-based method to address two sample questions. (45 minutes)

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1 Preskill, Hallie (August 2007) Using Appreciative Inquiry for Evaluation and Organizational Change

Presentation with Q&A (45 minutes)

- o Photovoice is an arts-based method with roots in participatory and documentary filmmaking and photography. In Photovoice, information is gathered directly from people whose voice is seldom heard in public spheres. It is distinguished by a focus on capturing local expertise, and using this information to affect change on an individual, social and public policy level.

- o Observation can be captured through rigorous templates used by evaluators to record their own observations or less formally through journaling.

- o Participatory community statistics allows local people to generate their own numbers using participatory group methods. Using methods developed by Robert Chambers it engages relevant community members in exercises that generate qualitative data

Small group work formulating a data collection framework, based on the evaluation questions developed earlier. (45 minutes)

Presentation with Q&A (30 minutes)

- • Using qualitative data to bring meaning to quantitative performance data will use a case example to demonstrate how participatory qualitative data collection methods were used to make the evaluation more useful. It will include the perspective of the commissioner of the evaluation

Wrap up (15 minutes)

Evaluation Conclave 2015
Skills Development Workshop

How can Organizations conduct Transformational Evaluation of Intervention to address Violence against Women? (WS-6)

Conducted by: *Anuradha Rajan (Darshana Collective) & Kanti Gopal (Institution Builders), India*

Duration: One-day

Any effective evaluation has to be simultaneously rigorous and transformational. It has to be a process and not an event. Evaluation of VAW programmes can be challenging as it is a sensitive issue and where eliciting insights is not easy. Apart from measuring outcomes, evaluations should both celebrate success and provide insights into the gaps and how they can be addressed. At the same time, the approach to conducting the evaluation has to be empowering for the employees and their partner organizations. When this happens, we believe that people will own the evaluation results and enthusiastically implement the insights.

'Appreciative Inquiry' as an evaluation tool is well suited to assess VAW programmes as it looks into both process and outcomes. It engages employees, partner organizations and donors in collective learning and continuous improvement. It captures stories of the best of what has happened and explores the success formula through investigating contributing factors that led to success. Success stories represent the realized potential. Using these stories as a reference point, one could then explore what needs to be redesigned (mindset, systems, processes, practices etc.) to strengthen in order to achieve the project/ organizational/ campaign goals.

With the success formula as the start point and vision as the desirable destination point - employees, partners and donors can be engaged to create a **Theory of Change'** navigation map. The map provides a systems approach to understanding linkages and how the desired state (change) will emerge. Without such a navigation map, people tend to focus on activities in isolation and not as part of an interdependent system. Theory of Change as a reflection and evaluation tool causes mindset change and promotes collaborative thinking and actions.

In general evaluation results are cascaded across the organization and its eco system through traditional communication channels and in small groups. More often than not, the communication is one-way and uninspiring. As we all know the real challenge in using the evaluation results is to address resistance, build ownership and create a sense of urgency for implementing the insights from evaluation. To address this challenge, '**Large Scale Interactive Process (LSIP)'** tools such as Future Search, Open Space, Real Time Strategic Change can be used to engage the entire organization and it's eco system (LSIP's engaging 1000+ people simultaneously are not uncommon) in implementing the evaluation findings rapidly and effectively. The impact of applying LSIP process and tools to evaluation communication are dramatic and sustainable. An unintended consequence of LSIP is that it fosters a self-evaluation and continuous reflection culture.

We have used these three tools in evaluation of VAW programmes and training people on using effective evaluation methodologies.

Who should attend this workshop?

This workshop should be attended by those who have struggled with the following questions

1. How can VAW progamme evaluations become transformational?
2. How can evaluation result in rapid and transformational unlearning and relearning across the organization? How can an evaluation exercise help in building a reflection culture?
3. How can evaluation processes of VAW programmes enable all employees and partners to understand and value their contribution to change?

Potential Target Groups

Organizational leaders, M&E professionals and Consultants who work on OD and Change Management, Donor organizations who consider evaluation as a transformational and not a reporting and blame fixing mechanism.

How can this workshop add value to organizational leaders, M&E functionaries and M&E consultants?

We want to introduce a different approach to evaluation of VAW programmes – apart from going into log frames, what if we direct the attention of the evaluation exercise to discover the best of what has happened in the program or the organization and find out the root causes for success?

What if we use the learning from those successes to revisit our own 'Theory of Change'? What if analyzing the 'Theory of Change' becomes an evaluation tool?

What if the cascade of evaluation findings is done in a way that people start demonstrating the new behaviors/ approaches immediately?

Those who are excited about evaluation as a transformational mechanism and not just a technique will benefit from this skill building workshop.

Construction of the Workshop and Sessions

Participants are divided into heterogeneous groups of 6 each.
Programme

Time	Session and Method ology	Objectives
20 minutes	Context setting and sharing objectives	
30 minutes	**Telling our Stories** In smaller groups, participants discuss these three questions. They capture the same on flip charts - What are we glad about our experience with and results from past evaluations on VAW programmes? - What are we sad about? - What are we mad about? A few table groups share. The output is put on the walls for people to read.	To capture the key themes; construct the collective reality; capture the challenges that people are grappling with respect to evaluations.
20 minutes	**Introduction to an alternative approach to evaluation of VAW programmes** The Facilitator introduces the idea of Appreciative Inquiry as an alternative approach to VAW evaluation and explains the framework. The facilitator will take a few questions about the framework and then would encourages the group to experiment Appreciative Inquiry right here	Expose the group to the 4D Appreciative Inquiry Framework (Discover, Dream, Design and Deliver)
45 minutes	**Celebrating the Best of what we achieved – discovering our success formula** Members of each table team are asked to share the best/ most successful story of change emerging from a VAW programme they have been part of. The teams are then give a set of Appreciative Inquiry questions that they can ask to get to know the success story better. They are then expected to construct a "success formula". After going deeper into the contributing factors, each draws out the success formula. The success formulae is then constructed into a 'theory of change' pathway. Using World Café method, participants learn the success formulas and TOC arrived at by other teams	Develop evaluation skill in deriving insights out of what has worked/ is working right now.

Time	Session and Method ology	Objectives
40 minutes	De-brief of the previous exercise. Address queries and introduce how to use the Theory of Change framework to structure the success that the organization has achieved till now. Peer review of the TOC developed. How close is the 'best' to the programme theory of change? We shall give examples to help participants this systemic approach to understanding why some thing has worked well.	Learn to structure success through the Theory of Change lenses
20 minutes	Facilitator introduces LSIP as a methodology to make the dream, design steps of Appreciative Inquiry transformative. A video will be used to introduce participants to LSIP methodology	Orient participants on how the Dream and Design part of Appreciative Inquiry can be made transformational using LSIP as an evaluation process.
160 minutes	Simulation of an LSIP process with participants	Learn how to engage large number of people simultaneously to build perspective and commitment of the entire organization and its eco system to implement evaluation results. Learn how to use LSIP as an implantation tool to build ownership for evaluation results.
20 minutes	Closing Session Q&A Debrief	

Profiles of the Workshop Leaders

Anuradha Rajan is a development professional with 23 years of experience in gender and development. She is a post-graduate in Social Work from Tata Institute of Social Sciences (1991). She has extensive experience in research and programme design. She specializes in conducting impact assessments, baseline studies and evaluation studies using Appreciative Inquiry and Theory of Change methods. Her work experience spans engaging with grassroots organizations; leading the work of International Centre for Research on Women (ICRW) in India; and engaging in significant hands on impact measurement and evaluation research.

In October 2005 Anuradha set up her own consulting practice **'Darshana Collective'** and to date have been continuously engaged in short and long term assignments with a wide variety of development agencies such as OXFAM GB, OXFAM India, Oxfam Bangladesh, UNAIDS, UNFPA, UNICEF, SAWF, CREA, CARE India etc. In the last ten years she have developed expertise in the following areas:

- Feminist monitoring and evaluation processes
- Gender mainstreaming using appreciative inquiry methods.
- Formative research and qualitative assessments aimed at improving intervention programmes for women and girls.
- Strategic planning processes for NGO's.
- Large scale evaluation studies which are highly participatory
- Capacity building for NGO's on gender and mainstreaming of gender into existing programmes. Capacity building for NGO's on M&E concepts, including how to develop theory of change for programmes and organisations.
- Providing technical support to large and medium sized donors in India and South Asia such as UNFPA, OXFAM GB, UNAIDS etc. in undertaking impact assessment and evaluation studied.

Kanti Gopal is the founder of **Institution Builders,** a boutique change management consulting firm. He is an Organization Development professional with 23 years of experience in change management. He is a post graduate in Personnel Management from Tata Institute of Social Sciences (1991).

He provided consulting support to nonprofit organizations such as Butterflies (an NGO that works with street children), the World Blind Union (WBU), Population Services International, Chinmaya Organization for Rural development, an NGO based in Himachal Pradesh, Azim Premji Foundation, Uttarkand and Oxfam Bangladesh.

He has designed and facilitated change interventions for Vision and Values deployment, Coaching, Leadership development and Cultural change. He has used large-scale change methods such as Appreciative Inquiry, Real Time Strategic Change, Open Space and Future Search.

He has been a visiting faculty with Tata Institute of Social Sciences and NMIMS.

Kanti's first book titled 'Pit Stops for Peak Performance' has recently been published. The book explores how managers and leaders can use reflection time effectively and grow their organizations.

Evaluation Conclave 2015
Skills Development Workshop

Impact Evaluation - a science and an art (WS-7)

Conducted by: *International Initiative for Impact Evaluation*

Duration: One-day

This workshop aims to help policy-makers and other stakeholders involved in policy-making learn how to assess the impact of policy and programmes on key development outcomes. Participants will understand the basic principles of impact evaluation and the different ways of conducting impact evaluations.

Session 1:

09 00– 10 00: Impact evaluations – why and for whom
Participatory session on

- what are impact evaluations,
- why they are useful,
- where we've seen their importance
- basic idea about counterfactuals

(15 minutes break in between, three exercises).

Session 2:

11 00 – 12 30: The how of impact evaluations
Participatory sessions on

- Impact evaluations and theories of change
- Building real world theories of change

Session 3:

13 30 – 17 00: The how of impact evaluations (contd.)
Participatory session on

- Bias
- Methods used in impact evaluations – experimental methods
- Methods used in impact evaluations – quasi experimental methods
- What does this mean for programme managers and planning?
- How can programme managers know how to manage teams promising to produce high quality evaluations

- Sample sizes and implications for programme managers and planners
(2 exercises and group work)

Workshop leaders:

Jyotsna Puri, 3ie; Tara Kaul, 3ie; Diana Milena Lopez Avila, 3ie; and Bidisha Barooah, 3ie

The sessions will use examples of impact evaluations from different sectors including health, education and agriculture. The scope will be broad and will not be limited to a specific sector.

Evaluation Conclave 2015
Skills Development Workshop

Improving evidence uptake and use (WS-8)

Conducted by: *International Initiative for Impact Evaluation*

Duration: One-day

Too often, even clear, compelling, high-quality evidence may be ignored by policymakers and implementers. In the recent years, a lot of research has been done to understand what it takes to get research into policy and practice. We have a better understanding about the role evidence plays in decision-making and the roles researchers and other actors play in communicating evidence into policy and practice. We also have a growing understanding of what activities and forms of communication by researchers are most likely to increase the chances that evidence will be taken up and used by decision makers. We also have gained more evidence and insights into what decision makers need in order to use evidence effectively.

This will be a two part workshop.

The morning session will focus on planning, activities and forms of engagement and communication designed to improve the design, implementation and findings of the impact evaluation and engagement throughout a study. It will take an ecosystem approach to showing how integrated engagement, from the beginning and throughout an evaluation affects uptake. Effective uptake and use starts with effective and well-timed engagement with different types of actors, including the programme beneficiaries, implementers, decision-makers and intermediaries (e.g. media and civil society). The team will be describing approaches that are applicable to all types of rigorous research evidence and not just impact evaluations. The main examples will be drawn from 3ie's world of impact evaluations and systematic reviews. This session will be conducted by Beryl Leach together with Stuti Tripathi, Radhika Menon, Paromita Mukhopadhyay and Kanika Jha.

The afternoon session will focus on how to be responsive to decision makers' evidence demands and needs and the benefits of well-designed briefs and tips for how to produce them.

Policy briefs (a term used loosely to cover plain-language summaries of research, usually two to four pages, tailored for specific audiences) can be effective formats for presenting technical information in more accessible language and style. They are useful in highlighting key messages that can be adapted for specific audiences. They have become an essential tool in strategies to influence decision-makers, but they are also useful for media and civil society. This session will examine why briefs are important, their strengths and limitations and how to create more effective ones both in terms of design and tailoring for different audiences. Participants will learn how to decide what type of brief they want, identify their audience and main messages, choose and adapt content and present it in accessible and attractive formats. Participants are encouraged to bring their own reports or papers that can be used in practical exercises, but they are not required.

This session will be conducted by Beryl Leach.

Evaluation Conclave 2015
Skills Development Workshop

Effective Use of the Logic Model (WS-9)

Conducted by: *Barbara Rosenstein [The Israeli Association for Program Evaluation]*

Duration: Half-day

Introduction

It is often difficult to establish whether an intervention or program is responsible for the outcomes in the field. One way of strengthening such attribution is to build a clear, yet flexible logic model that can account for the steps leading to the desired and potentially unintended outcomes. A logic model reveals and makes it possible to examine the program theory in depth. The logic model allows the evaluator as well as stakeholders to examine each part of the intervention as well as the links that connect them. The use of the model format makes it possible to identify where the program is doing what it is supposed to do or not. It enables the evaluator to pinpoint weak links that need to be strengthened and strong links that can serve as lessons to other programs.

A logic model should be built with stakeholders in order to verify the components and ascertain the theory of change behind the intervention, program or project. It is a persuasive tool for involving stakeholders in the evaluation process. It furthers their understanding of the interlinking components of a program through concretization and conceptualization of the program theory. Because stakeholders are involved in building the logic model, they are more likely to feel connected to the evaluation and consequently, more inclined to use it.

Proficiency in this methodology is a desired skill and an asset to evaluators and stakeholders alike

Methodology

The proposed 3-hour workshop will present the logic model, introduce its basic components, and discuss its advantages, possible pitfalls and use. Participants will examine examples of logic models used in a variety of programs. Finally, the participants will develop, build and assess a logic model for programs in which they are involved. Although not a new evaluation tool, a logic model is not always used as effectively as possible. The workshop will focus on effective use of this important tool.

Results/ Discussion

At the end of the workshop the participants are expected to understand the principles of the logic model, be able to construct a model, and to check it for usability and viability.

Target population: evaluators and stakeholders who want to learn about or enhance their knowledge of logic models and their use.

Biography:

Dr Barbara Rosenstein studied at Brooklyn College of the City University of New York, the University of Chicago and Ben Gurion University of the Negev. After two years in the Peace Corps in Tunisia, she moved to Israel. In 1984, she was introduced to the field of evaluation through work with the Bernard van Leer Foundation and has studied, taught, practiced and written about evaluation ever since. She developed a method of using video for evaluation. Her main focus has been on community-based programs concerned with education, empowerment and co-existence and she was on the evaluation team of several major nationwide evaluations conducted by the Ministry of Education. Dr. Rosenstein has taught Theory of Evaluation and Ethics in Evaluation at Ben Gurion University of the Negev and has published articles on teaching evaluation, evaluation capacity building, reflective thinking, and evaluation methods. She produced the "Mapping the status of National Evaluation Policies", first and second editions, an endeavor implemented by the Parliamentarians Forum on Development Evaluation in South Asia jointly with EvalPartners. As a founding member and the current chairperson of the Israeli Association for Program Evaluation (IAPE), she was on the first board of the International Organization for Cooperation in Evaluation (IOCE).

Evaluation Conclave 2015
Skills Development Workshop

Evaluating the impact of water, sanitation and hygiene (WASH) programmes (WS-10)

Conducted by: *International Initiative for Impact Evaluation*

Duration: One-day

In order for impact evaluations to make a difference to poor people, they need to be rigorous and relevant for policy and programmes. Designing studies to achieve both of these objectives means combining strong counterfactual analysis with a theory-based approach to data collection and analysis, and involving the right decision-makers from inception through to dissemination of findings. The workshop will use a combination of plenary and break-out sessions to discuss key stages in undertaking these studies, including evaluation design, causal chain analysis, and stakeholder engagement and policy influence. Examples will be presented from 3ie's experiences in commissioning and managing impact evaluations, together with on-going studies commissioned by 3ie and the Water Supply and Sanitation Collaborative Council (WSSCC) examining impacts of sanitation and hygiene programmes in Asia and Africa.

The workshop will take participants through all the key stages of designing and implementing an impact evaluation. It will feature presentations that explain theoretical concepts using real-world examples from the WASH sector. The presentations will be interspersed with individual and group exercises. This workshop will be suitable for researchers and programme managers, particularly those working in the water and sanitation sector.

The workshop will be facilitated by Hugh Waddington, Senior Evaluation Specialist at 3ie, and Radhika Menon, Senior Policy and Advocacy Officer at 3ie, alongside impact evaluators working on projects in Ethiopia and India.

Time	Topic
09 00 – 09 15	Introduction: • Discussing the workshop agenda and objectives • Introducing workshop facilitators and participants
09 15 – 10 45	Theories of change • How to develop a theory of change? • Examples of theories of change for WASH programmes • Group exercise
10 45 – 11 15	Coffee break
11 15 – 12 30	Feasibility of impact evaluation: • What are the key characteristics of impact evaluations? • How to ask policy-relevant questions? • What general the requirements of implementing partners? • Examples of feasibility assessment of impact evaluations of WASH programmes
12 30 – 13 30	Lunch
13 30 – 14 30	Stakeholder engagement and policy influence • Presentation on stakeholder engagement and evidence uptake for impact evaluations • Examples from the WASH sector • Group exercise for stakeholder mapping and building engagement plans
14 30 - 15 00	Coffee break

Time	Topic
15 00 – 15 30	Stakeholder engagement and policy influence (cont'd) • Group exercise for stakeholder mapping and building engagement plans (cont'd)
15 30 – 16 15	Methodological design: • Sampling and data collection • Identification strategy • Examples of IE designs for WASH programmes
16 15 - 17 00	Challenges in implementing impact evaluations • Challenges in implementing impact evaluations on the ground • Lessons learned • Quiz

Evaluation Conclave 2015
Skills Development Workshop

Improving Adolescent Lives in South Asia (WS-11)

Conducted by: *International Initiative for Impact Evaluation*

Duration: One-day

Adolescents account for almost 20 per cent of the population in South Asia. However, they often remain invisible and are excluded from decisions that affect them and have limited access to information on issues that influence their lives. Some tangible consequences of this include that adolescents do not complete secondary school, may marry early and, in turn, become parents earlier than is socially or biologically desirable.

In response to these challenges, the Regional Office of South Asia (ROSA) for UNICEF is planning a multi-pillared intervention to test -- in collaboration with local governments, in Afghanistan, India and Pakistan – in order to improve and empower the lives of adolescents. This includes focusing efforts on (1) adolescents themselves, such as through youth groups, as well as targeting (2) parents and communities and (3) service providers in health and education. The way each of these pillars is approached will depend on the different government and NGO platforms available in each of the contexts; interventions will be tailored accordingly.

In order to rigorously assess the impact of these efforts, partnership with UNICEF-ROSA, 3ie launched a grant programme, known as the twelfth thematic window, in February 2015 to solicit top researchers to study the adolescent programming in each of the three focal countries. 3ie's Thematic Windows are a grant-making modality aimed at building a cohesive body of evidence to expand regional and global public knowledge of what works with respect to that theme.

The workshop will allow researchers and implementers to talk openly about the challenges and opportunities of conducting research on and with a difficult-to-access (socially and at times geographically) population and, moreover, to converse with them about sensitive topics.

Moreover, researchers and implementers can work together to articulate the challenges of conducting impact evaluations of programmes and how these challenges have been and can be mitigated.

The workshop will be conducted by NataileFol (UNICEF), TaruTarun Jain (ISB), UrvashiWattal (CMS) and Diana Lopez-Avila (3ie).

Evaluation Conclave 2015
Skills Development Workshop

Impact Evaluation: Theory, Practice, and Decision-Making (WS-12)

Conducted by: *CLEAR South Asia*

Duration: One-day

Background

CLEAR (Regional Centers for Learning on Evaluation and Results) is a global initiative coordinated by the World Bank which aims to strengthen monitoring and evaluation (M&E) capacity in developing countries. The CLEAR South Asia Regional Center has been hosted by the Abdul Latif Jameel Poverty Action Lab (J-PAL) South Asia at the Institute of Financial Management and Research (IFMR) since May 2011. The Center seeks to build capacity in the region for better monitoring, data collection and rigorous evaluation of ongoing programs. It provides capacity development, technical advisory and knowledge sharing services to strengthen existing M&E practices. In this process, the Center aims to contribute to stronger institutional learning and evaluation cultures in South Asia to foster development anchored in evidence, learning and accountability.

In keeping with CLEAR South Asia's goals, the Center is working to improve the capacity of civil society, research organizations, and government, to apply M&E concepts in program design and evaluation in South Asia. As part of CLEAR's partnership with Community of Evaluations – South Asia, the Center proposes to conduct a one-day workshop on the practicalities of implementing and using impact evaluation to improve decision-making.

Session Abstract:

When, why, and how should an impact evaluation be conducted? Over the past few years, there has been a growing recognition of the merits of impact evaluations, including impact evaluations conducted as randomized controlled trials (RCTs). However, the practicalities of conducting an impact evaluation are often elusive and tend to rely on academic jargon. This session provides a pragmatic guide to translating the theory of impact evaluations into practical, on-the-ground steps. The workshop will focus on both experimental and quasi-experimental methods of impact evaluations, including

common challenges of measuring the true impact of a policy or program.

The workshop will utilize a diverse set of integrated teaching methods. Impact evaluation experts will provide both theoretical and example-based lectures, complemented by group work where participants can apply key concepts to real world examples. By examining both successful and problematic evaluations, participants will better understand how impact evaluations can be used as a tool for decision-making.

Prerequisites:

Participants should have a good understanding of introductory monitoring and evaluation concepts. This includes Theory of Change and/or log frames, the difference between monitoring and evaluation, and the basics of survey design and data collection.

Learning Outcomes:
1) The theoretical background behind impact evaluations

Evaluation Conclave 2015
Skills Development Workshop

Use of lQAS for baseline survey and routine monitoring in health care (WS-13)

Conducted by: *Bill & Melinda Gates Foundation*

Duration: One-day

Local and district governments require data to facilitate planning and management of existing programs. Surveys like the Demographic and Health Survey (DHS), the Multiple Indicator Cluster Survey (MICS) and national health surveys are conducted at three to five years intervals and typically provide only regional and national data. They are not district specific. Health Information Systems (HMIS) are facility based and do not inform about the conditions of people living in communities, which is the information needed by local health program managers. Managers need to monitor routinely their programmes using simple methods.

The aim of this session is mainly focussed to provide participants with a detailed approach for conducting a population based survey using the Lot Quality Assurance Sampling (LQAS) method for both baseline and on-going monitoring and evaluation (M &E).

LQAS is a survey methodology adapted from industry to health in the 1980s. Liverpool School of Tropical Medicine's (LSTM's) Professor Joseph Valadez was a pioneer of this technique who has started using and simplifying this method in health settings during the 1980's. Today the technique has gained popularity and is now used by many national governments, Non-Governmental Organizations (NGOs) and international agencies globally to gather up-to-date programme information at decentralized level/local level. LQAS uses small samples, with the most frequently used size being 19 per Supervision Area (SA) or Sub-district. This methodology works by dividing a district into five or more management units or SAs, within which a random selection is made of 19 interview locations (which can be communities) using a census of the villages. This is followed by a one week, training of district programme teams in LQAS, data collection methods, interview techniques, hand tabulation and data analysis, and a discussion of the LQAS survey results and their implication for strategic decisions to improve the programme.

The presentations will cover following topics: basic principle of LQAS , LQAS as an effective decentralized M&E technique , history and global application of LQAS, LQAS sampling technique, LQAS in practice (Classical LQAS), benefits and limitations to using LQAS, institutionalization of LQAS , innovative extensions of LQAS (Large Country LQAS, Global Acute Malnutrition/ GAM-LQAS- Nutrition, Multiple Classification LQAS, and Health Facility Assessment- LQAS) and how this method can be applied for the benefit of countries of South-Asia. Lessons from Nepal, India (Odisha and Bihar) and select countries in sub-Saharan Africa will be also shared during the session.

Participants in this session will experience a series of mini-lectures, hear short notes and experiences from the field, see an LQAS training video, and engage in a demonstration and exercises. Sessions will be facilitated by Professor Joe Valadez, Baburam Devkota and Indrajit Choudhuri.

Evaluation Conclave 2015
Skills Development Workshop

Impact evaluation using a multilevel framework: Measuring effectiveness and equity in an integrated framework (WS-14)

Conducted by: *Sanjeev Sridharan, University of Toronto*
Aparna Seth, Sambodhi
ArnabDey, Sambodhi

Duration: One-day

Rationale

One of the features of developmental programs is that they typically can have impacts at multiple levels. As example, a maternal health project can focus both on bringing improvements at the level of facilities and also improve care for women. There has been an interest in studying impacts across multiple levels. This workshop will describe how multilevel modeling can help assess both effectiveness and equity. One of the strengths of a multilevel approach is that it allows measurement of the impact of contextual effects: we demonstrate how a multilevel framework can be implemented to study the average and distributional impacts of a technical assistance program on maternal health in India.

No background in statistics is assumed but some knowledge of statistics will be a definite advantage

One of the strengths of this workshop is that we demonstrate how qualitative evaluation approaches can be integrated with a multilevel modeling framework
Learning outcomes

Attendees will learn:

- The basics of multilevel modeling,
- Estimating impacts using multilevel models;
- When to use multilevel models in your evaluation practice,
- How to implement models using widely available software,
- The importance of considering multilevel structures in understanding program theory.
- How both effectiveness and equity can be explored in a multilevel framework

Instructors

The instructors of the workshop will be Sanjeev Sridharan, Aparna Seth and Arnab Dey

Sanjeev Sridharan is Director of the Evaluation Centre for Complex Health Interventions at Li Ka Shing Knowledge Institute at St. Michaels Hospital and Associate Professor at the Department of Health Policy, Management and Evaluation at the University of Toronto. Prior to his position at Toronto, he was the Head of the Evaluation Program and Senior Research Fellow at the Research Unit in Health, Behaviour and Change at the University of Edinburgh. He is a former associate editor of the American Journal of Evaluation and is on the boards of the Canadian Journal of Program Evaluation, New Directions for Evaluation and the Journal of Evaluation and Program Planning.

Aparna Seth has progressive experience in evidence-based program development and brings insightful understanding of the health systems landscape in India. She has strong technical skills in monitoring and evaluation for program development and management, specifically on health systems strengthening as well as policy and advocacy. She has worked extensively with the government, multilateral and bilateral partners, civil society organizations and the private sector on various developmental issues. Currently, she is providing thematic support for ongoing tracking of health coverage indicators for the Gates Foundation funded MLE for Technical Support Unit in Uttar Pradesh, India.

With sound foundation of monitoring and evaluation, **Arnab Dey** has been the force behind many of Sambodhi's large scale research assignments covering a wide gamut of development issues. He has provided advisory and consultancy support to several bilateral and multilateral agencies including the World Bank, UNDP and DFID. Arnab currently supports the monitoring, learning and evaluation activities of the BMGF supported Technical Support Unit from Lucknow. His areas of interest include evaluation designs; statistical modelling and programme management. Arnab is also deeply interested in adult learning methods and has been part of many of Sambodhi's training programs on M&E and related subjects.

Evaluation Conclave 2015
Skills Development Workshop

Participatory Evaluation (WS-15)

Conducted by: *Robert Chambers* [Institute of Development Studies, University of Sussex] and *Mallika Samaranayake* [Institute for Participatory Interaction in Development (IPID)]

Duration: Full-day

Participatory evaluation has been a topic of interest in the development arena for quite some time. Because of the challenging nature of enlisting participation of all stakeholders, it is considered a basic requirement to understand the conceptual background that drives the process and practice, "That it is not just a matter of using participatory techniques within a conventional monitoring and evaluation setting. It is about radically rethinking who initiates and undertakes the process, and who learns or benefits from the findings." The Workshop will address such issues in an interactive manner contributing towards clarity of understanding among the participants in the context of "Inclusive Rigour for Complexity".

The first part of the Workshop will engage the participants in a comparative analysis of participatory evaluation and conventional evaluation, addressing who and whose questions including whose evaluation is it for whom? Who learns? Who changes?

The second part of the Workshop will be a reflection session with application to case examples addressing the empowerment impact of participatory evaluations and related issues such as the challenge of measuring empowerment.

The third part of the sessions will be devoted to addressing "participatory numbers and statistics/ quantifying the qualitative" focusing on approaches and challenges of quantifying participatory evaluation results. It is envisaged that the practical / simulation exercises will help understanding the concepts of rigour – group – visual synergy. It creates an opportunity to reflect on strengths and weaknesses and the need for innovative / creative approaches. The strength of "facilitation skills" in contributing to the success of implementing participatory evaluation approaches will be focused upon.

Participants will be encouraged to build upon their own experience / organizational experience throughout the Workshop sharing with colleagues and learning from them in the interactive sessions.

Finally, if participatory evaluation is a win-win situation, how can we help to get it accepted and more widely used?

PANELS

Thursday, 26 November 2015

11 00 – 12 30

Embedded Monitoring, Learning and Evaluation in Large Scale Interventions: Going Beyond the Conventional (P-1) *[Sambodhi Research & Communications, India]*

Moderator: Niranjan Saggurti

Panellists: Dharmendra, Aparna Seth & Arup Kumar Das

The value of synthesised evidence for education effectiveness (P-2) *[International Initiative for Impact Evaluation (3ie)]*

Moderator: Beryl Leach

Panellists: Shrochis Karki, Emmanuel (Manny) Jimenez & Radhika Menon

Conducting Impact Evaluations in Post-disaster and other Humanitarian contexts (P-5) *[International Initiative for Impact Evaluation – 3ie]*

Moderator: Jyotsna Puri

Panellists: Roselyn Joseph; Ghulam Muhammad Shah; Alexandra Avdeenko & Juanita Vasquez-Escallon

Collaboration in M&E: An Opportunity to Achieve Better Gender Outcomes (P-17) *(Dasra, Mumbai, India)*

Moderator: Katherine Hay

Panellists: Kalyani Subramaniam, Kathy Walkling & Shubh Sharma

Impact Evaluations in Varying Situations: Techniques and Challenges (P-25)

Moderator: Pramod Kumar Anand

Panellists: Rashmi Agrawal, Rituu Nanda, Urmy Shukla & Yogesh Suri

Does Management Response to Evaluation Enhance the Use of Evaluation? (P-13)

Moderator: Robert McLean

Panellists: Gana Pati Ojha, Kezang, Bhabatosh Nath & Ramesh Tuladhar

Opportunities and Challenges of Peace-building Evaluation: Experiences from South Asia (P-30)

Moderator: Shiva K Dhungana

Panellists: Mark M Rogers, Rajendra Mulmi & Tulasi Nepal

Policy Evaluations: Methodology and Use (P-31)

Moderator: Sanjeev Sridharan

Presentations:

➢ Integrating Gender into the Canadian Federal Government Evaluation Function *(Jane Whynot, University of Ottawa)*

➢ Evaluation of gender equality policies: Exploring and rethinking quality criteria *(María Bustelo & Julia Espinosa, Complutense University of Madrid, Spain)*

➢ Evaluation Impact on Decision Makers: Beyond the Lens *(Shanthi Periasamy, Malaysian Evaluation Society)*

➢ Evaluating the Impact of the SDGs *(Kerry Abbott)*

➢ Measuring the impact of entertainment education intervention on behaviour change: Lessons from the Field *(Sona Sharma, Population Foundation of India)*

15 30 – 17 00

Using Measurement to Address Inequities in Access, Use and Quality of HealthCare: Experiences from Bill and Melinda Gates Foundation (BMGF) work in India (P-38)

Moderator: Yamini Atmavilas

Panellists: Kultar Singh and Dharmendra; Debarshi Bhattacharya; Indrajit Chaudhuri & Arup Kumar Das

Improving Adolescent Lives in South Asia (P-3) *[(International Initiative for Impact Evaluation, (3ie)]*

Moderator**:**   Jyotsna Puri/Karin Hulshof

Panellists: Tarun Jain, Urvashi Wattal, Sonali Khan & Natalie Fol

Evaluation Capacity Development: Learning from successes and challenges (P-37)

Moderator: Brian Diener

Presentations:

➢ Building the Capacity for Evaluation: Phases, Tensions, and Tipping Points in the U.S. Context *(Bianca Montrosse-Moorhead, University of Connecticut, USA)*

➢ A Critical Ethnography of Impact Evaluation in Development Practice: A Case Study in Pakistan *(Muhammad Rahimuddin, DAI – Innovative Citizen Action Transforming Education in Pakistan)*

➢ Developing Resilience-Based Evaluation Framework through a Responsive and Constructive approach for Forests and Forest Ecosystems in Nepal *(Ram Chandra Khanal, CoE Nepal)*

➢ Capturing the Outcomes: Lessons from Implementation of Outcome Mapping as a Monitoring and Planning tool *(Prakash Kafle, CARE Nepal)*

➢ Evaluation - a Tool for Bettering Human Lives *(I C Awasthi, Giri Institute of Development Studies, Lucknow, India)*

Evaluations that make a difference: What we have learned from around the World (P-8)

Moderator: Martha McGuire

Panellists: Mallika Samaranayake & Serge Eric Yakeu Djiam

Use of evaluation for decision making and policy influence (P-19) *[IDRC, Canada]*

Moderator: Julie LaFrance

Panellists: Khalida Ghaus, Ajaya Dixit & Gobinda C Pal

Spotlight on ECD – Different Perceptions on How to Develop Evaluation Capacities Worldwide (P-11)

Moderator: Urmy Shukla

Panellists: Caroline Heider, Stefanie Krapp, Reinhard Stockmann

Adolescents: Guides, Methods and Experiences in Evaluation (P-34)

Moderator: Krishna Belbase

Presentations:

- ➢ Looking at Conditional Cash Transfers as Solutions to Enhancing Girls Education: An Analysis from Evaluation Survey in North India *(Priya Nanda, Nitin Datta, & Priya Das)*

- ➢ Transformation from Collective to an Individual: Re-looking Monitoring and Evaluation through the Feminist Lens *(Madhu Jagdeeshan & Meena Gopal)*

- ➢ A Guide for Evaluating Adolescent Girls Programs: Using a Gender and Equity Lens *(Sonal Zaveri)*

- ➢ Equity Focused Development and Globalization: Insights from an Evaluation Study of Child Labour in Glass Industry in India *(K N Bhatt)*

The How and Why of Equity and Gender focused evaluations (P-33)

Moderator: Aniruddha Brahmachari

Presentations:

- ➢ Feminist Approach to Collaborative Evaluation: Innovation for relevance and constructivist learning *(Ratna M. Sudarshan & Shubh Sharma*)

- ➢ Integrate Equity and Gender in Evaluation of Education *(Erica Mattellone, Sabine Becker-Thierry, Fabrice Henard)*

- ➢ Feminist evaluation – the why and how of it *(Anuradha Rajan)*

- ➢ Nepal's Experience on Gender Responsive Budgeting Evaluation *(LEITMOTIV Social Consultants)*

Friday, 27 November 2015

11 00 – 12 30

Better understanding and measuring resilience –ensuring coherence across scales, contexts and audiences to support robust lesson-learning for policy and practice (P-29) *(Itad Ltd (UK) & Sambodhi Research & Communications, India)*

Moderator: Robbie Gregorowski

Panellists: Swapnil Shekhar, Madan Pariyar, Ram Chandra Khanal & Dave Wilson

Impact Evaluation in Different Contexts: Choosing Methodologies that Matter (P-32)

Moderator: Brian Diener

Presentations:

- ➢ Gender sensitive and politically relevant real-world impact evaluations: Lessons from 3ie impact evaluations *(Shagun Sabarwal & Jyotsna Puri, International Initiative for Impact Evaluation)*

- ➢ Mixing methods for strengthening impact evaluations *(Shagun Sabarwal &Heather Lanthorn, International Initiative for Impact Evaluation)*

- ➢ Saving children's lives from severe acute malnutrition. Findings and lessons from UNICEF's Evaluation of Community Management of Acute Malnutrition (CMAM) *(Krishna Belbase, UNICEF)*

How evaluation can help fight climate change in the People's Republic of China (P-6) [Children's Investment Fund Foundation]

Moderators: Megan G Kennedy-Chouane

Panellists: TAO Rui (China National Center for Science and Technology Evaluation), Le YIN (Energy Foundation China), and Kelly Hewitt (Independent Evaluation Office, Asian Development Bank)

Collaborative Approach to Capacity Development on Evaluation in Nepal (P-28)

Moderator: Member-Secretary, National Planning Commission, Government of Nepal

Panellists: Teertha Raj Dhakal; Lazima Onta Bhatta; Hon'ble Ananda Prasad Pokharel

The role of evaluations in bridging equities: Experiences from South Asia and beyond (P-16) IDRC

Moderator: Sharmila Mhatre

Panellists: Katherine Hay, Nilangi Sardeshpande, Colleen Duggan, Sanjeev Sridharan, Arnab Dey, Aparna Seth

Engaging parliamentarians in evaluation (P-27) [EvalPartners]

Moderator: (tbd)

Panellists: Parliamentarians from South Asia, Africa, East Asia & Latin America

Evidence in Policy and Practice: Challenges and Lessons Learned (P-35)

Moderator: Yamini Atmavilas

Presentations:

➢ Fostering a culture of effective M&E systems through data quality audit: a South Asia perspective *(Raju Tamang, International Planned Parenthood Foundation, India*)

➢ Scaling science: Toward a systemic approach to expanding social action, scientific research, and their consequences *(John Gargani & Robert McLean)*

➢ Measuring the investment effectiveness for projects towards lasting development outcomes (*Pragyan Bharati, Mathis Wackernagel & Laurel Hanscom, Global Footprint Network)*

➢ Using the Core Humanitarian Standard to evaluate humanitarian programme quality: one agency's experience *(Vivien Margaret Walden & Peta Sandison, Oxfam GB)*

➢ Capitalization of lessons learned from the survival yards for disabled people in Burkina Faso, Ghana and Niger*(Serge Eric Yakeu Djiam)*

Strengthening the Utilization focused evaluation approach using a Communication Strategy: Case Studies from Asia (P-15)

Moderator: Sonal Zaveri

Panellists: Vira Ramelan, Barnabas Kindo & Jacqueline Chen

13 30 – 15 00

From Evaluation to Scale-up: Role of Evidence in Expanding Bandhan Konnagar "Targeting the Hardcore Poor" program in India (P-23) [J-PAL/CLEAR South Asia]

Moderator: Urmy Shukla

Panellists: Debasish Ray Choudhuri, Ruchika Singh and a third Panellist (tbd)

Visions for EvalYouth (P-22)

Moderator: Bianca Montrosse-Moorhead & Marie Gervais

Panellists: Khalil Bitar, Victor Mabika, Mahamed Rage & Rosetti Nabbumba Nayenga

Evaluating programmes in the water, sanitation and hygiene sector? (P-4) *[International Initiative for Impact Evaluation (3ie)]*

Moderator: Jyotsna Puri

Panellists: Chaitali Chattopadhyay, Andrea Cook, Robert Dreibelbis & Hugh Waddington

Innovative Experiments for Evaluation Use and Policies (P-21) *[Community of Evaluators, South Asia]*

Moderator: Pramod Kumar Anand

Panellists: Chelladurai Solomon, Ganapati Ojha & Sonal Zaveri

Participative Methodologies for Evaluation: Grassroots to multi-state projects (P-36)

Moderator: Robert McLean

Presentations:

➢ Measuring Corruption in Public Services: Challenges and Lessons Learnt *(Alok Srivastava, CMS, Delhi, India)*

➢ Monitoring of Local Public Services by Women-Led Grassroots Agencies: A Case Study on the Processes of Women's Political Empowerment at Grassroots Level in Bangladesh *(Abu Said Md. Juel Miah, ActionAid Bangladesh)*

➢ Improving maternal health in six states of India: Evaluation of a maternal health improvement programme in India *(Aniruddha Brahmachari, Ritesh Laddha & Shailesh Acharya, Oxfam India)*

➢ Application of Appreciative Inquiry Approach for Mid-Term Evaluation of Grassroots Capacity Building for REDD+ Project *(Ram Chandra Lamichhane & Bishnu Hari Paudel)*

Evaluation Conclave 2015
Pre-Formed Panel

Embedded Monitoring, Learning and Evaluation in Large Scale Interventions: Going Beyond the Conventional (P-1)

Conducted by: *Sambodhi Research & Communications, India*

One of the greatest challenges for efforts at monitoring, learning and evaluation (MLE) of large scale interventions, especially of technical assistance is to go beyond documentation of process and outcomes and to facilitate programme navigation, development and learning for continuous programme improvements. This calls for innovations in design and implementation of MLE processes and active experimentation with methodologies. This panel showcases multiple methodological innovations that have been incorporated in a large and challenging MLE effort- MLE of Uttar Pradesh Technical Support Unit (TSU) to Government of Uttar Pradesh, India. The panel will share the overarching framework employed to respond to the 'proving' and 'improving' mandate of the MLE; and the innovative methodological elements emanating from the MLE design detailing objective, processes, analytical frameworks and learning mechanism for facilitating programme iterations.

Presentation 1: Design innovations for programme navigation and development: The embedded Monitoring, Learning and Evaluation framework (*Dharmendra*)

This presentation will showcase the external MLE framework and specific methodological innovations in monitoring processes and outcomes that enable a navigational and programme improvement role for the MLE in a large scale complex scale intervention-the Uttar Pradesh Technical Support Unit to the Government of Uttar Pradesh, India.

Presentation 2: Operationalizing the embedded Monitoring, Learning and Evaluation Framework: Processes, results and learning's (Aparna Seth)

The presentation will detail the structural and functional aspects of implementing the embedded MLE and delineate the processes, contents and institutional aspects. It will specifically focus on completion of learning's loops for continuous programme navigation sharing specific evidences as well the learning's from implementation till date.

Presentation 3: Perspectives and integration of embedded Monitoring, Evaluation and Learning and internal Monitoring, Learning and Evaluation for programmatic improvement and advocacy (Arup Kumar Das)

The presentation will provide programmatic perspectives on embedded MLE and the value proposition as perceived by the programme. Detailing the internal MLE imperatives of the programme, it would describe the mechanics of integration of internal and external MLE for informing and adjusting the programme, advocacy and sustainability.

Biographies

Moderator: Niranjan Saggurti Niranjan.Saggurti@gatesfoundation.org.

A demographer and biostatistician with more than 15 years' experience conducting research on sexual and reproductive health, HIV/STI, gender-based violence; Niranjan has authored/co-authored almost 100 peer-reviewed publications. Niranjan anchors Bill and Melinda Gates Foundation's initiatives for improving evidence-based programming for reproductive, maternal and child health in Uttar Pradesh, India.

Panellists:
Dharmendra: dharmendra@sambodhi.co.in Co-founder of Sambodhi, Dharmendra leads Sambodhi's knowledge vision and strategy, including incubation of emerging methodologies and designs with relevance to MLE. A management graduate, Dharmendra is Principal Investigator for the Bill and Melinda Gates Foundation (BMGF) supported MLE of the Uttar Pradesh Technical Support Unit in Uttar Pradesh, India.

Arup Kumar Das: arup.das@ihat.in A trained demographer from International Institute of Population Sciences, Arup has more than 10 years of experience of designing and implementing MLE systems for HIV/AIDS and MNCH projects. Associated since inception, Arup leads the BMGF supported TSU imperatives for strengthening existing data systems of the state and establishing new systems.

Aparna Seth: aparna@sambodhi.co.in - A post-graduate in management, Aparna has progressive experience in evidence-based program evaluation in public health practice. Her research areas include maternal and child health, gender-based violence and health equity. Aparna is Project Manager for the BMGF supported MLE of the Uttar Pradesh Technical Support Unit in Uttar Pradesh, India.

Evaluation Conclave 2015
Pre-Formed Panel

The value of synthesised evidence for education effectiveness (P-2)

Conducted by: *International Initiative for Impact Evaluation (3ie)*

Rigorous evaluation evidence can contribute to effective programmes and policies for improving the lives of the poor. But for evidence-informed policymaking to be a reality, evidence needs to be drawn from all relevant research and not just single impact evaluations. Evidence needs to also be drawn from a range of disciplines for it to be truly relevant to policies and programmes. Most importantly, evidence needs to be synthesised rigorously, and not just collected and summarised. But for ensuring that evidence is used, it needs to also be presented in a way that is friendly and accessible to decision makers.

This panel will explore the value of three kinds of evidence synthesis that have been recently carried out in the area of education. The three types of evidence synthesis are: a systematic review, an evidence gap map and an evidence Q&A. All three panelists will focus their presentation on the main findings of their research with due emphasis on the value of rigorous synthesis for producing policy-relevant evidence. They will also elaborate on the importance of policymaker friendly formats for synthesized evidence.

Presentation 1

A range of different programmes are implemented to ensure all children in low and middle income countries (L&MICs) have access to schooling, and that they gain sufficient skills and knowledge to realise the benefits a good education can bring. However, it is not clear which approaches are most effective in achieving this objective. Systematic reviews use transparent and comprehensive methods to identify and synthesise findings from a large number of high quality studies, thus providing an important tool for promoting evidence informed education policies. The panellist will present the findings of a systematic review of the effects of twenty commonly used education intervention conducted to help inform decisions about how to use limited resources to ensure all children have access to high quality education. The presentation will highlight how systematic reviews can help decision makers interpret evidence from a large body of literature.

Presentation 2

The panelist will present an evidence gap map of what we know and don't know about the effects of education programmes. This interactive and dynamic online evidence gap map identifies evidence from systematic reviews and impact evaluations and provides a graphical display of areas with strong, weak or non-existent evidence on the effects of education programmes and initiatives. The presentation will highlight how the evidence gap map can be a useful tool for decision-makers looking for answers to pressing policy questions and for funders looking to commission research to fill important evidence gaps.

Presentation 3

This presentation will provide an overview of a new and innovative format for synthesized research: the evidence Q&A. The Q&A provides evidence-based answers to priority and policy relevant questions. The presentation will focus on what the research evidence has to say about the quality of early childhood education programmes. It will explore the quality dimensions of curriculum, learning materials and classroom pedagogy used in early childhood education programmes. The presentation will also highlight how the Q&A format customized on a dynamic web-platform can be a useful tool for decision-makers looking for quick answers to pressing policy questions.

Biographies

Moderator: Beryl Leach
Beryl Leach is Deputy Director and Head of the Policy, Advocacy and Communication Office (PACO). As the head of the PACO team, Beryl provides strategic direction to 3ie's work in supporting the uptake of evidence from impact evaluations and systematic reviews and promoting commitment to evidence-based policymaking. Her current research focus is on building understanding of the production and use of evidence in development policymaking processes.

Panellists:
Emmanuel (Manny) Jimenez is the Executive Director, 3ie. Manny was earlier the director of public sector evaluations at the Independent Evaluation Group of the World Bank. Prior to this position, he was responsible for the bank's operational programme in human

development in Asia. Along with numerous publications, Manny led the preparation of World Development Report 2007: Development and the Next Generation.

Radhika Menon is a Senior Policy and Advocacy Officer at 3ie. She has extensive experience in research communication. Radhika works with 3ie's grantees for developing policymaker and stakeholder engagement strategies for improving evidence uptake. She also anchors 3ie's advocacy work on evidence-informed policymaking. Her interest areas are education, water, sanitation and hygiene and community engagement.

Shrochis Karki is a consultant for the education, early childhood development and labour portfolio at Oxford Policy Management (OPM). He is currently working on the evaluation of the Education Fund for Sindh He is also working on expanding OPM's education portfolio in Nepal. He is also the Executive Director of Samaanta Foundation, a not-for-profit organisation which provides higher education fellowships to meritorious students from rural communities. Shrochis holds a PhD in international development from the University of Oxford.

Evaluation Conclave 2015
Pre-Formed Panel

Improving Adolescent Lives in South Asia (P-3)

Conducted by: *International Initiative for Impact Evaluation (3ie)*

Adolescents account for almost 20 per cent of the population in South Asia. However, they often remain invisible and are excluded from decisions that affect them and have limited access to information on issues that influence their lives. Some tangible consequences of this include that adolescents do not complete secondary school, may marry early and, in turn, become parents earlier than is socially or biologically desirable.

3ie is funding impact evaluations of a number of programmes in South Asia that seek to improve a range of adolescent outcomes. Important lessons can be learnt from these evaluations, some of which are at the beginning stages while some are further advanced. Taken together, insights from these evaluations can go a long way in building a cohesive body of evidence to expand regional and global public knowledge of what works with respect to the theme of improving adolescents lives.

The Evidence conclave presents an excellent opportunity for hosting this panel as this topic would be of interest to the audience interested in working with adolescents. The panel also includes a balance of researchers and programmers in this field.

The panel will include researchers and implementers specifically working on the thematic area of adolescents to share insights on implementing and evaluating programmes on adolescents in developing county contexts. The focus of these presentations will be on measurement and methodologies as well as on common challenges faced in both implementing and evaluating the programmes and how best to overcome these.

Biographies

Moderator: Jyotsna Puri
Dr Puri is the Deputy Executive Director and head of evaluation at 3ie. She has over 18 years of experience in evaluation and evidence-based policy and has worked at the World Bank and the United Nations. Jo is currently adjunct faculty at the School of International and Public Affairs (SIPA), Columbia University.

Panellists:
Tarun Jain is a labour economist whose primary research interest is the Indian workforce. He received an undergraduate degree in Mathematics and Economics from Franklin and Marshall College. His

PhD dissertation at the University of Virginia explored how incentives and social institutions cause differences in human capital investments and outcomes. Currently, he is working on projects examining the impact of globalisation on human capital, as well as the value of spoken English on employment and social outcomes. He is also a PI on 3ie funded study on Impact Evaluation of Breakthrough's School-based Gender Mobilisation Campaign in India.

Urvashi Wattal is an expert in mixed methods evaluation designs and quantitative research. She has worked in several domain areas, including education, livelihoods, gender-based violence and early marriage, career enhancement and capacity building for women, agriculture, social exclusion, water resources management, and HIV-sensitive social protection. A large part of this work has been in designing, conducting, and analyzing the results and disseminating findings of the quantitative components of mixed methods evaluations. Currently, she is Manager at Impact Evaluation Unit at Catalyst Management Services.

Sonali Khan is Vice President - India, Breakthrough. She leads the India and regional operations of Breakthrough. Over the past eight years, she has led Breakthrough's key campaigns. She played a pivotal role in conceptualizing Breakthrough's highly acclaimed Bell Bajao! campaign against domestic violence. In her current role as the Vice President, Sonali has been instrumental in expanding Breakthrough's regional and global reach and has been actively developing support for the organization. She plays a key role in extending the work of Breakthrough to focus on issues of early marriage and sex selective elimination. Also an accomplished business journalist, Sonali created programs and documentaries for networks including the BBC World Star Plus and CNBC. She has an M.Phil in political philosophy from Jawaharlal Nehru University, Delhi.

Natalie Fol is a regional advisor with UNICEF Regional Office for South Asia, where she manages the Adolescent Development and Participation Programme. Natalie joined UNICEF Regional Office in Kathmandu in early 2014, after living and working in Africa for eleven years. Since joining UNICEF, Natalie has worked in the fields of communications, social engagement, social norms, and empowerment, with a focus on deprived adolescents, families and communities. A strong advocate for the inclusion of a human-rights and life-cycle approach to development, she is currently focusing on building a favorable environment for greater convergence and investments on issues affecting the lives of adolescents and communities. Natalie holds a Master in Political Sociology and a Master in Social Sciences.

Evaluation Conclave 2015
Pre-Formed Panel

Evaluating programmes in the water, sanitation and hygiene sector (P-4)

Conducted by: *International Initiative for Impact Evaluation (3ie)*

Water, sanitation and hygiene (WASH) are likely to have a very broad range of impacts, including better health, poverty reduction and women's empowerment. But programmes can only have an impact where populations have access to services and use them. Evaluations can help decision-makers improve accessibility and hence programmes impacts. Together with the Water Supply and Sanitation Collaborative Council (WSSCC), 3ie is commissioning studies to help fill some important gaps in the evidence base, including impact evaluations and a mid-term review of WSSCC's current strategy. The objective of the panel is to discuss future directions for evaluation in the sector, including evidence gaps, the role of mixed-methods approaches, and how effective dialogue with decision-makers can maximise uptake of findings and therefore impacts on beneficiaries' lives.

Biographies

Moderator: Jyotsna Puri
Dr Puri is the Deputy Executive Director and head of evaluation at 3ie. She has over 18 years of experience in evaluation and evidence-based policy and has worked at the World Bank and the United Nations. Jo is currently adjunct faculty at the School of International and Public Affairs (SIPA), Columbia University.

Panellists:
Chaitali Chattopadhyay (Water Supply and Sanitation Collaborative Council, WSSCC) is Senior Officer – Monitoring & Evaluation – Networking and Knowledge Management at the WSSCC in Geneva. Before joining WSSCC, Chaitali worked as Planning Officer for the Commonwealth Secretariat in London.

Andrea Cook (United Nations Population Fund, UNFPA) has been UNFPA's Director of Evaluation since January 2014. The Director manages the Evaluation Office at UNFPA's headquarters in New York and, more widely, provides leadership of the evaluation function across UNFPA. Before joining UNFPA, Andrea worked for over twenty years in international development, primarily with the Department for International Development (DFID) in the United Kingdom, Asia, Africa, the Caribbean and Eastern Europe spanning policy, programme and evaluation roles focused on social and human development. Andrea has particular interests and experience in social policy, gender equality, human rights, water and sanitation, urban poverty, sexual and reproductive health, HIV and AIDS, and health reform.

Robert Dreibelbis is Assistant Professor in Anthropology and Civil Engineering and Environmental Science at the University of Oklahoma. He received his PhD in International Health from Johns Hopkins Bloomberg School of Public Health, and has research interests in environmental health and development, mixed methods research, gender and equity, translational/applied research, survey

methods and psychometrics, and water and sanitation resources. He is also working on a number of research projects in India.

Mr Hugh Waddington is a development economist who works on impact evaluation and systematic review studies at 3ie. He is also the elected co-chair of the Campbell Collaboration International Development Coordinating Group for systematic reviews, based in London. Before joining 3ie Hugh worked in the Ministry of Finance and Economic Planning of the Government of Rwanda, and has also worked at the World Bank Operations Evaluation Department and the UK National Audit Office.

Evaluation Conclave 2015
Pre-Formed Panel

Conducting Impact Evaluations in Post-disaster and other Humanitarian contexts (P-5)

Conducted by: *International Initiative for Impact Evaluation (3ie)*

In 2013, an estimated 148.2 million people were affected by conflict and natural disasters across the world (UNOCHA). Humanitarian crises are now longer and more expensive. Where lives are in danger and demand for resources overwhelmingly exceeds supply, effective and efficient delivery of services will ensure that better use is made of available resources.

Impact evaluations measure the extent to which recipients of humanitarian assistance benefit, why or why not, whom interventions work best for, and under what circumstances humanitarian assistance realizes its goals of relief, recovery and resilience.

The literature on impact evaluations of humanitarian assistance is nascent and evolving. 3ie's Humanitarian Assistance Thematic Window (HATW) is a grant making mechanism to increase the body of high quality, policy relevant evidence in the humanitarian sector.

Objectives of the panel on Conducting Impact Evaluations in Post-disaster and other Humanitarian contexts

3ie's Humanitarian Assistance Thematic Window supports mixed-method impact evaluations commissioned by policymakers and programme managers to answer questions about the attributable impact of interventions they implement in humanitarian contexts.

To this end, 3ie's HATW aims to achieve the following goals: (1) Increasing the evidence base of what works, why and for how much in the field of humanitarian aid, with a focus on learning about innovative approaches; (2) Generating lessons learned through the synthesis of high quality evidence on implementation and effectiveness; (3) Building capacity to produce and use evidence from high quality impact evaluations and reviews; and (4) Ensuring that evidence is available to policy makers in policy-friendly formats.

3ie would like to use the convening power of the Conclave to bring together a panel of researchers, practitioners and policy makers to speak to all interested Conclave attendees about the need for and lessons learned through impact evaluations conducted in humanitarian contexts.

The panel will allow the researchers and implementers to share learning from their research and experience.

Biographies

Moderator: Jyotsna Puri
Dr Puri is the Deputy Executive Director and head of evaluation at 3ie. She has over 18 years of experience in evaluation and evidence-based policy and has worked at the World Bank and the United Nations. Jo is currently adjunct faculty at the School of International and Public Affairs (SIPA), Columbia University.

Panellists:
Ghulam Muhammad Shah (G M Shah) – Currently works at the International Centre for Integrated Mountain Development (ICIMOD), Nepal as the Impact, Monitoring and Evaluation Specialist. He is an expert in program evaluations including impact evaluations, designing and managing results based M&E systems. Statistician by education. Twelve years of demonstrated and successful career in strategic planning, monitoring and evaluation of research and development programs in thematic areas including climate change and adaptation; ecosystems conservation and management; water induced risks and vulnerabilities; research into policy and practice; agriculture and education. Worked in South Asian and Central Asian regional countries with global, regional intergovernmental international organizations.

Ms Roselyn Joseph is the Chief of Planning & Evaluation at UNICEF Nepal since October 2014 and has previously worked in the area of monitoring and evaluation in Tanzania, Eritrea, Afghanistan and Cambodia. She completed her studies in Commerce and Public Policy at the University of Sydney, Australia.

Alexandra Avdeenko is a Senior Economist at the Chair of Econometrics, Department of Economics, at the University of Mannheim. Ms. Avdeenko has experience designing and conducting impact evaluations in humanitarian and/or conflict-affected areas in Sudan (World Bank), the Philippines (3ie), and Pakistan (3ie). Her research covers topics such as education, youth empowerment, social cohesion, and savings.

Juanita Vasquez-Escallon is a Senior Researcher at the University of Mannheim with a doctoral degree in development economics. She has extensive experience on impact evaluations for the government of Colombia, the World Bank, European Union, USAID, UNODC, UNDP on IDPs, child soldiers, education on risk of landmines and alternative development. She is currently working on four RCTs in Pakistan, India and the Philippines.

Evaluation Conclave 2015
Pre-Formed Panel

How evaluation can help fight climate change in the People's Republic of China (P-6)

Conducted by: *Children's Investment Fund Foundation [CIFF]*

This session will explore current trends in evaluation of climate mitigation activities in China. Through discussion of their own experiences, the panelists will share a vision of how evaluation can best support learning and evidence-based decision making in the Chinese public sector context, including the role of external partners. The panel will share specific examples from ongoing and completed evaluations of sustainable urban planning, air quality, development and energy sector reform programmes.

When it comes to taking actions to slow climate change, what happens in China literally has global consequences. It is difficult, therefor, to understate the importance of taking effective actions nationally, as well as the value of providing effective and efficient external support to help China achieve its ambitious sustainable development goals. This context provides a number of openings for evaluation to play a role in the climate change fight in China.

The current emphasis on accountability and achieving ambitious targets has created a window of opportunity for evaluation in China. China has also demonstrated a unique approach to using data in decision making, with its tradition of " crossing the river by feeling the stones" – or piloting policies to find out what works and what doesn't. A high level of autonomy at the sub-national level means local governments can innovate and use evaluation to find out if their policies are working, and then share lessons. However, a number of common systemic challenges remain, including lack of availability of data (even within the government), low capacities for results based management and evaluation, and long, complex causal chains which make evaluating impact difficult.

In this context, the panelists will share specific evaluation experiences, and draw on the lessons to explore key opportunities and challenges for evaluation in China, including:

(a) **What are the challenges in collecting data for evaluation? How to overcome these challenges? How should evaluators engage with state and non-state actors in data collection?**

Data availability is a key concern in China, where it is often not possible to access even official statistics or data held by different sections of the government. The panelists will draw on specific examples in air quality, emissions trading pilots, and sustainable urban development, to describe how they solved or worked around data quality and availability problems to ensure a robust and credible evaluation process. EFC/WRI and Tsinghua University will share examples of work at the sub-national level, and the unique data challenges posed in that setting.

(b) **How should the results of evaluation be fed into China's policy-making processes (e.g. national and provincial five year plans) to generate learnings and positive feedback loops to improve climate policies?**

The National Center for Science and Technology Evaluation will share examples of how it has used the findings from evaluation to provide insight to the Ministry of Science and Technology. The Energy Foundation China and WRI will share experiences with designing third-party evaluation systems at the sub-national level, including examples of public information disclosure in cities. The discussion will focus on how research and evidence from evaluation can feed into different national and sub-national decision making processes by creating clear policy mandates and demand from users.

(c) **What are the priorities for evaluation nationally, and what role can foreign partners play in supporting the use of evaluation for better and faster reductions of greenhouse gases in China?**

This will be an open discussion, led by Chinese partners, to highlight where there is thought to be the greatest openness to evaluation – for example as a tool for reaching centrally mandated air quality targets. It will be an opportunity for the development evaluation community attending the Conclave event to share their ideas and experience with building nationally-led monitoring and evaluation, with key players working in China.

Biographies

Moderators: Megan G Kennedy-Chouane

Megan Kennedy-Chouane (CIFF): Megan manages Evidence, Measurement and Evaluation for the climate change programme at the Children's Investment Fund Foundation, with a focus on carrying out robust evidence reviews to inform the strategy and grant development phase. She is currently designing or managing a half dozen external evaluations of climate mitigation grants in energy and urbanisation in China. She previously worked as a lead analyst at the OECD DAC Network on Development Evaluation to promote learning, improve the impact of development interventions and support accountability for results. Prior to working at the OECD, she was as a Thomas J. Watson Research Fellow in Latin America and Africa, and worked for various US and international non-profit groups supporting peacebuilding and youth empowerment. She is a U.S.A. national and hold a Master's in Public Administration and International Management, a post-graduate diploma in Children, Youth and Development Studies and a B.A. in Economics and in Peace & Global Studies.

Panellists:
TAO Rui (China National Center for Science and Technology Evaluation) Tao Rui is a research fellow at NCSTE, affiliated to Ministry of Science and Technology. She is an evaluator with excellent planning, organizational, communication strengths as well as ability to design evaluation framework, conduct desk study, interview stakeholder, apply multiple evaluation methods, draft and present report. And, also expertise as a researcher with background of science & technology, policy and strategy, as well as management. Research on China's performance evaluation system and the application of evaluation result in policy making. She holds a Ph D., Science & Technology Policy, Institute for the History of Natural Sciences, Chinese Academy of Science, an M.E., Biomaterial, Beijing University of Chemical Technology; and a B.E., Polymer Science and Engineering, Beijing University of Chemical Technology.

Prior to that she served as a Visiting Research Scholar, School of politics and global study, Arizona State University, Tempe, USA; and as Project Manager, International department, Ministry of Finance.She was team leader for the Evaluation of World Bank china economic reform implementation project, World Bank and Ministry of Finance, 2014-2015.

Le YIN Ms. Lorraine Le YIN is the Program Officer of China Environment Management Program. She joined Energy Foundation in March 2015. Before joining the Foundation, Ms. YIN worked for The Nature Conservancy, The Climate Group and AECOM for 8 years on policy & regulatory research, strategy development, project management and corporate environmental management consultancy, in areas of energy, climate change, water and land conservation. Lorraine graduated from Peking University with the master degree of environmental science.

Kelly Hewitt (Independent Evaluation Office, Asian Development Bank) Kelly Hewitt, an economist, lawyer, and Harvard University Kennedy School MPA professional with 25 years of experience in international development and the energy sector, has a strong results-based background, with solid technical field experience designing, implementing, monitoring and evaluating project and program activities. She is currently an Evaluation Specialist with the Independent Evaluation Department of the Asian Development Bank.

Early in her career, Ms. Hewitt worked in Europe, Africa, and Asia as a young professional. After completing her master's degree in Applied Economics, she commenced her profession as an economist and market analyst with Washington Gas, where she conducted competitive market analyses, and designed and monitored demand-side management retail programs – precursors to current climate change mitigation end-user energy efficiency activities. Later, she moved on to work for the Maryland Public Service Commission as a regulatory economist where her climate change mitigation expertise was applied to the retail power sector, and where she helped to formulate relevant policy – unbundling the state's electricity sector, and facilitating improved service delivery through market based rates with regulatory oversight, and increased competition. After receiving her Juris Doctor, Kelly worked with administrative law judges at the U.S. Federal Energy Regulatory Commission assisting in decision writings involving landmark U.S. electricity and natural gas restructuring issues. She again shifted her profession, transforming her role as adjudicator to energy law advocate and advisor. She worked with the mergers and acquisitions practice group of Winthrop, Stimson, Putnam & Roberts (Currently Pillsbury Winthrop); the Office of General Counsel for Constellation Energy's BGE; the law firm Bruder, Gentile & Marcoux; and later, as an on-site independent legal consultant—under a U.S. AID capacity building project—to a newly created energy regulatory commission in Dhaka, Bangladesh. From around 2007 until 2011, she served as Chief of Party for the USAID-Bangladesh's Improved Capacity for Energy Access Program.

Evaluation Conclave 2015
Pre-Formed Panel

Evaluations that make a difference: What we have learned from around the world (P-8)

Conducted by: *Martha McGuire & Mallika Samaranayake*

The project Evaluations that Make a Difference: Stories from around the world (*Evaluation Stories*) received an EvalPartners Innovation Challenge Award to promote the use of evaluation. Evaluation Stories is using the universally accessible form of stories to share examples of how evaluations have made a true difference to the lives of program recipients. Ten stories have been chosen from six regions (Europe, Africa, Australasia, South America/Caribbean, Asia and North America).

In this panel, we will share some of the stories of evaluations that have led to changes in people's lives. The stories are told from the perspective of evaluation users and program participants, and provide colourful examples of how evaluation can be a force for social betterment.

The panellists will draw lessons from across the stories about how to undertake evaluation so that it is more likely to result in positive change, engaging the audience in thinking about a time a time when they were involved in an evaluation that made a difference and the factors that contributed.

Biographies

Moderators: Martha McGuire and Mallika Samaranayake

Martha McGuire*, MSW, CE* brings more than 25 years of experience in the field, Martha has been involved in approximately 100 evaluations, and managed over 75. Martha was one of the first evaluators in Canada to be designated as a Credentialed Evaluator by the Canadian Evaluation Society. She is a respected evaluator who is recognized for the innovative approach she takes to evaluation design and her ability to synthesize detailed information into reports that are useful for decision-making. Martha has worked across a number of sectors, and is known for her expertise with evaluating multi-disciplinary and complex projects. She has conducted a number of evaluations in the international arena, where she has led projects for United Nations Organization for Education, Science and Culture (UNESCO), the International Atomic Energy Agency (IAEA) and USC Canada. Through her work with IOCE and EvalPartners, she has contributed to global understanding of evaluation.

Mallika Samaranayake is a Founder member and a Past President of the Sri Lanka Evaluation Association (SLEvA) 2006 - 2009. She was Founder member and member of the Strategic Advisory Team (SAT) of the Community of Evaluators (COE) - South Asia. She was a member of the Core Evaluation Team for Phase 2 of the Paris Declaration Evaluation (PDE) and served as Regional Coordinator - Asia / Pacific and PDE Phase 2 Evaluation Team won the "AEA 2012 Outstanding Evaluation Award". She has been recently appointed as member of

the International Steering Committee of the Joint MFS II Evaluation Program of NWO, Netherlands. She has been a visiting fellow of the Institute of Development Studies (IDS), University of Sussex, UK and has served in the positions of Participatory Development Specialist in the World Bank, Colombo Office and Joint Director - Self Help Support Program (Swiss Interco-operation) and Special Project Director - Ministry of Education (SLEAS). She has functioned as Team Leader / member of a large number of research assignments, evaluations and social assessments with consultancy experience over 20 years. She is currently serving as a Consultant Sociologist, Community Development Specialist, Monitoring & Evaluation Specialist and Workshop Facilitator / Trainer in Participatory Evaluation.

Panellists:

Rochelle Zorzi, MSc, CE has been involved in over 75 applied research and evaluation projects.   As an experienced project manager, Rochelle is recognized for her ability to balance rigour with practicality, and her dedication to making a difference for her clients. She is also a skilled analyst, whether working with qualitative or quantitative data, and has a knack for synthesizing findings from multiple sources of evidence. Rochelle gained international recognition as a result of her lead role with the Canadian Evaluation Society's (CES) efforts to develop a Core Body of Knowledge (PDF) for evaluation. She has also promoted research into the value of evaluation, believing that evaluators must "walk the talk" by measuring and assessing the impact of their own efforts. More recently, she co-chaired an international group implement the project Evaluations that Make a Difference: Stories from around the world

Burt Perrin, MA, CE brings over 30 years of evaluation experience, much of it in the international realm. He brings a practical approach that focuses on ensuring that evaluations are useful and used to create positive change. From the beginning, he contributed to the development of the field as one of the founding board members of the Canadian Evaluation Society. Since then he has been on the boards of the European Evaluation Society as well as IOCE. He played a key role in the Core Body of Knowledge project and is co-chairs of an international group implement the project Evaluations that Make a Difference: Stories from around the world.

Evaluation Conclave 2015
Pre-Formed Panel

Spotlight on ECD – Different Perceptions on How to Develop Evaluation Capacities Worldwide (P-11)

Conducted by: *CLEAR South Asia/J-PAL South Asia*

Evaluations are an important pillar for the development of countries, as they enable stakeholders in political institutions to take evidence-based decisions. Evaluation capacity development (ECD) aims at enabling partner countries to conduct their own evaluations and to monitor the results of their actions, whereby "capacity development is the responsibility of partner countries with donors playing a support role" (Paris Declaration on Aid Effectiveness and the Accra Agenda, 2005/2008, page 4).

In the panel discussion, each panel member will introduce a different approach to evaluation capacity development and explain the experiences made with the approach. Thereby, different perceptions from large scale (worldwide multilateral initiatives, CLEAR global initiative) to medium scale (bilateral initiatives, Deval, CLEAR regional programs) to small scale approaches (university cooperations, CEval) will be offered. Moreover, the roles of partner- and donor countries in the different approaches will be discussed.

During the discussion, strengths and weaknesses of the different approaches will be assessed. Furthermore, a focus will be put on which approach is the best fit to which given context and which basic conditions have to be fulfilled by partner- as well as by donor countries in order for a specific approach to function.

Who will benefit?

The panel discussion is aimed at all those that are involved in the topic ECD. For example, as a lecturer or trainer of long-term and / or short-term training and further education. But ECD does not only include trainings, but also has to deal with transferring theoretical knowledge into practice and is used by decision-makers, how the institutionalization can be pushed by evaluation and how evaluation can be professionalized. Thus, the Panel is also directed to people who have to do with these tasks.

Biographies

Moderator: Prof Dr Reinhard Stockmann

Prof Stockmann is the Director of the Center for Evaluation (CEval) and Head of the Saarland University's Master's Degree in Evaluation, Germany.

Panellists:

Caroline Heider, Director General and Senior Vice President of the Independent Evaluation Group, World Bank Group, Washington, has more than 25 years of international experience, the majority of which in evaluation. Prior to the World Bank Group, she has worked with five multilateral organizations, including two international finance institutions (the Asian Development Bank and International Fund for Agriculture Development), a technical agency (UNIDO) and two Funds and Programmes of the UN System (UNDP and WFP). She is a life-time member of the International Development Evaluation Association (IDEAS). She has been a member of the American Evaluation Association, the Australasian Evaluation Society and the European Evaluation Society. She served a 2-year term as vice-chair of the UN Evaluation Group.

Urmy Shukla is Senior Capacity Building Manager for CLEAR/J-PAL South Asia at IMFR. She works on strengthening monitoring and evaluation capacity in the South Asia region. Urmy has experience in monitoring and evaluation for a wide range of partners, including UNESCO, the UK government, European Commission, USAID-PEPFAR, and the US Department of Health and Human Services, as well as local government agencies and NGOs in Ecuador and Brazil. At J-PAL South Asia, Urmy supports the CLEAR Initiative, developing and delivering courses and technical advisory services in impact evaluation, measurement, and survey design. Her doctoral work is in Sociology, where her research and teaching focus has been on economic development, human rights, and global health. Urmy also holds an MSc in Local Economic Development from the London School of Economics and a B.A. in Economics and Spanish Literature from Brown University.

Dr Stefanie Krapp, Head of Evaluation Department, German Institute for Development Evaluation (DEval), Germany is a Sociologist; employments as evaluator in development cooperation, Head of Department at the Center for Evaluation at Saarland University, advisor for the German Development Service in the field of Labour Market and Vocational Education Research in Laos and for CIM in the field of Evaluation Capacity Development at the University of Costa Rica, Senior Evaluation Officer at GIZ head quarter in Germany. Since August 2012 she holds the position as Head of Department at the German Institute for Development Evaluation (DEval).

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Evaluation Conclave 2015
Pre-Formed Panel

Does Management Response to Evaluation Enhance the Use of Evaluation? (P-13)

Conducted by: *Gana Pati Ojha, Kezang, Bhabatosh Nath & Ramesh Tuladhar*

A study on management response to evaluation (MRE) was conducted in Bangladesh, Bhutan and Nepal with the main aim at strengthening an enabling environment for evaluation by assessing evidences on the demand for and use of evaluations through the use of MRE tool in South Asia. The specific objective was to assess the status of MRE practice in Bangladesh, Bhutan and Nepal.

Methodology

MRE study was conducted with four types of 108 stakeholder organisations such as government (38), UN systems (17), donor community (16) and I/NGOs/private sector (37) which were selected purposively. The study used mixed method of research. The quantitative information was collected through document review, especially regarding the number of evaluation conducted, reviewed, MRE action plan, sharing evaluation with stakeholders and use of evaluation in decision making. The qualitative information was obtained from the respondents, mainly the monitoring and evaluation personnel in the respective organisation. A questionnaire with 16 main questions which embodied both quantitative and qualitative information was developed. The information was collected from face-to-face interview as well as through self-response in writing. Data analysis was done using descriptive statistics mainly the mean and frequency count. The information is analysed across the countries comparing the status of MRE use among the government system, UN systems, donor community and I/NGOs/private agencies. Each country had a separate study team led by respective country focal point. Three different mechanisms were used to assure the quality of the study which included formation of the study reference group in each country, frequent communication between the respective country focal point and study coordinator, and orientation of study methodology in each country facilitated by the study coordinator.

Results

MRE has been an area of practice with donors and UN system and, to some extent, with INGOs. However, it is a new concept for government and local NGOs/private agencies. The M&E leaderships in Bangladesh, Bhutan and Nepal have recently realised the importance of MRE in decision-making process and have accordingly incorporated it in their new national M&E framework/guidelines and policies. These policies and framework/guidelines are important elements for creating enabling environment for MRE and use of evaluation information in decision-making.

Capacity of agencies to prepare MRE plan and implement has been a challenge to all stakeholders studied. There is rarely any fund allocated for the implementation of MRE plan with any of these agencies. The government agencies and local NGOs are also constrained with the human resources.

Grassroots beneficiaries are neglected stakeholders of almost all agencies under study, in terms of sharing the evaluation and the MRE plan which can be considered as violation of the human rights issues, particularly the right to information of these beneficiaries.

In conclusion, there has been enabling environment gradually developing in the three countries through the formation of evaluation policy and M&E guidelines which have included MRE as an integral part of evaluation. Capacity of agencies to prepare and implement MRE plan has been a challenge to all stakeholders studied. More crucial is the financial constraints for governments and local NGOs to prepare and implement MRE.

Biographies

Moderator: Robert McLean

Robert McLean works in the Policy and Evaluation office of Canada's International Development Research Centre and is the current and final coordinator of the IDRC's evaluation field-building program in South Asia. Rob is cross-appointed as a Lead Evaluator at the Canadian Institutes of Health Research. He has conducted evaluations ranging from large international institutions to First Nations groups in isolated regions of Canada. He has managed education programs in Uganda and South Africa, and has conducted research for the Reserve Bank of India. He has published in multiple health sciences and evaluation books and journals. Rob has completed degrees through the University of Manchester, UK; the University of KwaZulu-Natal, SA; and, Carleton University, Canada.

Panellists:

Gana Pati Ojha: Gana Pati Ojha is chairperson of COE-Nepal and Vice-president of COE-SA. He is a free-lance evaluator and has experience in development cooperation for over 35 years in a wide range of themes over a dozen of countries with several agencies. He has conducted about three dozens of evaluations, 1.5 dozens of researches and has a credit of over 4 dozens of publications. He is committed for promoting evaluation nationally and regionally.

Kezang: Kezang is the Honorary Executive Director of Evaluation Association of Bhutan. He is the Project Director for the EuropeAid SWITCH-Asia Green Public Procurement in Bhutan Project and Managing Partner of InfoAge Consulting, a management consulting firm based in Thimphu. He has 19+ years of combined unique tri-sector (public – private – civil society) collaboration and management experience. He is a passionate holistic sustainability practitioner and "happiness in business" transformation explorer.

Bhabatosh Nath: Bhabatosh Nath has more than 30 years' experience in Development Programmes comprising design, implementation, management and evaluation of projects in National, International, Donor, Embassy and Government organizations. He has work experiences in Bangladesh, Nepal, Sri Lanka and Uganda. At present Mr. Nath is the CEO of a development consulting firm "Responsive to Integrated Development Services" (RIDS). Nath holds a M.Sc. in Statistics.

Ramesh Tuladhar: Ramesh Tuladhar, a professional Geologist, developed his carrier as a manager of development works for 30+ years in mineral and water resources development and disaster management. His works include commissioning, conduct, research as well as practice of monitoring and evaluation. He is the founder Chairperson of CoE-Nepal and currently he is engaged with a World Bank supported project as a Monitoring and Evaluation Specialist.

Evaluation Conclave 2015
Pre-Formed Panel

Strengthening the Utilization focused evaluation approach using a Communication Strategy: Case Studies from Asia (P-15)

Conducted by: *Sonal Zaveri, Vira Ramelan, Barnabas Kindo & Jacqueline Chen*

Utilization-Focused Evaluation (U-FE) begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration of how everything that is done, *from beginning to end*, will affect use.[1] Use concerns how real people in the real world apply evaluation findings and experience the evaluation process. Therefore, the *focus* in utilization-focused evaluation is on <u>intended use by intended users</u>. However experience in piloting this approach in the Asia-Pacific with a variety of information technology for development projects has informed that *USE needs to be communicated effectively, as it does not happen automatically.[2]*

The panel will inform how utilization focused evaluation test drove communication strategies to enhance the evaluation learning culture within the organization as well as promoted communication of its findings.

Three case studies provide insights into how a 12 step communication strategy that complemented the 12 steps of the UFE approach enabled the communication of research and evaluation findings and strengthened use. Three diverse, innovative ICT projects in Assam (mapping health rights violations among tea garden workers), in Cambodia (using an application to improve TB detection and care) and in the Cook Islands (using an application to preserve and promote the endangered Maori language) were mentored to focus early on communication planning to enhance the reach and use of evaluation outcomes.

Evaluation and communication mentors built capacities in three organizations using different strategies. Lessons learned has resulted in a hybrid UFE model, available for replication that complements Use and Communication strategies from the evaluation design itself.

This model will help decision makers understand how to strengthen use of evaluation by complementing with a communication approach.

Biographies

Moderator: Sonal Zaveri

Dr Sonal Zaveri is an independent consultant and evaluator, and international advisor to the Child-to-Child Trust, University of London UK and an advisor to the feminist evaluators' network www.feministevaluation.org. She writes, trains and presents on issues of rights, participation, and gender and in the use of utilization focused evaluation, feminist evaluation and participatory, empowerment, and transformative approaches. Previously, she has worked in academia; and current work experience includes government, non-government organizations, INGOs, foundations, the UN and multilaterals. She lives in India and has worked in about twenty countries across Asia, East and West Africa, Asia-Pacific, Central Asia, Middle East and Eastern Europe.

Panellists:
Vira Ramelan, PhD is a communication consultant, based in Jakarta, Indonesia. She brings strong background and experience in the field of communication for development. She has more than fifteen years of professional working experience with various international development projects. She is currently a Research Communication mentor for IDRC's DECI-2 project.

Barnabas Kindo is a social activist, engaged in capacity building and public action to reclaim justice and rights for Adivasi community of Assam. Founder member of key Adivasi organisations including All Adivasi Women's Association of Assam. Has been working on maternal health for safe motherhood through community participation. Is a deputy director of PAJHRA.

Jacqueline Chen is the Country Director of Operation ASHA (Cambodia). Operation ASHA is an award winning NGO specializing in tuberculosis treatment and prevention with operations in India, Cambodia and care model replicated in parts of Africa. Operation ASHA's competitive advantage is leveraging technology to delivery care in the community

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1 Patton, M.Q. 2008. *Utilization-focused evaluation, 4th. edition.* Sage
2 Ramírez, R. & Brodhead, D. 2013. *Utilization-focused evaluation: A primer for evaluators.* Southbound: Penang.

Evaluation Conclave 2015
Pre-Formed Panel

The role of evaluations in bridging equities: Experiences from South Asia and beyond (P-16)

Conducted by: *IDRC, Canada*

This panel explores the role of monitoring and evaluation systems in impacting equities. The four papers in the panel focus on the changing role of monitoring and evaluation systems from passive observation towards an active 'participant' in developing and enhancing workable solutions for reducing inequities. The papers will highlight the roles of evidence and theory in developing context-sensitive interventions to address inequities. All four papers will highlight the types of data that were collected to understand the contextual drivers of inequities.

Six interconnected themes are explored in this panel:

- The role of data in sharpening a focus on inequities and why our theories of change need to often be re-developed with a clearer focus on inequities;

- How program implementation needs to be nimble to learnings about inequities and the types of data systems that support such an enhanced focus on equities;

- Conditions under which community monitoring systems can empower disadvantaged individuals;

- How evaluations can help understand the context that drive inequities in violently societies;

- The relationship of equities to quality and sustainability;

- Role(s) of evaluators in equity-focused evaluations.

The papers in this panel include along with primary questions probed include

Letting the Evidence Lead: Good Evaluation Means Taking a Position on Equity by Katherine Hay

> How can evidence and theory help evaluators move from being passive observers to equities to 'participants in the way development unfolds'? How can evidence help inform the positions we take on equity as evaluators?

Community Based Monitoring and Planning of Health Services: a step towards equalizing hierarchical relationship between the health system and marginalized communities by Nilangi Sardeshpande.

> What are pathways by which community based monitoring make a difference to health inequities? Under what conditions can community-based monitoring challenge social hierarchies in villages?

Evaluation in the Extreme: The Role of Evaluation in Violently Divided Societies by Colleen Duggan, International Development Research Centre, Ottawa, Canada.

> How can evaluations help understand the context of violence? Under what conditions can an aid intervention in a violent divided society make a difference? What makes evaluation 'in the extreme' different from the 'standard' evaluation?

Enhancing Maternal Health in Uttar Pradesh: Deepening the connections between equity, sustainability and quality by Sanjeev Sridharan, Arnab Dey & Aparna Sheth.

> What is the relationship between equity, sustainability and quality? How can a focus on quality be enhanced with a simultaneous focus on equity and sustainability?

Biographies

Moderator: Sharmila Mhatre

Sharmila Mhatre is Program Leader, Governance for Equity in Health Systems; and Project Leader, Nigeria Evidence-based Health Systems Initiative at the International Development Research Centre. Sharmila has more than a decade of experience studying health systems in countries in Africa and South Asia, community-based health information systems, and the prevention of sexual violence and HIV/AIDS.

Panellists:
Arnab Dey is a Senior Manager at Sambodhi Research & Communications and currently supports the MLE activities of the BMGF supported UP-TSU. His areas of expertise include process evaluations and frameworks for complex health systems. He is also interested in utilization focussed evaluations and field building on developmental evaluation principles.

Katherine Hay is Deputy Director at the Bill and Melinda Gates Foundation. She leads the monitoring, learning, and evaluation function for the Bill and Melinda Gates Foundation in India. Katherine brings a strong gender and equity focus to her work. She has written on women's empowerment, feminist evaluation, and evaluation capacity building.

Colleen Duggan is a Senior Specialist at the International Development Research Centre (IDRC) and brings her passion for human rights, justice and equity to IDRC's Policy and Evaluation Division. Before joining IDRC in 2001, she worked for more than a decade with the UN system in Colombia, Guatemala, El Salvador, and New York. Colleen has taught evaluation internationally on 4 continents and publishes whenever she can on issues of evaluation ethics, public policy evaluation, peacebuilding evaluation, and evaluation in contexts of violence and conflict.

Dr Nilangi Sardeshpande is currently working as an independent health researcher. After working as a clinician for few years, Nilangi pursued Masters in health sciences and later PhD in Social Sciences. The doctoral research has looked into women's access to and experiences of hysterectomy in rural Maharashtra. Her areas of research include health equity, nutrition and women's health.

A post-graduate in management, **Aparna Seth** has progressive experience in evidence-based program evaluation in public health practice. Her research areas include maternal and child health, gender-based violence and health equity. Aparna is Project Manager for the BMGF supported MLE of the Uttar Pradesh Technical Support Unit in Uttar Pradesh, India.

Sanjeev Sridharan is the Director of the Evaluation Centre for Complex Health Interventions at the Li Ka Shing Knowledge Institute at St. Michaels Hospital and Associate Professor of Health Policy, Management and Evaluation at the University of Toronto.

Evaluation Conclave 2015
Pre-Formed Panel

Collaboration in M&E: An Opportunity to Achieve Better Gender Outcomes (P-17)

Conducted by: *Dasra, Mumbai, India*

Gender gaps and inequalities are a widespread feature of Indian society. Gender inequalities continue to characterize the landscape of most development areas ranging from education and health to work participation and decision making. Due to this reason, gender is increasingly regarded as a 'cross cutting' issue in policy and programming in India. Ironically, however, gender is also perceived as secondary and routinely overshadowed by other program components.

Recently, there is an increasing demand from donors and the government for social enterprises to demonstrate transparency in systems and greater impact. Consequently, we are seeing increased interest in monitoring and evaluation (M&E) methods. The increased attention that M&E has gained in the last few years presents an opportunity to incorporate gendered analysis into currently used methods and tools. The work of gender sensitive scientists suggests that "articulating the processes and factors leading to gendered outcomes can help develop more effective policies and programmes".

Collaboration is an integral ingredient for creating value when thinking about mainstreaming gender in M&E. The basic building blocks of M&E including Theories of Change, M&E plans, measurement tools and data analysis will require organisations to both pull resources within the organisation and seek appropriate external support. M&E is not a stand-alone activity. Instead, it is intrinsically linked to the process of developing evidence based programme design (and re-design or modification) and thus it is important to build a culture of evaluative thinking across organizations. The enthusiasm around M&E today is exciting news for the development sector, however, placing it within the context of a collaborative and gendered lens will lead to significantly improved program design and more nuanced measurement of relevant outcomes

Who will benefit?

Through this panel we plan to invite speakers that think critically about M&E within their organization. Specifically two organizations in Dasra's portfolio, Naz Foundation and Eco Femme, will showcase how, through effective partnerships, they have developed a culture of evaluative thinking from the ground up and are using M&E insights to bring about large scale social change in their respective domains. We expect donors, programme organizations and evaluators to learn the most from this panel. Specifically, they will learn more about how to strengthen their engagement around M&E with each other and how to take it beyond a mere reporting and accountability exercise to continuous evidence-based program improvement and generating evidence to influence policy decisions .

The audience will also gain an understanding of how Dasra, an intermediary, is supporting organizations to mainstream a gender perspective in their M&E starting from the articulation of their Theory of Change to analysis, reporting and advocacy. Furthermore, Dasra will also provide insights into how it has helped organisations develop M&E plans that apply the appropriate measurement methodology to answer their questions. Thus, the audience will learn how to build a culture of evaluative thinking across development stakeholders thereby enabling civil society organisations to better articulate, measure, use and communicate the change they are able to bring about, as well as engender it.

Biographies

Moderator: Katherine Hay

Katherine Hay leads the M&E work for the Bill and Melinda Gates Foundation in India. This leadership roll includes evaluative work and evidence based strategy. Katherine brings a gender and equity focus to her work. She writes on empowerment and feminist evaluation and has supported organizations to establish equity oriented evaluation systems.

Panellists:
Kalyani Subramanyam (Programme Director, Naz Foundation) Kalyani has around 17 years of experience with programs around gender and adolescence. She was instrumental in helping initiate the Goal program at Naz in 2006 and since then has been involved full-time with the development of the Goal program, a sports based initiative for empowerment of adolescent girls.

Kathy Walkling (Cofounder, Ecofemme) Kathy became increasingly interested in how local women manage their menstruation, since teaming up with Auroville Village Action Group 7 years ago. This led

to the design of the Eco Femme project as an integral approach to menstruation. Eco Femme brings together her passion for systems approaches to social change, co-creative partnerships, women's empowerment and environmental sustainability.

Shubh Sharma (Monitoring and Evaluation Team Lead, Dasra) Shubh has seven years of experience in evaluation and policy research on women's education, work and wellbeing. Before Dasra, she was a Technical Specialist with the International Center for Research on Women. She has also worked on a program for communicating and strengthening evaluation capacity based on gender and collaborative approaches in India.

Evaluation Conclave 2015
Pre-Formed Panel

Use of evaluation for decision making and policy influence (P-19)

Conducted by: *IDRC Canada*

The Think Tank Initiative (TTI) is a 10-year multi-funder, global program that aims to strengthen a diverse group of think tanks by providing a combination of long-term financial support and ongoing technical assistance. The purpose of TTI is to strengthen a select group of independent policy research organizations or "think tanks" in developing countries that provide objective, high-quality research that both informs and influences social and economic policies and in turn contributes to the development of more equitable and prosperous societies.

This panel brings together representatives from three TTI-funded social and economic think tanks in South Asia and one South Asian policymakers to discuss experiences and lessons learned from TTI, as well as from the panelists' own experience. The panelists have extensive experience monitoring and evaluating government policies, from social development, economic and environmental policies. Drawing on extensive practical experience of research and policy engagement in diverse contexts, panelists will share experiences of the opportunities and challenges of using evaluation as a tool to influence both policy and practice.

Panelists will share their perspectives on issues such as:

 o   Can evaluations catalyze learning and enhance performance for policy influence?
 o   What are the factors that influence the use of evaluations by decision makers?
 o   What can be done to enhance use of evaluations?

Below are a few examples of the types of evaluative policy work undertaken by these institutions:

Increasing Employment Options for Disadvantaged Groups in India

The Indian Institute of Dalit Studies (IIDS) is a non-profit, non-governmental organization founded by social activists and academics who sought to understand the causes and effects of discrimination in Indian society and to recommend policies to overcome

it. Since it was established in 2003, IIDS has studied the discriminatory hiring practices of private employers, the effects on the groups who suffer discrimination and the potential for a private sector affirmative action policy. After considerable research and open dialogue with stakeholders, IIDS proposed a compulsory, quota-based affirmative action policy for the private sector.

The Indian government endorsed IIDS's policy in 2007, although it chose to make it voluntary and self-regulatory, with an associated code of conduct and periodic reporting requirements. IIDS is currently involved in evaluating the private sector's implementation of the policy. As a result of its work on this issue, IIDS has become known as a leader in the study of economic discrimination, and now runs a separate research unit on social exclusion and discrimination.

Read the full story: **Increasing Employment Options for Disadvantaged Groups in India**

Changing Gender Roles in the Labour Force in Pakistan

Established in 1995, SPDC is a non-profit, policy research institute that provides independent reviews and evaluations of social policies in Pakistan, often with a gendered perspective. In 2009, it launched its Annual Review of Social Development in Pakistan 2007-08 entitled Women at Work. This pioneering study presented objective and in-depth analyses of women's employment in the country. It focused on topics such as entrepreneurship, microcredit, occupational segregation, the gender wage gap, sexual harassment in the workplace and labour laws. While a lack of opportunities for women in Pakistan is often attributed to poverty, this study made it clear that exploitation, harassment and legal issues also play key roles. The report noted that over 78 per cent of women of productive age are out of the labour force and that the ratio of male to female workers is approximately 4:1 in Pakistan.

Based on evaluations of government policies, SPDC makes recommendations on how to effectively encourage female participation in the workforce. These

policy evaluations include access to credit, tax benefits, labour law reforms, social protection and other gender specific labour policies.

Read the full story: **Changing Gender Roles in the Labour Force**

Evaluating Grassroots Access to Finance in Nepal

The Institute for Social and Environmental Transition – Nepal (ISET-N) is a not-for-profit organization that studies and analyzes the developmental consequences of social and environmental change, particularly in the areas of climate change, water resources, migration, and urbanization.

Financial lending has long been a major challenge in Nepal, despite the country's support for a movement known as swabalamban (self-reliance). This approach suggests that households can break free of the poverty cycle through increased access to resources and asserts that individuals must take charge of their own wellbeing through self-empowerment and collective stewardship. The concept was operationalized in the 1990s by the country's Rural Self-Reliance Development Center (RSDC) and focused on improving access to financial services through the establishment of savings and credit cooperatives. Yet, despite the growth in the number of microfinance service providers, access to micro-finance services for the poorest members of the population remained limited in Nepal. With more than two decades of experience with Nepal's poorest households, the RSDC decided to address this problem by building on the success of the savings and credit cooperatives to create a financial lending institution, RSDC Microfinance Institution Limited (RSDCMIL).

Since the new financial institution began its operations, ISET-Nepal has continued to work with RSDC and RSDCMIL to monitor its activities. The Institute has used Think Tank Initiative funds to examine how RSDCMIL might help local producers access innovative technology, link with markets, and improve their management capacity.

Read the full story: **Improving Grassroots Access to Finance**

Biographies

Moderator: Julie LaFrance

Julie is the Senior Program Specialist – Capacity Development and Program Learning at the Think Tank Initiative. Julie holds a Master's degree in International Business Economics from Aalborg University in Denmark and an undergraduate degree in Business from Catawba College, North Carolina. Prior to joining the Think Tank Initiative, Julie was a consultant for 8 years with the International Finance Corporation in Washington, DC. Her role included building capacity

of financial institutions and other financial sector stakeholders in emerging markets to integrate environmental and social considerations into their lending practices and develop new business in sustainable energy finance. She was responsible for managing grantees and raising donor funds for the Sustainable Financial Markets Facility from 2003 – 2007. She has worked for the UN Educational, Scientific and Cultural Organization (UNESCO) in Thailand where she focused on resource mobilization and partnership development. Julie has worked for various institutions in Canada including McGill University and Oxfam Quebec.

Panellists:
Prof. **Dr Khalida Ghaus,** Director of the Social Policy Development Centre, Pakistan and a former Director, Centre of Excellence for Women Studies, Chairperson (Department of International Relations, University of Karachi) and Pakistan Centre for Democracy Studies. With a teaching/ research experience of 30 years, Dr. Ghaus has extensively worked on foreign policy, development, and gender issues besides being actively involved in the Neemrana process (Track II initiative). Author of a book and several monographs, she has given lectures in Canadian and American Universities besides attending the sessions of the UNHCR. She has been involved in policy-making (both) with the Federal and Provincial Governments on gender-related issues and is a member of several Technical Committees, Public Policy Committees, Advisory Committees and professional bodies.

Dr Ajaya Dixit is directing regional research on climate changes impacts on flood, drought and food system adaptation in South Asia. He is Executive Director of Institute for Social and Environmental Transition (ISET) Nepal. He is Chairman of the Board of Directors of Nepal Water for Health, Founder of Nepal Water Conservation Foundation and Editor of Water Nepal a journal addressing interdisciplinary water and development issues. His current research is the study of adaptive approaches to floods and droughts in South Asia and the study of impact of Global Environment Change on food systems.

Dr Gobinda C Pal is a Senior Fellow at the Indian Institute of Dalit Studies (IIDS), New Delhi. He officiated as director of the Institute over one year. In the Institute, he leads the team engaged in policy engagement and communication (PEC). Over the last two decades, he has worked in the premier Institutes of the country like National Council of Educational Research and Training (NCERT), National University of Educational Planning and Administration (NUEPA), Jawaharlal Nehru University (JNU) and Tata Institute of Fundamental Research (TIFR). He has teaching experience of five years at university level. His research interest includes understanding issues related to human development with a special focus on marginalized groups. He has been engaged in research in the areas of cognition and education, social exclusion, caste-based discrimination and atrocities, disability and inter-sectionality, impact evaluation and inclusive policies. To his credit, he has a book and several monographs besides over 30 research papers in edited books and academic journals.

Evaluation Conclave 2015
Pre-Formed Panel

Innovative Experiments for Evaluation Use and Policies (P-21)

Conducted by: *Community of Evaluators, South Asia*

Community of Evaluators South Asia (CoE-SA) took on three innovative ideas under the Innovative Challenge Award of Eval Partners / International Organisation for Cooperation in Evaluation (IOCE) during the year 2014-15 and produced ground-breaking results in promoting the use of evaluation in South Asia. The innovative ideas were (a) enabling utilization of a context specific engendered evaluation framework/guidelines for highly vulnerable girls in the South Asia context, (b) assessing the status and developing Management Response to Evaluation (MRE) index in Nepal, Bhutan and Bangladesh, and (c) engaging parliamentarians and Government bureaucrats for an evaluation culture in India, Bangladesh and Nepal.

All the three innovative ideas and the expected results were for use by the policy makers, program designers and evaluators from the government, UN agencies, donor community and civil society organisations for programs and policies in South Asia related to the overall development of the countries.

The innovative ideas were led by three founders and office-bearers of CoE-SA with the support of the members & VOPE / Network partners of CoE-SA and other stakeholders from South Asia.

Methodology

Used a *utilization focused development evaluation methodology* to develop an evaluation framework/ guidelines for working with the most vulnerable adolescent girls. Locally developed tools included gender aware participatory evaluation and they provided the foundations for evidence gathering. In all, 44 adolescent girls, 8 mothers and 9 key influencers or decision makers were involved in the study, a total of 61 persons. Based on the findings, a guide for evaluation was developed and shared with decision makers in three countries, India, Sri Lanka and Bangladesh.

To study the status and derive MRE index, documents of 108 organisations from the government, UN agencies, donor community and civil society organisations in Nepal, Bhutan and Bangladesh were studied and M&E personnel interviewed. Data were collected and validated through questionnaire and workshop respectively. Each country had a team to conduct the study which was supported by a study reference group in each country to maintain quality and facilitated by the overall team leader.

Catalysts and mentor from Bangladesh, India and Nepal journeyed through a process of engaging and building enabling environment in their respective countries with the govt officials, parliamentarians and evaluation associations / institutions. They used strategies of one-to-one dialogue, f2f meetings, Round Table meetings, formation of discussion groups like City Group & Parliamentarian Group.

Discussion

(a) The study indicated that girls who are at risk have little power over decisions related to their own lives. Government sponsored programs for education, livelihood, health, and so on do not address the barriers for utilization of these services. As a result the cycle of vulnerability is perpetuated. Most support programs do not address the power imbalances in girls' lives and this is a critical flaw in the sustainability of change in girls' lives. Based on the analysis of girls' lived realities, a framework was developed that addressed a) how to do evaluations with high risk girls to understand their lived realities and b) use of a hybrid framework that integrates child rights and women's empowerment principles.

(b) The UN agencies and donors had evaluation and MRE policies, whereas government agencies though did not have explicit evaluation and MRE policies, did have certain guidelines/framework to conduct evaluation. MRE was a new concept for the government agencies. Use of evaluation findings for decision making was done more by UN agencies followed by donors and least by government agencies. It also varied sharply by agencies from country to country. What had been common were that there was a need for creating evaluative culture, developing capacity of users on evaluation, promoting activities for organisational

ownership, use of participatory approach to evaluation, etc.

(c) Engaging government bureaucrats & parliamentarians had the findings of (i) M&E guidelines exist in Asian countries but no State or National Policies; (ii) M&E has not become internal and in-built measuring system rather it functions as externally driven; (iii) Openness in government officials, parliamentarians for genuine interactions on M&E; (iv) Need strategies for enabling Environment – understanding on the 'eco or enabling system', continuous dialogue with the key public servants and parliamentarians; (v) Comprehensive regulation of the existing provisions and guidelines of M&E is a huge challenge.

Biographies

Moderator: Pramod Kumar Anand

Dr P K Anand is a Fellow of the Indian Institute of Foreign Trade and holds a Ph D in Economics. He currently works in NITI Aayog, Government of India (GoI) and handling Evaluations; Mid-Term 12th Five-Year Plan Appraisal etc. Previously he served in the State Government of Rajasthan and in the Government of India (GoI). In GoI he had been Sr. Adviser, Planning Commission; Joint Secretary (JS) in the Ministry of Rural Development and in the Ministry of Defence; Director (Exports) in the Ministry of Textiles etc. In Planning Commission, besides Industry, Minerals, Research, Economic Divisions he was also heading Programme Evaluation Organisation having 15 field units across the country.

Panellists:

Dr Sonal Zaveri, Secretary, CoE-SA, is an independent consultant and evaluator, founder member and secretary of the Community of Evaluators South Asia www.communityofevaluators.org, international advisor to the Child-to-Child Trust, University of London UK and an advisor to the feminist evaluators' network www.feministevaluation.org. She writes, trains and presents on issues of rights, participation, and gender and in the use of utilization focused evaluation, feminist evaluation and participatory, empowerment, and transformative approaches. Previously, she has worked in academia; and current work experience includes government, non-government organizations, INGOs, foundations, the UN and multilaterals. She lives in India and has worked in about twenty countries across Asia, East and West Africa, Asia-Pacific, Central Asia, Middle East and Eastern Europe.

Dr Ganapti Ojha, Vice President, CoE-SA, is the chairperson of COE-Nepal and Vice-president of COE-SA. He is a free-lance evaluator and has experience in development cooperation for over 35 years in a wide range of themes over a dozen of countries with several agencies. He has conducted about three dozens of evaluations, 1.5 dozens of researches and has a credit of over 4 dozens of publications. He is committed for promoting evaluation nationally and regionally

Mr Chelladurai Solomon, Treasurer,CoE-SA, is a Sociologist with a Postgraduate in Development Management from the International Institute of Social Studies of Erasmus University, The Hague, Netherlands. He has had more than two decades of experience in the field of monitoring and evaluation. He has led and been mentor of evaluations of development programs in South Asia. He has also

accomplished short action researches on issues of governance, child labour system, profile of conservancy workers etc in India. He was a member of the extensive research on the appropriateness of the evaluation framework Utilization Focused Evaluation (UFE) in Asia.

Evaluation Conclave 2015
Pre-Formed Panel

Visions for EvalYouth (P-22)

Conducted by: *Bianca Montrosse-Moorhead & Marie Gervais, EvalYouth Co-Chairs*

A strategic investment in young and emerging evaluators is important for economic, ethical, and professional reasons. From an economic perspective, evaluation is central to the development process in any country, yet these efforts are often challenged by a lack of evaluation capacity within the region. Ethically, there has been an increased push globally to be more equitable and inclusive in evaluation. This focus requires that the perspectives of young and emerging evaluators be included in these conversations. If these perspectives are to be realized, then professional supports (e.g., mentorship, educational opportunities) are also needed.

With these ideas in mind, EvalPartners initiated EvalYouth in early 2015 as part of the International Year of Evaluation (EvalYear). EvalYouth was conceptualized as a multi-stakeholder partnership to promote the interests and needs of young and emerging evaluators. EvalYouth seeks to coordinate and maximize efforts in evaluation, through a) social mobilization of key actors; b) promotion of practical innovation; and c) facilitation of learning and sharing of experiences.

This 1.5 hour panel will bring awareness to the EvalYouth Initiative and its' associated activities, provide an opportunity for participants to hear about how other organizations across the world are working to build evaluation capacity, and facilitate sharing of experiences from young and emerging evaluators.

Who will benefit from the panel and in what ways?

Young and emerging evaluators attending this panel benefit through comparing and contrasting their own experiences with the experiences shared, participating in the discussion afterwards as a means to share their own experiences and learn from one another, and networking with other new and emerging evaluators. They will also benefit by learning about upcoming events sponsored by EvalYouth, as a means to improve their capacity to conduct technically sound evaluations.

Individuals representing organizations and those in leadership positions will benefit by learning about the EvalYouth Initiative. They will also benefit by

learning about, reflecting on, and discussing how other organizations across the world are working to build evaluation capacity. In doing so, they will be able to reflect on and contribute to the conversation regarding how their cultural context might shape evaluation capacity development in the contexts in which they work.

Biographies

Moderators: Bianca Montrosse-Moorhead & Marie Gervais

Dr Montrosse-Moorhead is an assistant professor of Measurement, Evaluation, and Assessment and Coordinator of the Graduate Certificate in Program Evaluation at the University of Connecticut, and co-chair of the EvalYouth Global Network. In 2014, she was the recipient of the American Evaluation Association's Marcia Guttentag Promising New Evaluator Award, the association's only early career award given to young and emerging evaluators.

Dr Gervais, CE, has served since 1988 as a professor at Laval University, Canada. She is Vice-President of IOCE, co-chair of EvalYouth, and Vice-President of the RFE. She was recipient of the 2014 Award granted by the Government of Benin for her contribution to the evaluation of public policies, of the 2012 Award for Contribution to Evaluation in Canada granted by CES and of the 2007 Recognition Award granted by SQEP.

Panellists:

Khalil Bitar is a Palestine-based evaluator and an M&E expert and works as an independent consultant with several governmental institutions and local and international nongovernmental organizations in Palestine and the MENA region. He is a co-founder and the director of the Palestinian Evaluation Association.

Victor Mabika is the Zimbabwe Evaluation Association Secretary General. He currently serves with UNICEF Zimbabwe on consultancy as a Research Assistant. He has over 2 years of experience working with M&E programmes, including real-time data collection and monitoring, data analysis, research ethics, capacity building.

Mahamed Rage, MPhil, MA, MCOM, has extensive work experience in development research, project management, monitoring and evaluation (M&E) capacity building, and funding procurement for development organizations. Currently, he is the M&E coordinator for the City of Cape Town's Violence Prevention through Urban Upgrading and M&E consultant for the Ceasefire gang violence programme in Cape Town, South Africa.

Rosetti Nabbumba Nayeng, M.A., has over 15 years experience in policy development and research, monitoring and evaluation, gender mainstreaming, and public financial management systems. She is currently the General Secretary for the Uganda Evaluation Association and a member of the International Development Evaluation Association.

Evaluation Conclave 2015
Pre-Formed Panel

From Evaluation to Scale-up: Role of Evidence in Expanding Bandhan Konnagar "Targeting the Hardcore Poor" program in India (P-23)

Conducted by:　　*J-PAL/CLEAR South Asia*

While recognising that evidence from evaluations form only part of a decision of a government, donor, or NGO to adapt and scale-up an intervention, we believe that a key role of the Conclave should be to showcase examples where evidence is translating to policy change. J-PAL and CLEAR South Asia propose highlighting a case where a program implemented by Bandhan Konnagar in West Bengal has been scaled-up to five states across India based in part on evidence from an impact evaluation of its effectiveness and efficiency. Conclave participants interested in evidenced-informed decision-making will benefit from learning about the role of the evaluation in convincing donors, government, and implementing partners to adopt the program.

Format:

- Urmy Shukla would open the session with an overview of the opportunities and challenges in translating evaluations to policy uptake;
- Debasish Ray Choudhuri would give a 15 minute presentation on the Targeting the Hardcore Poor Model and its contextualization and expansion following the evaluation;
- Ruchika Singh would give a 15 minute presentation summarizing the results of the West Bengal evaluation and the role J-PAL played in presenting the evidence and building buy-in from policymakers;
- Next would be the perspective of a partner to be confirmed [either Government of Rajasthan (GoR), Rural Development Department (RDD), ITC Corporate Social Responsibility Department, or Aga Khan Rural Support Program (AKRSP)]; and
- Discussion moderated by Urmy.

Biographies

Moderator: Urmy Shukla

Urmy Shukla is Senior Capacity Building Manager for CLEAR/J-PAL South Asia at IMFR. She works on strengthening monitoring and evaluation capacity in the South Asia region. Urmy has experience in monitoring and evaluation for a wide range of partners, including UNESCO, the UK government, European Commission, USAID-PEPFAR, and the US Department of Health and Human Services, as well as local government agencies and NGOs in Ecuador and Brazil. At J-PAL South Asia, Urmy supports the CLEAR Initiative, developing and delivering courses and technical advisory services in impact evaluation, measurement, and survey design. Her doctoral work is in Sociology, where her research and teaching focus has been on economic development, human rights, and global health. Urmy also holds an MSc in Local Economic Development from the London School of Economics and a B.A. in Economics and Spanish Literature from Brown University

Panellists:
Debasish Ray Choudhuri – CEO, Bandhan Konnagar

Ruchika Singh – Ruchika Singh is a Project Manager (Policy) at J-PAL South Asia at IFMR. Based in New Delhi, she works on the scaling-up of programs identified on basis of J-PAL's research and evidence. Prior to joining J-PAL South Asia at IFMR in 2014, she was associated with The Hindu Centre for Politics and Public Policy, where she conducted research on various aspects of the functioning of political parties in India. She has worked with the Association for Democratic Reforms (ADR), a nonprofit organization working on electoral political reforms in India. At ADR, she spearheaded a number of research and information outreach campaigns for effective dissemination of information on candidates and elected representatives to various stakeholders. Ruchika holds a Master's degree in Public Policy from Lee Kuan Yew School of Public Policy, National University of Singapore and a Master's degree in Social Work from Jamia Millia Islamia University, Delhi.

A third participant from TBC from either Government of Rajasthan (GoR), Rural Development Department (RDD), ITC Corporate Social Responsibility Department, or Aga Khan Rural Support Program (AKRSP)

Evaluation Conclave 2015
Pre-Formed Panel

Impact Evaluations in Varying Situations: Techniques and Challenges (P-25)

Conducted by: *Yogesh Suri, Rashmi Agrawal, Urmy Shukla & Rituu Nanda*

With increasing demand for social impact of developmental interventions on which substantial investments are made, the need for impact evaluation has grown considerably. Evolution of concepts, problems of measurement and emergence of issues has led to research that produced a wide choice of methods of evaluations. There are however problems in practical application of various methods and divergence of opinion on the strengths of different methods. Complicated and complex interventions may lack certainty of impacts and their evaluation requires flexible thinking and adaptable approaches (Patton, 2011). There is also an issue of ownership and utilization of evaluation results. (Agrawal and Rao, 2011; Patton 2011). The present panel focuses upon various emerging techniques of impact evaluation, challenges and suitability of various techniques.

Yogesh Suri will provide the emerging development scene in India and future of evaluations in the changing context. A number of developmental schemes and programmes have been introduced in the country with a focus on good governance (GOI,2014-15). How their effectiveness will be measured is the main challenge.

Rashmi Agrawal will discuss the challenges relating to quantitative and qualitative techniques of impact evaluations with providing various examples from the field. The presentation discusses the strengths and weaknesses of each of these designs and their practical applicability in varying situations. She also discusses how the "Fear factor" associated with evaluations could be tackled following mixed methodology or qualitative designs.

Urmy Shukla will focus on the practical challenges of integrating rigorous evaluation methods into institutional settings. Government, civil society and non-governmental organizations in South Asia have recently shown strong trends and clear enthusiasm towards a more solid and effective development in M&E systems. A key step for this has been the increasing efforts to harmonize the supply and the demand of M&E tools. Therefore, capacity building in the region constitutes the primary resource for the development of a common language between policy makers, NGO's, and other actors; the goal is to foster a dialogue aimed at the improvement of public interventions and societies in emergent countries such as India. The presentation will explore the diverse alliances between actors, such as research centers, universities, and public agencies that look for the socialization of evaluation capacities.

Rituu Nanda, by illustrating use of SALT and community life competence approach, will indicate as to how to effectively engage communities in evaluation. Community life competence approach of the Constellation has been applied in more than 66 countries to stimulate communities to act upon their issues. This has ranged from gender based violence to HIV, drugs, WASH etc. Rituu once struggling to involve communities in evaluation, decided to use the approach and found it very effective. Subsequently, she has used this approach in participatory evaluation with sex workers, MSM and transgender, migrants, adolescents, drug users and people affected and infected with HIV. She will be sharing her experience of SALT in engaging communities in evaluation from Northeastern part of India when she used to work with UNAIDS.

Biographies

Moderator: Pramod Kumar Anand

Dr P K Anand is a Fellow of the Indian Institute of Foreign Trade and holds a Ph D in Economics. He currently works in NITI Aayog, Government of India (GoI) and handling Evaluations; Mid-Term 12th Five-Year Plan Appraisal etc. Previously he served in the State Government of Rajasthan and in the Government of India (GoI). In GoI he had been Sr. Adviser, Planning Commission; Joint Secretary (JS) in the Ministry of Rural Development and in the Ministry of Defence; Director (Exports) in the Ministry of Textiles etc. In Planning Commission, besides Industry, Minerals, Research, Economic Divisions he was also heading Programme Evaluation Organisation having 15 field units across the country.

Panellists:

Yogesh Suri - Dr Yogesh Suri is a development economist and policy analyst. He is currently Adviser, Development Policy Division, Economic and Research Divisions, NITI Aayog, Government of India. He is also holding additional charge as Director-General, National Institute of Labour Economics Research and Development, the autonomous Institute under NITI Aayog. He has diverse experience of over 22 years ranging from planning & development, food security, consumer affairs, macro-economic research to empowering small & medium enterprises, banking, financial markets, risk management, etc He has served as Chief Economist of State Bank of Bikaner and Jaipur and worked in various capacities with Small Industries Development Bank of India. A graduate from Hindu College,

University of Delhi, Dr. Suri holds a Masters' Degree in Business Economics (MBE) from University Delhi and Ph.D from the University of Rajasthan. He also holds Diploma in Business Finance from ICFAI and is a certified Associate of Indian Institute of Banking and Finance. He has published extensively on pro-poor macroeconomics and development challenges.

Rashmi Agrawal - Dr Rashmi Agrawal is working as Director in the National Institute of Labour Economics Research and Development functioning under NITI Aayog, Govt. of India. She has initiated a diploma course in 'Monitoring and Evaluation' which is approved by Govt. of India and is in great demand. She is actively associated with IDEAS as a member for the last several years and volunteered to contribute to the development of Competencies for Commissioners and Managers of Evaluations. She is also chairing a thematic sub-group on 'Utilisation of Evaluations'. She has been elected for the Governing Board of IDEAS as a member. Dr Agrawal is a founder member of 'Community of Evaluators'- a South Asia. She is chairing a Task Team for creating an enabling environment for influencing decision makers about utility of evaluations. She has taught a course on 'Survey Designs' as co- faculty in IPDET, Carleton University, Canada.

Urmy Shukla - Urmy Shukla is Senior Capacity Building Manager for CLEAR/J-PAL South Asia at IMFR. She works on strengthening monitoring and evaluation capacity in the South Asia region. Urmy has experience in monitoring and evaluation for a wide range of partners, including UNESCO, the UK government, European Commission, USAID-PEPFAR, and the US Department of Health and Human Services, as well as local government agencies and NGOs in Ecuador and Brazil. At J-PAL South Asia, Urmy supports the CLEAR Initiative, developing and delivering courses and technical advisory services in impact evaluation, measurement, and survey design. Her doctoral work is in Sociology, where her research and teaching focus has been on economic development, human rights, and global health. Urmy also holds an MSc in Local Economic Development from the London School of Economics and a B.A. in Economics and Spanish Literature from Brown University.

Rituu Nanda - Rituu B Nanda is deeply humbled to currently work with four organizations – Institute of Social Studies Trust under the project ';Engendering Policy through Evaluation';, with Anti Slavery international as M&E consultant, with Institute of Development Studies on Participatory Action research and with Constellation on community development. Rituu has acquired experience in community development, M&E, knowledge management, and participatory action research. Strength-based and participatory processes nourish her. She is working towards her dream to bring together those engaged in people-centred practices and strengthen the movement.

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Evaluation Conclave 2015
Pre-Formed Panel

Engaging Parliamentarians in Evaluation (P-27)

Conducted by: *EvalPartners*

At the CoE-SA Evaluation Conclave held in Kathmandu, Nepal In February 2013, the first ever Parliamentarians' Panel presented three country experiences (Sri Lanka, Nepal and Bangladesh) on enabling environment for development evaluation in their respective countries. This was historical in giving the Parliamentarians a voice for national evaluation policies and seeking a commitment to realize evaluations at the country level. Thereafter, Parliamentarians were featured in many international evaluation fora aiming to promote national evaluation policies.

Developing and strengthening evaluation policy in any country is important for many reasons. It is more so for developing countries where the resources are scarce and the needs of citizens are disproportionately aplenty. None of the South Asian countries has a national evaluation policy in place despite each country having a fairly satisfactory monitoring and evaluation mechanism in place in their respective public sectors. Often, evaluation practitioners blame legislators for not taking action. In this context it is important that Parliamentarians promote national evaluation policies. This will enhance the enabling environment for nationally-owned, transparent, systematic and standard development evaluation process in line with the National Evaluation Policy at the country level to ensure aid effectiveness, achievement of results and sustainability of development.

It was important to observe emergence of Regional Parliamentarians' Fora in Africa, East Asia, Latin America and MENA. More importantly, the first ever National Parliamentarians' Forum for evaluation was initiated in Nepal by a group of Constitutional Assembly members. In this context, EvalPartners together with other stakeholders organized a one-day meeting on "Towards a Global Parliamentarians Forum for Development Evaluation", which was held on 2 October 2014 at the EES conference in Dublin. The meeting was attended by Parliamentarians from different regions, Regional VOPE leaders and representatives of international organizations. Ms. Caroline Heider, Senior Vice President of the World Bank made the keynote speech highlighting the importance of Parliamentarians engaged in evaluation. As a result of this meeting the Global Forum will be launched at the Parliament of

Nepal on 25 November 2015. Parliamentarians from each region will attend the launch.

This panel is to bring perspective of parliamentarians coming from different regions regarding national evaluation policies and systems.

Moderator: A Parliamentarian to be selected.

Panellists:
Panellists will be Paliamentarians chosen from South Asia, Africa, East Asia and Latin America.

Evaluation Conclave 2015
Pre-Formed Panel

Collaborative Approach to Capacity Development on Evaluation in Nepal (P-28)

Conducted by: *National Planning Commission, Nepal*

Capacity development on evaluation requires a concerted effort at multiple levels that reaches out to stakeholders with various roles and responsibilities vis-à-vis evaluation. The collaborative and multi-dimensional capacity development approach applied in Nepal focuses on strengthening institutional, organizational and individual capacities on evaluation. Institutional capacity building has led to having an enabling environment for policy development, legislation, and institutional arrangements to provide vision and leadership on evaluation. Organizational capacity development has focused on setting up the frameworks, developing guidelines, and strengthening the functional capacities of the national apex institution on evaluation as well as the line ministries. The approach to individual capacity building has focused on strengthening the capacity of individuals from various backgrounds and positioning vis-à-vis evaluation with the primary objective of building their technical capacity to understand, conduct, manage or use evaluations. While not all three dimensions are currently at par, there is recognition that partnership between the Government entities, UN agencies, the community of evaluators, and academic institutions is necessary to ensure that capacity development efforts reach the evaluation stakeholders among the policy makers, oversight agencies, government agencies, development actors, and the beneficiaries of development.

This panel will delineate the collaborative approach and multi-stakeholder engagement on evaluation capacity development in Nepal. It will start with a short video followed by two presentations and interactive discussion.

Presentation 1

This presentation highlights collaborative approach of the government entities, UN agencies and the community of evaluators on building evaluation capacities in Nepal. Moreover, it illustrates the importance of applying a multi-dimensional and collaborative approach for effectiveness and results in capacity development. It also sheds light on some of the immediate results of this approach particularly in the areas of institutional and organizational capacities, policy advocacy, and knowledge sharing. It will also underscore some of the contemporary issues and challenges in capacity development in the context of political transition, instability, and many competing priorities for development effectiveness in the country.

Presentation 2

This presentation will highlight the evolution and experience of the National Parliamentarian Forum on Development Policy Evaluation in Nepal. It will elaborate on how the Forum has been collaborating with government agencies, voluntary organization of professional evaluators (VOPEs) and development partners to build capacities of the parliamentarians to understand and use evaluation effectively in their policy making and oversight functions.

Biographies

Moderator: Member-Secretary, National Planning Commission, Government of Nepal

Panellists:

Dr Teertha Raj Dhakal, Joint Secretary and Chief M&E Division of National Planning Commission Secretariat of Nepal, has over two decades of experience in development management and designing and operationalizing results-based M&E systems. He has facilitated about 30 evaluations conducted by professional evaluators and has been working to build M&E capacities in the public sector in Nepal. Dhakal holds a PhD in Education (Development Studies) from Kathmandu University and an M Sc in Project Planning and Management from University of Bradford (UK).

Dr Lazima Onta Bhatta, Chair of UN M&E Group and Assistant Country Director, UNDP Nepal, has over 15 years of experience in designing, implementing and managing development programmes and projects, developing and operationalizing M&E systems, managing evaluation, and teaching and research. She has a Ph D in Anthropology from Cornell University, USA.

Hon'ble Mr. Ananda Prasad Pokharel is the Member of the Legislative Parliament and Chair of National Parliamentarian Forum on Development Policy Evaluation of Nepal.

Evaluation Conclave 2015
Pre-Formed Panel

Better understanding and measuring resilience –ensuring coherence across scales, contexts and audiences to support robust lesson-learning for policy and practice (P-29)

Conducted by: *Itad Ltd (UK) and Sambodhi Research & Communications Pvt. Ltd, India*

Globally there are a multitude of projects, programmes and organisations with a mandate to strengthen resilience and then share evidence and lessons on how best this can be done. This panel will present and discuss experience and lessons from two resilience strengthening programmes on how resilience as a concept can be better understood and measured. The two programmes are:

- Smart Power for Environmentally Sound Economic Development (SPEED) funded by Rockefeller Foundation

- DFID Building Resilience and Adaptation to Climate Extremes and Disasters (DFID BRACED)

The panel presentation will:

- Briefly introduce the designs of the M&E systems for each of the projects, focussing on the approach defined for measuring resilience in context of a. Climate Extremes and Disasters and b. Market-led interventions ;

- Identify some of the key challenges and constraints in measuring resilience including:

    o Ensuring coherence and clarity of resilience strengthening conceptualisation;
    o Ensuring coherence evidence and lessons across a diverse set of audiences and stakeholders;
    o Ensuring coherence across scales – from household to project to programme and beyond;
    o Ensuring coherence across contexts and in the face of a complex set of external factors; and,
    o Ensuring resilience measurement frameworks support flexible and adaptive programming in the short-term as well as contributing to broader conceptual knowledge/understanding in the medium to long term.

- Specifically in context of market-led interventions:

    o Appreciating the need to embed resilience measurement in the M&E of intervention
    o Conceptualizing resilience measurement as an integral function for assessing business case sustainability

- Initiate a discussion on how these challenges have been or could be addressed. In order to engage a range of perspectives, participants in the discussion will include the M&E leads from both programmes, the M&E lead from the DFID BRACED project in Nepal, and the perspectives of Conclave participants.

Biographies

Moderator: Robbie Gregorowski

Robbie Gregorowski is an Associate Director at Itad and has over 10 years' experience providing monitoring, evaluation and learning services to a range of international organisations including the Rockefeller Foundation. As head of M&E for the DFID Building Resilience and Adaptation to Climate Extremes and Disasters Programme (BRACED) programme, he is leading an M&E team designing a results reporting system across 15 NGO consortia in 12 countries, and delivering a £3m portfolio of programme evaluation activities. He has a particular interest in advancing both the conceptual and practical aspects of resilience measurement.

Panellists:
Swapnil Shekhar: Swapnil as One of the co-founders of Sambodhi has 15 years of experience in results based management and programme management support. He has anchored many peer-reviewed evaluations in livelihoods, renewable energy and public health sectors. His current work focuses on designing and implementing monitoring, learning and evaluation systems for market based developmental interventions with a special focus on creating real time learning loops for programme implementation.

Madan Pariyar: Madan, Monitoring and Evaluation Director at iDE Nepal, is the lead person responsible for monitoring and evaluation of projects and programmes implemented by iDE in Nepal. He has over 20 years of experience in designing, implementing and supervising the Monitoring and Evaluation Strategies and Systems. He has worked extensively with several national and international government and non-government organizations in Nepal and abroad at different capacities providing services related to monitoring and evaluation. Dr. Pariyar also leads the climate change related

initiatives of iDE Nepal, and is currently the Deputy Team Leader and Monitoring/Evaluation Lead for Anukulan – BRACED programme being funded by DFID in Nepal.

Ram Chandra Khanal: Ram is a vice chairperson of community of evaluators in Nepal (CoE – Nepal). He has over 20 years' experience of development practice focused on the design, implementation and evaluation of development, environment and climate change projects and programmes in South Asia. Much of this work has supported organizations to re-examine their role and formulate a new approach to improve their effectiveness in contributing to development impact. He has particular interest in designing and implementation of evaluation framework for climate change and natural resources management projects and programmes.

Dave Wilson: As a consultant with Itad, Dave leads evaluations on two climate related flagship DfID programmes, Building Resilience and Adaptation to Climate Extremes and Disasters Programme (BRACED) and Ideas to Impact, focused in Nepal. He has 10 years of experience designing, managing and delivering natural resource and climate change projects in the UK and overseas.

Evaluation Conclave 2015
Pre-Formed Panel

Opportunities and Challenges of Peace-building Evaluation: Experiences from South Asia (P-30)

Conducted by: *Search for Common Ground, Nepal*

With the emergence of peace-building as a developmental discipline globally, as well as in South Asia, there has been growing debate on how best to evaluate programs that are implemented in complex and conflict related environments. Given the ever changing socio-political nature in post-conflict environments, it is often difficult to effectively measure intangible outcomes, such as attitude or perspectives changes, and predict what success could look like at the individual and societal level. Due to the lack of experienced evaluators in the region, this field of evaluation is suffering significantly as compare to other fields of evaluation. The panel discussion will discuss unique aspects to peace-building evaluation, such as conflict sensitive evaluation practices and do no harm approaches and will jointly explore diverse evaluation approaches: such as outcome mapping, participatory methodology, and developmental evaluation.

Rationale for the Panel and Its importance to the Conclave

The opportunities and challenges around peace-building and conflict sensitive evaluation grappling us in the region needs deeper experienced-based and need-based analysis and discussion in order to develop this field and produce or mobilize cost-effective and expert human resources from within the region. The panel discussion is important in initiating a debate and practice among evaluators and peace-building practitioners in Asia given the state of peace-building and conflict sensitive evaluation in the region. This panel will not only bring the experiences and challenges from South Asia, but also form South East Asia. Presentation of such a wider perspective in a conference like Evaluation Conclave 2015 will add value to the body of literature and practice.

Biographies

Moderator: Shiva K Dhungana

Shiva K Dhungana, Asia Regional DM&E Specialist of Search for Common Ground with experiences form seven countries in Asia. He will draw challenges, opportunities and lessons learned from those country specific experiences and open the debate for further discussion. Shiva will also highlight on the dilemma of the evaluation ethics vis-à-vis peace-building evaluation and the evaluation approaches that are useful in complex and post-conflict environments.

Panellists:

Mark M Rogers: One of the authors of the famous book, *Designing for Results*, and a highly experienced internationally known evaluator, Mark will present a global perspective on the challenges around the peace-building and conflict sensitive evaluations and how this field of evaluation different form other evaluation disciplines. He will also focus on the debate around the uniqueness of the peace-building evaluation vis-à-vis other evaluation disciplines (use of conflict sensitivity, conflict assessments, and do no harm).

Rajendra Mulmi: Rajendra, the President of the Association of International NGOs in Nepal, will highlights the opportunities emerging within the AIN community in Nepal and provides some alternative recommendations on how this field of evaluation could be developed and quality human resources are produced from within the region. He will also discuss the increasing demand vs the dearth of expert evaluators to carry our good quality and systematic evaluation in this field.

Tulasi Nepal: Tulasi is a long-time champion in implementing and evaluation peace-building programming in Nepal, India and Cambodia and bring an insight using peace-building lens into development programme evaluation and capturing results. In doing so, he will highlight the challenges prevailing in the field and furnish recommendations to advance this field in the region.

Panel formed by the Secretariat from Abstracts received

Policy Evaluations: Methodology and Use (P-31)

Integrating Gender into the Canadian Federal Government Evaluation Function
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Keywords: evaluation, performance measurement, gender, social justice, policy, practice

Introduction

Imagine having access to information regarding women scientists leading Arctic research expeditions, how programming for young men is addressing violence against women, or how infrastructure investments are differentially benefitting Canadian families. Strengthening various federal government programs' relationships with the evaluation and performance measurement functions could feasibly represent one avenue by which this information would be available.

However, this feasibility isn't enabled consistently across the federal government evaluation function. In 2009, the Office of the Auditor General conducted an audit of Gender-Based Analysis (GBA) in federal government departments, reporting uneven implementation of gender-based analysis, and little evidence of its influence on decision-making. Resulting recommendations include program requirements to consider gender in examinations of program effects, thus linking the evaluation and gender-based analysis functions in the federal government context. All government departments are equally subject to these recommendations, however, often these departments do not have the necessary knowledge of what gender, and related elements of diversity are, little understanding of how diversity elements align with the evaluation function's policy and practice, and when it is appropriate to address these elements in evaluation planning/design, conduct, analysis, reporting, and dissemination stages.

Additionally, there is a relationship between evaluation policy and evaluation practice that has bearing on addressing key information requirements to support decision-making in the Canadian federal government context. Pockets of gender based analysis expertise exist, but are generally isolated to individual departments,

and within these departments, various programs. As a result of the 2009 Auditor General's recommendations, Status of Women Canada has initiated improving the relationship between evaluation practice and gender-based analysis however, little has been done at the evaluation policy level to address these concerns.

This presentation will share with conference attendees, the results of an application of feminist evaluation principles to highlight where opportunities for growth targeting the federal government's evaluation policy. Attendees may consider these opportunities when developing, and/or implementing an evaluation policy at country levels, and within their own departments/ agencies.

Methodology/Framework

Feminist evaluation has evolved over the last decade, and from this evolution eight principles have been articulated that include:

- Knowledge is culturally, socially, and temporally contingent;
- Knowledge is a powerful resource that serves an explicit or implicit purpose;
- Evaluation is a political activity; evaluators' personal experiences, perspectives, and characteristics come from and lead to a particular political stance;
- Research methods, institutions and practices are social constructs;
- There are multiple ways of knowing;
- Gender inequities are one manifestation of social justice. Discrimination cuts across race, class, and culture and is inextricably linked to all three;
- Discrimination based on gender is systemic, and structural; and
- Action and advocacy are considered to be morally and ethically appropriate responses of an engaged feminist evaluator.

The Canadian federal government evaluation policy is comprised of the policy itself, as well as an accompanying directive, and standard. It is this suite of evaluation policy tools that is the subject of this portion of research as each of the feminist evaluation principles is applied. This research acknowledges the differing needs of evaluation stakeholders identified in the suite of policy tools that includes program and evaluation managers, individuals responsible for the evaluation function, senior decision-makers, and program beneficiaries. These stakeholders are involved in different dimensions of producing and using evaluations in the Canadian federal government evaluation function that will appeal to a variety of conference attendees.

Results/Discussion

The Canadian federal government's evaluation function consists of both policy and program dimensions. Evaluation practices within individual departments and agencies are largely dictated by the federal government evaluation policy and are held accountable to the standards set forth in the suite of evaluation policy tools. This is supported by evaluation theorists who suggest that practice dimensions are influenced by governing policy frameworks.

Based on the recommendations made by the Auditor General, the federal government of Canada is beginning to address gender considerations in practice dimensions through work undertaken by SWC, however, the policy dimension's relationship with gender and other elements of diversity are largely unexplored. Applying feminist evaluation principles to the suite of evaluation policy tools provides an interesting perspective by which to regard where gender and other intersections of diversity might be strengthened. In fact, research appears to suggest that elements from the suite of evaluation policy tools are directly in conflict with feminist evaluation principles. Without changing the suite of evaluation policy tools, the presenter offers suggestions for others creating opportunities to incorporate gender, and other elements of diversity in their own respective evaluation functions.

Evaluation of gender equality policies: Exploring and rethinking quality criteria

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Keywords: quality criteria, evaluation, gender equality policies.

Introduction

Gender equality was first introduced into the evaluation of public policies in the 1990s. Thenceforth, there has been a growing demand to evaluate gender equality policies, and to incorporate a gender perspective in every evaluation exercise. Different theoretical and methodological approaches on how to tackle gender equality in evaluation have been developed and published over the last decade, and a rich debate about what this implies has emerged during the recent years. Broadly speaking, the vast majority of these proposals is based on feminist and gender theories and tries to promote a transformative analysis of gender issues in evaluation. All the proposals consider evaluation as a key tool for promoting gender change and more equitable societies.

Methodology/Framework

This paper presents the existing literature and explores their main contributions towards defining and assessing the quality criteria of gender equality policies. The ultimate goal is to (re)think what quality means in the case of gender equality policies and how to evaluate it.

Part one of the paper presents the proposals for evaluating gender equality policies and for including a gender perspective into the evaluation process, highlighting their main contributions. Part two presents a reflection about evaluation criteria for gender equality policies. Finally, the paper proposes a set of evaluation dimensions and evaluation methodologies, and guidelines to explore those dimensions in order to improve evaluation practice.

Results/Discussion

It is evident from the aforementioned literature that it is not possible - nor convenient - to set universal criteria for evaluating gender equality policies. Evaluation theory and most evaluation approaches emphasize the need to contextualize and adapt any set of criteria to concrete policies, interventions, contexts and times.

Feminist evaluation especially insists on the idea that knowledge, and the way in which that knowledge is produced, including evaluation, is culturally, socially, and temporally contingent.

An evaluator should not suggest which definition of success is "right", but acknowledge different and competing definitions and criteria of success. Different definitions of success can come from different stakeholders and perspectives, and evaluation should be the arena where those perspectives are scrutinized, shared and negotiated. Any set of pre-defined criteria might be a temptation to 'skip' this important part of the evaluation process which allows the evaluation to play in its full political nature. Hence, in this paper, we prefer to explore 'evaluation questions' and 'evaluation dimensions' in a more general and open approach. Regarding how to assess 'evaluation questions' and 'evaluation dimensions' related to quality of gender equality policies, the literature shows three warnings to take into account. First, the 'evaluation questions' or 'dimensions' should pay attention to the content (what the gender equality policy is trying to change), and the process (how this policy is being implemented). If we only assess results and not look at processes, we would not be able to understand how gender change occurs and we would not be able to evaluate the quality of this change. Secondly, these 'evaluation questions' and 'dimensions' should take into account the stakeholders involved and its context. Evaluation is a political exercise and the delimitation of 'evaluative questions' and 'dimensions' should be considered as an opportunity to give voice to unvoiced people and to promote change in power relationships. Definition of quality should be agreed by the different stakeholders and should consider the different contexts. Third, in the definition of 'evaluation questions' and 'evaluation dimensions' we need to be especially vigilant for avoiding technocratization tendencies which end up translating the gender perspective in evaluation in simplistic "counting women" exercises. Therefore, when assessing quality of the gender equality policies, we should to take into account not only the number of women implied or female beneficiaries but also analyze to the different critical gender issues highlighted by the gender studies and feminist evaluation literature.

Evaluation Impact on Decision Makers: Beyond the Lens
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Keywords: evaluation use, evaluation influence, evaluation impact, social betterment

Introduction

The field of evaluation has grown over the past years, however literature suggests that the topic of *evaluation use* has remained relevant and is of interest to academics and practitioners. As Christie (2007) states, use is a central outcome of any evaluation, and without use, evaluation cannot contribute to its primary objective which is social betterment. However, Kirkhart (2000) and others such as Henry (2000) and Henry and Mark (2003) have argued that describing the changes that occur as a result of evaluation as evaluation use, limits its diversity and should in fact be described as evaluation influence. Kirkhart (2000) posits that *evaluation influence* goes beyond *evaluation use*, and is an umbrella term that addresses the conceptual limitations and looks at the use of evaluations beyond results- based use. Hence, we need a paradigm shift that requires us to think of evaluation as an intervention with its own set of processes, outputs and outcomes that we are aware of, and accountable for. This paper discusses the use of evaluation by decision makers to positively impact social betterment.

Methodology/Framework

Considering the use of evaluation, as an immediate outcome of evaluation findings, a logical model can be drawn. This will then lead to the influence of the evaluation which would invariably subscribe towards the end objective, which is social betterment. The framework of this logical model, illustrated in Figure 1, probes into the idea and concept of the terms *evaluation use* and *evaluation influence* and seeks to establish a connection between the two terms.
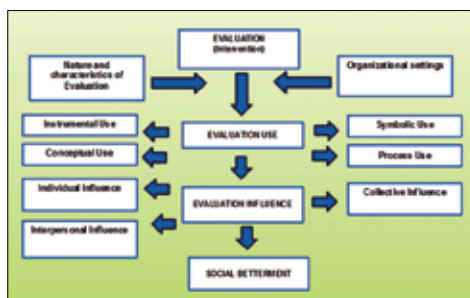

Fig. 1: Logical Model of Evaluation Impact

Results/Discussion

The model suggests that when evaluation is seen as an intervention, it is easier to comprehend the processes involved in line with achieving the ultimate goal which is social betterment. The immediate outcome of intervention is the utilization of its findings, which is affected by two major factors: the characteristics of the evaluation and the characteristics of the organisational settings (Bayley, 2008). The effective use of these findings can be categorised as instrumental use, conceptual use, symbolic use and process use according to evaluation scholars such as Kirkhart (2000), Patton (1994) and Weiss (1980).

This paper will further exemplify how every stage in the proposed model can be internalised to maximise the positive impact of social betterment. It will also provide a comprehensive understanding of how evaluation as an intervention has the potential to enhance its use and subsequently maximise its influence on social betterment through direct and indirect means.

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Evaluating the Impact of the SDGs
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Keywords: SDGs, significant indicators, evaluation criteria

Development strategists understand the importance of focus in defining and achieving development aims. Evaluators know the problems posed by ill-conceived indicators that aim to provide data for measuring results. So how is it that the SDGs, as a continuation of the MDGs, have lost sight of priorities by multiplying development aims to include a wish list for curing all the world's ills? And how do the proposed indicators have meaning across contexts, cultures and diverse systems? What will be the criteria for evaluating impact?

Developed and less-developed societies each have their own concerns and the SDGs enable developed societies to focus on their own concerns of criminality and pollution and relative lack as opposed to concentrating on helping the rest of the world reach basic minimum standards in health, education, food security and shelter. The concern was that the onus was on developing countries to improve, while many of the problems of the developing world were related to climate and environmental issues caused by Western economic practices. However, it appears that, under the SDGs, Western governments will each be responsible for addressing their own ills and will still help determine-- as donors--the agendas for developing countries.

Instead of expanding the range of essential needs, to reflect the success of a concerted focus on MDGs, what ensued in the drafting of the SDGs was a free-for-all with everyone inserting his cause for concern and no one considering how to prioritize the competition for resources allocated or the measure of results. The indicators proposed thus far are not promising. Is a lower crime rate in a US city equal to ending an ethnic conflict in South Sudan? Where should resources be concentrated?

Western interventions to address their own concerns will be determined by national policies. Many interventions in the developing world will be an international initiative. Is counting the number of women in parliament in Iraq or Afghanistan really indicative of increased women's power? In countries where politics is conducted outside of parliaments, in caucuses of influential groups, a female representative has a vote, but may not be listened to, or participate in the real decision-making that determines what laws are presented. In countries such as Lebanon and Palestine, the government is so deadlocked that it cannot agree on new elections and simply prolongs its own term. Where is the measure of real functionality when using an indicator such as a seat in parliament, across highly varied contexts?

In an attempt to be inclusive, the SDGs have included everything and focused on nothing. The view is so vast, the list of ambitions so long, that resources are diluted and efforts are piecemeal. Everyone can be working on something--as always. Each can address his own concerns. What is lost is the recognition that not all issues are relative. Some are critical, relating to life and death in precarious contexts that need extra attention.

My presentation will highlight the main problems with this approach, and point out that significant indicators are needed if interventions are to be tracked and interpreted for improved impact.

Measuring the impact of entertainment education intervention on behaviour change: Lessons from the Field

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Keywords: entertainment Education, behaviour change communication, evaluation of EEI

Introduction

Population Foundation of India (PFI) launched a trans-media initiative, titled ***Main KuchBhiKar Sakti Hoon – I, a woman, can achieve anything*** **(MKBKSH)** on national TV and radio in 2014. MKBKSH aims at contributing to gender equality, empowerment of women and improved health seeking behaviors.

PFI conducted a baseline evaluation of Season I of MKBKSH in order to build an understanding of the status on identified project indicators in two states of MP and Bihar in February, 2014. To assess the change from the baseline data, the end-line evaluation of Season I was undertaken in two project states in March, 2015.

This entertainment education based program has not been without learnings for us as we experienced a great deal of challenges in assessing transformational behaviour change. The learnings will be of great interest to the programmers and practitioners in the business of entertainment education and measuring the impact thereof. The intervention has thrown several pertinent questions as well.

Methodology/Framework

The objectives of the research was to assess the impact of MKBKSH on the knowledge, attitudes related to age at marriage for girls, family planning, gender discrimination and sex selection.

End-line evaluation comprised a mix of both quantitative and qualitative surveys. Where quantitative survey measured the impact of the EEI program in terms of bringing out the desired changes and the markers of change for behaviour, qualitative survey would be helpful in understanding the diagnostics of the EEI serial and also to explore for reasons for change etc. Sampling process i.e. selection of districts, villages, households and respondents were done in same manner as done for the baseline component.

Results/Discussion

Findings on Family Planning

- The proportion of married women considering 21-25 years as the ideal age for first child birth has **increased by 8%** in the group exposed to MKBKSH.
- Women who felt that the ideal age gap between two successive births should be 2.1 to 4 years went up from 65% to **74%**
- Women who have seen the program are **more confident in accessing FP services**.

Findings on Domestic Violence, Women's Empowerment and Child Marriage

- There is a positive shift in the attitude of women especially towards FP and domestic violence.
- A positive shift is also observed in the attitude of married men and mother in law (MIL) from the exposed group as compared to baseline and non-exposed group.

Challenges

- Defining control group/area for a mass media project is challenging, especially when the project covers large geographical areas
- Sampling of desired exposed group especially in media dark geography was a challenge. The availability of TV is in 2-3% of households and situation is further complicated due to irregular supply of electricity.
- Lack of availability of any base data on radio and TV listenership/viewership.
- Within household with TV and Radio who all are exposed to a particular program. Selection of right kind of respondents becomes difficult.
- Evaluation and attribution becomes more tedious for mass media program if there are multiple actors with BCC initiatives
- Duration of program and impact – what level of behavior change or outcome level changes should we expect after a mass media program of duration like 6 months or so?

Panel formed by the Secretariat from Abstracts received

Impact Evaluation in Different Contexts: Choosing Methodologies that Matter (P-32)

Gender sensitive and politically relevant real-world impact evaluations: Lessons from 3ie impact evaluations

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Keywords: gender, impact evaluation, development, gender-based programming

Introduction

While many development practitioners and policy makers are committed to addressing gender issues and concerns which manifest within their projects and programmes, evidence on how to most effectively and efficiently to do so continues to be elusive. Impact evaluations are increasingly taking on a more prominent role in the field of development for estimating the effectiveness of development programmes. Since many development programmes in recent years have had a gender focus, in some form or the other, impact evaluations of these programmes have important lessons for gender focused programming. Through this paper we seek to identify the different methodologies and analytic frameworks used by different impact evaluation studies for understanding the role of gender in development programmes, and the important lessons that can be learnt from these evaluations. Using 3ie funded impact evaluations studies that have been completed from 2008 to 2015 we specifically seek to answer the following questions:

a) What are the factors that determine the consideration of sub-groups and especially gender in impact evaluations?

b) What are the practical factors that influence examining gender in the practice and influence of impact evaluation?

Methodology and Results

From its inception in 2008, until now, 3ie has funded and closed 128 impact evaluation studies. These studies cover a range of development topics and contexts. In this paper, we examine the 42 IE studies, funded by 3ie that have been completed and classify them according to whether they are gender focused, include gender specific analysis, provide gender disaggregated impact or contain any form of gender analysis. Based on this classification, we further code studies according to the common methods used and how gender was integrated into evaluation of the initiative. Finally, we look at the conclusions drawn by this study in terms of the claims they make about the gender-based programming.

Mixing methods for strengthening impact evaluations

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Introduction

Researchers and donors around the world have articulated their commitment to using a mixed-methods approach to impact evaluation (IE). However, the systematic and synergistic use of multiple methods for collecting, analyzing, interpreting and presenting data remains limited in impact evaluations. A key constraint is the lack of a consensus on when and how best to deploy different methods, and elucidate the causal chain underlying an intervention.

Our objectives in this paper are to (1) identify the gaps and limitations of published mixed-methods impact evaluations and (2) develop specific guidelines regarding when and how to do systematic and high-quality qualitative research and synthesize this with quantitative research as a part of an impact evaluation. By mixed-methods, we specifically refer to integrating qualitative and quantitative research methods for data collection, analysis and interpretation. Both methods can be used to make factual and counter-factual claims.

Methodology/Framework

We review all IEs including "mixed methods" currently included in 3ie's Impact Evaluation Repository. This is an index of all published impact evaluations of development interventions. Currently, there are approximately 2400 studies in the repository. We will systematically search through the repository and identify papers that are 'mixed methods' through a review of their abstracts. For each of the selected papers, we will then consider the combination of methods used, the phase of research at which they are used, and what contribution this made to overall evaluation design, findings and conclusions reached.

Results/Discussion

The following key outputs will be presented: (1) a pre-analysis plan template for conducting qualitative research as a part of an impact evaluation; and (2) specific guidelines/criteria for conducting high quality mixed-methods impact evaluations that fulfill the goal of learning what works, why, and in what contexts.

These outputs aim to address an important lacuna in evaluation: moving from an expressed goal to engage in more mixed-methods impact evaluations to providing a blueprint of how to do so. Ultimately, we believe these products will provide systematic guidance to researchers and evaluators on how to better evaluate real-world development programmes and interventions.

Saving children's lives from severe acute malnutrition - Findings and lessons from UNICEF's Evaluation of Community Management of Acute Malnutrition

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Keywords: severe acute malnutrition, multi-country evaluation, community nutrition programmes, moderate acute malnutrition.

Introduction

Severe acute malnutrition (SAM) is defined by a very low weight-for-height (below -3z scores of the median WHO growth standards), by mid upper arm circumference (MUAC) below 115 mm, or by the presence of nutritional oedema. SAM prevalence rates vary widely and recent (2012) estimates suggest that globally 17 million children under five years of age were affected by SAM. A majority of them lived in South Asia (71%) followed by Africa (28%). Children affected by SAM are at high risk of death and poor cognitive development, and they require special care, nourishment and treatment.

Since 2007, four UN agencies, including UNICEF, endorsed the Community Management of Acute Malnutrition (CMAM) approach, which promotes community outreach as a foundation to the treatment of severe acute malnutrition, and the management of moderate acute malnutrition (MAM). Development of this approach was based on evidence showing that the majority of children with SAM never reach health facilities. Hence, the best way to help them is to provide them with appropriate and continuous care within their community, and to involve their caretakers. Introduced initially as an emergency response, CMAM has progressively been scaled-up over the years in non-emergency settings. By the end of 2012, governments in 63 countries had established partnerships with UNICEF, WFP, WHO, donors, and NGOs to implement CMAM.

Methodology/Framework

A comprehensive evaluation was conducted during 2011-12 as the first systematic effort by UNICEF to generate evidence on how well the global as well as country level CMAM strategies have worked, including their acceptance and ownership in various contexts and appropriateness of investments in capacity development and supply components. The evaluation, which was global in nature, included in-depth evaluation of CMAM in five countries (Chad, Ethiopia, Kenya, Nepal and Pakistan) to draw synthesized findings and recommendations based on broader research and a global internet survey targeting all 63 countries implementing CMAM. The evaluation findings have been used by key stakeholders in addressing issues identified by the evaluation including need for stronger national ownership and capacity development; sustainability and scale up options in light of cost issues; and improving care and treatment quality.

Results/Discussion

This presentation is intended to share key findings from the evaluation and draw lessons for dealing with some of the complexities involved in planning, designing and managing a comprehensive multi-country evaluation. The 5 multi-country case studies which included Nepal and Pakistan in South Asia were the main data sources for the evaluation. The field-work and analysis of data from the 5 countries turned out to be a complex and challenging undertaking. Apart from the differences in the geo-political context, the programme contexts varied significantly across the 5 countries and required adaptation of evaluation methodology. Evaluation management challenges included identifying and recruiting qualified national teams; organizing field work in harsh conditions; and processing data from 5 countries simultaneously under time, budget, and technical constraints. The presentation will also highlight the mitigation strategies used to complete the evaluation despite the challenges and offer some concrete lessons for use in conducting similar multi-country evaluations.

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Panel formed by the Secretariat from Abstracts received

The How and Why of Equity and Gender focused evaluations (P-33)

Feminist Approach to Collaborative Evaluation: Innovation for relevance and constructivist learning

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Keywords: feminist evaluation, collaborative evaluation, women's empowerment, relevance

Introduction

This paper discusses learnings from and experiences with a collaborative evaluation, with a feminist lens, of a women-focused development intervention. "Collaborative evaluation is defined as any evaluation in which there is a significant degree of collaboration or cooperation between evaluators and stakeholders in planning and/or conducting the evaluation" (Cousins *et al.*, 1996). Feminist evaluation is an approach that places emphasis on reflexivity, participatory and inclusive methods, and an ethical sense in evaluation design, data collection, and use.

Methodology/Framework

An important stage in 'prospective evaluation' is the process of constructing a baseline, using participatory qualitative as well as quantitative methods to collect data from a stratified random sample. During this stage in 'prospective evaluation' the scope for collaboration is maximized, since the risk of bias on the part of programme personnel is minimized, while potential gains are high. For example, in the case of a programme working with women in very poor and geographically dispersed settlements across several states in India, distances and accompanying socio cultural differences make it difficult to collect data without a strong participation of the implementing partner (language, communication, culture, access).

Results/Discussion

In the paper, the challenges faced and evident advantages of the approach are discussed. We suggest that the production of richer findings and building the capacity of implementing organizations to effectively monitor their programmes are important contributions of collaborative evaluations, helping to institutionalize a culture of consistent learning among implementing organizations.

Reference:
Cousins J. B. *et al.* (1996). Collaborative Evaluation in North America: Evaluators' Self-reported Opinions, Practices, and Consequences, Evaluation Practice 17(3): 207–26.

Integrate Equity and Gender in Evaluation of Education

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Keywords: education, early childhood development, equity and gender

Introduction

In line with its economic expansion, in recent years Cambodia has experienced improvements in some of the health, nutrition and education indicators for infants and children under 5 years of age.

Equity and gender gaps have been bridged and primary school enrolment rates have steadily improved even though a much smaller percentage of children are enrolled in preschool. Yet some progress has been observed. One reason for the increase in primary school enrolment rates is the result of collaboration between Cambodia and international development partners, which increased access to community pre-schools by training pre-school teachers as well as providing materials. The increase was also achieved through the expansion of preschool classes in primary schools and the expansion of home-based education programmes in remote and non-serviced areas.

UNICEF used its unique position in the post-conflict context to help the Cambodian authorities rebuild and transform its education sector. UNICEF's presence in the country during and post-conflict, and prior to the arrival of other UN agencies and development partners, was able to build a long-term and trusting relationship with the government.

From 2000 onwards, UNICEF has played a critical role in the emergence of effective sector-wide coordination platforms in education. In 2002, UNICEF provided support to the Cambodian authorities to establish community-based childcare classes with technical inputs from the Ministry of Education. Through Village Action Plans (VAPs), 693 childcare classes were set up, benefiting 13,946 children (3 to 5 year olds, of which 7,459 were girls) in 117 communes. By 2012 the number of children aged 3 to 5 accessing UNICEF-supported community pre-schools amounted to 28,339 (14,932 girls, representing 52 per cent) enrolled in 1,282 community preschools in 320 communes in 12 provinces across the country.

Integrating equity and gender consideration, this paper will present the results and the main lessons of an evaluation of UNICEF's community preschool modality in Cambodia. The evaluation seeks to assess the quality of community preschools in terms of promoting access to early learning programmes and development outcomes, especially for disadvantaged children aged 3 to 5 and analyze the potential of community preschools as an entry-point for inclusive early-childhood development services.

Methodology/Framework

The evaluation will use a mix of qualitative and quantitative methods. Qualitative methods for data collection will mainly consist of semi-structured interviews and group discussions. Qualitative methods for the analysis of the data will comprise validation techniques and testing of causal assumptions amongst others. Quantitative methods will encompass compiling and analyzing quantitative secondary data through statistical digests and other relevant reports, and using descriptive statistics to quantify and assess the results of the impact analysis. Quantitative analysis will include data treatment by means of analysis of correlation whenever data allows doing so.

In an innovative way, the evaluation will incorporate equity and gender considerations into the methodology and in the data collection to gather data on equity and gender equality.

Results/Discussion

It is expected that the methodology will allow integration of equity and gender-sensitive writing into the evaluation findings and conclusions. The results of the evaluation will be presented in the paper for the Conclave as the data collection is currently underway.

Feminist evaluation – the why and how of it
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Keywords: feminist evaluation, methodology, tools, processes

Introduction

What does it mean to adopt a feminist lens while evaluating programmes? What is the starting point of such a process and how does one actually deploy such an approach in carrying out evaluations?

A key feature that makes an evaluation feminist is the political position the evaluation enquires from. Feminist evaluations are keenly aware of locating evaluation methodologies, processes and tools within the context of women's lives and lived experiences. This means recognizing and appreciating the project outcomes vis-a-vis peculiar gender based barriers that project participants maybe facing, and making this an important starting point to assess change. Understanding the structural, familial and personal barriers women face, is central to assessing the quality of change, in feminist evaluations.

Wearing a feminist lens also means assessing the programme design critically to gauge whether and how it is addressing structural and other kinds of barriers arising from a patriarchal mindset.

At the core, feminist evaluations closely examine shifts in power relations along the axis of gender and sexuality. It keenly examines whether the project has resulted in changes in the status of women and what the pathways of that change might be. Feminist evaluations pay a great deal of attention to both micro and macro level changes

Feminist evaluation also seeks to break the power asymmetry between the evaluator and the project participants by using processes of collective deliberation and analysis. The evaluator in such situations also becomes a part of not just sharing her/his own experiences but also engages in collective reflection of how gender impacts women and men.

This paper seeks to build lessons from across 20 varied evaluation studies and programme reviews, conducted by the writer, in keeping with the spirit of feminist evaluations.

Methodology/Framework

This paper will draw upon feminist methodologies which elicit reflection and analysis, both at a collective and personal level. It will also throw light on ways of approaching in-depth interviews and participatory exercises based on appreciative inquiry methodology. It will also highlight the way in which whole systems thinking can be used to develop tools that explore individual and social contexts in which change occurs.

Results/Discussion

Employing a feminist lens to the evaluation design and its implementation can bring out significant insights about whether and at what levels are shifts occurring in women's lives. Through processes of collective reflection and analysis, the outcomes of the programme are derived ground upwards, and enable project participants to 'take back' as much as the evaluators. Through such processes the analysis is a shared one and the insights are co-created.

Evaluation of Gender Responsive Budgeting in Nepal
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Keywords: Gender Responsive Budgeting, Evaluation, Nepal, UN Women, Gender equality, Government of Nepal, Ministry of Finance

Introduction

Government of Nepal (GoN) initiated Gender Responsive Budgeting (GRB) in Nepal in 2001 in collaboration with UN Women Nepal. With the continuous collaboration and technical support, GoN established a Gender Responsive Budget Committee (GRBC) at the Ministry of Finance (MoF) in 2005, under the leadership of the Chief, Budget and Programme Division.

With the support of UN Women, the Ministry of Finance launched an independent evaluation that aims to assess how the GRB system and programme has contributed to gender equality in Nepal. Although started earlier, the system was made operational in the fiscal year 2007/08, and the evaluations will cover all the GRB activities and initiatives of GoN. It will also evaluate how effective UN Women's support has been to GRB programmes.

The findings of this evaluation are expected to contribute to the improvement of the GRB programme in Nepal and to provide recommendations that will facilitate developing strategies and operational approaches to strengthen the GRB system in the MoF and sectoral ministries. This is a particularly timely exercise as GoN is strengthening the GRB system and institutionalizing it in the sector ministries and local government bodies. UN Women is supporting the GoN initiatives, as well as the global community, to accelerate their efforts to ensure that women's priorities are adequately reflected in national budgeting processes and adequate resources are allocated towards women's priorities.

Methodology/Framework

This is a formative evaluation to consolidate lessons learned to further strengthen and sustain the GRB initiatives and system in Nepal. It is an attempt to understand what works or does not work and what are the factors that influence the achievement of results. The evaluation uses different participatory methods that allow engaging multiple stakeholders from planning up to the reporting stage. Human rights and gender equality issues are considered in all dimensions across the evaluation process. Although primarily qualitative, the evaluation uses a mixed method approach where both qualitative and quantitative data are collected. Both types of data, gathered concurrently, will be combined at the end for triangulation, interpretation and to draw conclusions.

Primary data are collected through semi-structured interviews, focus group discussions and direct observation. Data collection tools are designed mainly to measure the increase in the capacities of various stakeholders (ministries, district level government officials and Civil Society Organizations) to internalize the GRB principles in their planning and budgeting effectively. Secondary data are collected through the desk review of existing literature related to GRB in Nepal.

The evaluation adopts both, purposive-expert sampling under the non-probability sampling method, in consultation with MoF, considering the specific technical need, and random sampling for focus group discussions.

Results/Discussion

The evaluation is ongoing and the results should be available by late November 2015. Nepal's experience on GRB evaluation, methodology challenges and process learning will be presented during the conclave.

Panel formed by the Secretariat from Abstracts received

Adolescents: Guides, Methods and Experiences in Evaluation (P-34)

Conditional Cash Transfers as a means of Enhancing Girl's Education: An Analysis from Evaluation Survey in North India

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Keywords: child marriage, Conditional Cash Transfers, education

Child marriage is a violation of human rights, with severe and adverse implications for girls' well-being and developmental potential (Malhotra, *et al.*, 2011).[i] Worldwide, more than 720 million women alive today were child brides. South Asia is home to almost half (42%) of all child brides; India alone accounts for one third of the global total (UNICEF, 2014).[ii]

Over the past 15 years India has initiated multiple national and state sponsored Conditional Cash Transfers (CCTs) programs to address child marriage issues. CCT experience in India presents an opportunity to assess whether this form of strategic resource deployment by governments delays the age of marriage for girls. The first CCT with this aim was the "Apni Beti Apna Dhan" (ABAD) program or "Our daughters, our wealth", initiated by the Government of Haryana in 1994. In 2012 the first cohort of girls enrolled in the ABAD program turned 18.

International Centre for Research on Women (ICRW), in a study titled, 'Impact on Delayed Marriage: Program Assessment of Conditional Cash Transfers (IMPACCT) undertook an impact evaluation of ABAD program to answer the following questions, and provide tangible evidence on the effectiveness of CCT programs.

- Are girls enrolled in the ABAD program less likely to marry before 18 years than similar eligible girls who are not enrolled?
- Are girls enrolled in the ABAD program more likely to stay in school beyond middle school, and is this a contributing factor to delayed marriage?

Methodology

A quasi-experimental evaluation design was used for the impact evaluation. Surveys were conducted in 300 villages in four districts of Haryana using a multi-stage sampling design. We compared the beneficiaries, i.e., those who met the eligibility criteria and enrolled in ABAD, to the eligible non-beneficiaries, i.e., those who met the eligibility criteria but did not enrol in the program. We collected data from girls born between the years 1994-1998, in two rounds of survey. The girls were categorized in two age cohorts (those born in 1994-1996 and in 1997-1998). The first round of survey (2012-2013) was for all girls in both age cohorts. The second rounds of survey (2014-15) was carried out only for the older age cohort after they had turned 18 and were therefore, eligible for the pay-out. These results pertain to analysis carried out on the second round of data.

Results and discussion

Preliminary results indicate that while a very small percentage of girls were married at the time of the survey (13%), the program had no impact on the probability of being married or the probability of marriage before the age of 18. In fact, the program may have led to parents marrying off daughters exactly at 18. In terms of educational attainment the program had a positive impact on the probability of completion of 8th grade but failed to significantly impact the probability of completion of 12th grade. The program may have had an instrumental effect on the age of marriage and this finding has important implications for future design of financial incentives. Importantly, CCT programs have potential for being catalytic to encourage girls' education but may not be able to instil change in deeply entrenched and gendered social norms.

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UNICEF. 2014. *Ending Child Marriage: Progress and Prospects*. UNICEF, New York

[i]Malhotra, A., A.Warner, A. McGonagle and S. Lee-Rife. 2011. *Solutions to End Child marriage: What the Evidence Shows*. ICRW, Washington, D.C.
[ii]UNICEF. 2014. *Ending Child Marriage: Progress and Prospects*. UNICEF, New York

Transformation from Collective to an Individual: Re-looking Monitoring and Evaluation through the Feminist Lens

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Introduction

The feminist movement does not owe its evolution to one founder or philosopher, but to multiple struggles and multiple voices. It demonstrates the importance of the collective's role in creating social transformation at both the individual and society levels. Unfortunately, over the last two decades, this understanding of 'collective transformation' or 'collective struggle' has been lost; social development and change is being increasingly viewed within the monolithic category of 'individual transformations'. Measuring this individual change has also become an integral part of the approach to organizing, as evident in the various individual-centric-behaviour-change models (such as the popular Knowledge-Attitude-Behaviour model). This process is leading to the disempowerment of the individual. This paper 'questions' this nature of understanding societal reality, through relooking at and re-articulating understandings of 'impact'.

Methodology/Framework

The paper would draw from various aspects of monitoring and evaluation. First, we need to revisit existing understandings of evaluation and discuss the concepts, values and systems of learning, used to define evaluation (Hummelbrunner, 2015). This framework would be used to elaborate the need to shift the focus of learning from change 'in individual action' to change 'in learning mechanisms'.

Our understanding of social interventions is further limited by the questions asked in the process of evaluation. Hence, we will examine the actual measurement process and the aspect of 'power' in the process of measurement. As noted by Batliwala (2010), even the process of assessing change within social reality is laden with power. Thus, in the process of measurement it becomes essential to question the 'why, what, how' of change, and specifically 'whose' change it is. In order to undertake this it is important that people are not just mere participants or observers but are 'change agents' who 'define' and 'direct' the various components of change. Here, there is an extensive use of participatory methodologies of 'outcome mapping' and 'theory of change'.

Results/Discussions

This conceptual framework would be illustrated through various case studies drawn from the experience of grassroots feminist organizing, including cases of young girls' and women's collectives in feminist organizations who are at the core of the change they have initiated for overcoming early/child marriage. Overcoming early/child marriage is viewed here as a structural issue rather than an individual issue. Collectives here are partners at every step of the process, from deciding what to change, how to change, to what they believe is positive change. The aim is to capture evidence of collective action forging feminist solidarities, to have 'power with' than 'power over'. This form of organizing would bring to fore, how through collective action there is a conscious move towards a stress on change in norms, rules and values and to a change leading to learning focused on societal behavior change (Hummelbrunner, 2015).

This framework would thus, be able to speak to the design and development of sustainable programmes which address structural issues and work on collective transformation. Therefore this process of changing the lens of monitoring and evaluation would aid in relocating the 'loci' of power in the entire change process.

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A Guide for Evaluating Adolescent Girls Programs: Using a Gender and Equity Lens

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Keywords: adolescent girls, vulnerability, evaluation guide for South Asia,

Introduction

The paper presents a guide to evaluate programs for adolescents, especially high risk girls. The rationale for the study was to address a forgotten constituency – adolescents, and to especially focus on the most vulnerable among them. The guide argues that voices of the marginalized must frame evaluation questions. Theoretically, the evaluation guide leans on Rowland's 'power to' (increasing individual capacity and opportunities for access), 'power over' (change the power structures that constrain) 'power with' (increasing power for collective action) and 'power within' (increased awareness and desire to change) (Rowlands, 1997). The guide particularly looks at how the 'power within' and the 'power to' must be understood and strengthened to enable the 'power over' and 'power with' to take place. 'Power within' ensures that change is sustainable and 'power to' ensures they are able to access the opportunities made available by government. The guide develops a hybrid framework (Batliwala, 2010) that builds on best practice in the children rights movement and the gender movement – precisely because we are working with young girls. Girls at high risk are defined as children of sex workers, HIV positive and affected girls, trafficked and coming from extremely marginalized communities. A collaborative study by COE South Asia, a feminist network and a HIV positive women's network on the lived realities of high risk adolescent girls has informed the evaluation guide and the development of innovative participatory engendered tools.

Methodology/Framework

Findings indicate that the girls' experience of violence – emotional, social, physical, sexual starts early, that there are few role models and that access to services are blocked by economic, cultural and family gatekeepers. Higher the vulnerability of the girls, greater is the need for support to access available services and navigate the restrictions placed by gatekeepers. Girls living in vulnerable conditions have few decision making powers. Programs that do not address existing socio-cultural power structures in society, fail to empower girls sufficiently to let them overcome the risks and vulnerabilities of their difficult circumstances. The paper argues that lived realities of girls must influence evaluation frameworks so that evidence can track transformative changes (or not) in programs meant to respond to needs of vulnerable girls.

Results/Discussion

The study findings in the dimensions of self-efficacy, violence, power relations, discrimination, empowerment and decision making has informed how a hybrid framework, marrying a gender transformative lens with a child protection and rights based best practice, is possible and could be developed. The framework is a valuable addition to evaluative thinking and to evaluate projects that seek to transform at-risk girls' lives, and not just to assess the outcomes of services. The framework provides a set of questions that navigates this hybrid framework and can be used to develop terms of reference for the evaluation of programs that target vulnerable girls or to guide evaluators commissioned to evaluate programs that target girls. The paper strongly argues for decision makers and implementers to use the guide, which has been vetted across three countries (India, Sri Lanka and Bangladesh) in a series of round tables, and enriched through discussions with about 100 persons at these round tables. This presentation will be useful for implementers, evaluators and decision makers in South Asia.

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Equity Focused Development and Globalization:
Insights from an Evaluation Study of Child Labour in Glass Industry in India

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Keywords: child labour, glass industry, poverty, unemployment, equity

Introduction

This paper analyses how globalization leads to informalization, contractualization and increasing unemployment in a developing country like India, giving rise to poverty, social insecurity and tensions. Based on an International Labour Organization (ILO) sponsored evaluation study (2003) on child labour use in the Firozabad glass industry, it elaborates the causes, consequences and lessons learnt at grassroots level. Apparently in India globalization shocks are being borne by poor families, especially their women and children. With growing unemployment, as an adult male breadwinner loses his regular job or is pushed into casual work without a steady income, women and children have to work to make ends meet. Increasing dependence on casual/informal sector work, and growing participation of women and children was observed in Firozabad glass Industry; working conditions for child labour were pitiable and hazardous.

Methodology/Framework

The ILO-sponsored evaluation exercise was fully participatory. Information was sought from each actor including top level managers to grassroots level organizations, NGOs, children in Transition Education Centres, parents, teachers, skill trainees, SHGs mothers, and local community through questionnaires, schedules, formal and informal group discussions, etc. Statistically valid random samples were drawn from each target group. The data was analyzed using SPSS. All output-wise records of the Child Labour Welfare Society, Firozabad were also assessed.

Results/Discussion

The labour intensive Firozabad Glass Industry experienced the adverse impacts of globalization gradually in terms of closure of many medium and small-scale units, informalization and growing unemployment, particularly with the removal of quantitative restrictions on imports under WTO rules after 1995. With increasing adult unemployment, children of poor households are compelled to join the workforce. The pains of social insecurity and deprivation may be minimized by ensuring 'expansion of capabilities' of individuals and communities with adequate provisions for quality education, health, employment, housing and similar other social sector interventions. The State would also be required to evolve a process of decentralized development that leads to both social equity and productive efficiency. Mere introduction of newer schemes and more schemes may not help. What is needed is efficient implementation of existing schemes with better utilization of available resources. Even a well-planned and nicely documented development project may lead nowhere, if not implemented with efficiency and thrust. The government, employers, trade unions, parents, support organizations, community leaders and media need to work in partnership. Group mobilization with meticulous planning, action and care, considering people's sensibilities, needs, aspirations, group dynamics and psychology, would be required to create a social movement against child labour in Firozabad. Similar experiments elsewhere suggest that despite poverty it is possible to combat child labour by creating an effective support base at the family, community and grassroots level. Qualitative action for ensuring convergence of state services for rehabilitation of child labour and their families and bringing a qualitative improvement in primary schooling facilities of the district may deliver results in future.

The salient features of the study, the major findings, and certain recommendations that emerged are summarized as appropriate interventions to be implemented in future for social sector development. These crucial lessons and the methodology of the study will be presented.

Panel formed by the Secretariat from Abstracts received

Evidence in Policy and Practice: Challenges and Lessons Learned (P-35)

Fostering a culture of effective M&E systems through data quality audit: a South Asia perspective
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Keywords: data audit, IPPF, quality data, evidence, data management, M&E system

Introduction

Data quality audit (DQA) refers to the procedures for ensuring that Monitoring and Evaluation (M&E) data are accurate, complete, consistent and reliable. High quality data are essential for effective results-based management. It facilitates improving the quality of service provision to clients, as well as monitoring progress to achieve programme goals and objectives. DQA cuts across all M&E activities from program design, indicator definitions, data collection methods and reporting.

The International Planned Parenthood Federation (IPPF) is a global alliance striving to improve the quality of life of individuals by providing and campaigning for sexual and reproductive health and rights (SRHR) through advocacy and services across different countries through its member associations (MA). IPPF is moving towards Performance Based Funding, predicated on strong M&E systems that produce high quality data. Desk review of the data alone is insufficient to establish its accuracy. It needs to be verified and audited to preclude reporting inflated figures, erroneous data aggregation and underreporting. To validate the accuracy of data and ensure quality data for better informed decision-making, IPPF initiated DQAs through 2012-14 in the three high contributing MAs of South Asia (India, Bangladesh and Nepal)

The overall objective was to conduct a DQA of service statistics collected and disseminated by MAs for the preceding two years. The DQA sought to detect errors (systemic and random) and falsification, and besides the uniformity and integrity of reported data, to check adherence to protocol while collecting unit-specific data. Evaluation of M&E/MIS included examining the effectiveness of their data management systems in delivering error-free data, ensuring the authenticity, reliability and validity of reported data. This was also to facilitate/develop action plans to bridge identified data quality issues for IPPF and for internal rectification within MA.

Methodology/Framework

A multi-stage sampling procedure was used to select 10% of Service Delivery Points (SDPs), from the line-list received from MA, based on type, performance and location. A standard tool was developed and data reported by MA to IPPF was verified by visiting and physically checking the MIS records and interacting with SDP and Head Quarter (HQ) staff. It was a trace and verification exercise of selected service statistics at each data collection and aggregation level. A scoring system was applied to calculate a Result Verification Ratio for major indicators.

Results/Discussion

The findings show some remarkable strengths in the data management system at both MA and branch/SDP levels. There were collation sheets across the SDPs/MAs. A few limitations were also identified e.g., registers were not standardized, definitions were not understood by SDP staffs and hence misreporting, formats were only in English.

Based on the results and recommendations of the DQAs, the M&E processes have been improved, tools and protocols have been standardized, translated and introduced to the MAs/SDPs. Additionally, a focal point has been identified in each branch and trained on the use of forms & formats, and program indicators. The M&E team (previously working in silos) is now integrated and working together in program data analysis and feedback.

DQA is a new initiative for IPPF and has been extremely useful to identify issues in data quality and solutions. The process itself can be used to strengthen capacity at both the organization and partner level. DQA contributes to quality improvement of data and programming effectively based on sound information.

Scaling science: Towards a systemic approach to expanding social action, scientific research, and their consequences

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Key words: research, scale, impact, use

Abstract:

Government, philanthropic, and private-sector organizations are focused on ensuring that their investments have wide-reaching impact. This concept of expansive impact is often referred to as *scale*. This paper explores the concept of scale as it applies to scientific research (including both social and natural science) undertaken for the social good. For example, the roll-out of an evidence-informed education policy across a national network of schools is preferable to a non-evaluated policy. Similarly, the provision of a tested drug treatment is better than an RCT of treatment options during an outbreak period.

Yet, despite this seemingly simple concept of research-informed scaling, many interventions are based on ideals rather than evidence, and conversely, much scientific research is not aligned to interventions that are readying for roll-out.

We outline a broad and generalizable view of scaling in an attempt to move beyond the common manufacturing model in which organizations seek additional resources in order to increase output. In other words, bigger research projects and/or more investment in the end results/innovations of research does not necessarily imply wider uptake and application.

We also argue that the ethical scaling of social science and natural science innovations are critical to the sustainability of their impacts and the planet. In other words, scaling research impact, when applicable and appropriate, rather than scaling as an imperative in its own right. We take a long-term, developmental view of scale, which we believe starts with basic research and, through multiple pathways, may achieve profound impact in expected and unexpected ways.

We will share a framework of evaluation and program design practices related to scientific research for the social good that we believe may increase the likelihood that research and its impacts can be scaled. We will organize these ideas as a menu of options for evaluating a research program for scale potential, and will discuss how a research program manager can use these basic concepts in the design of new programs or re-design of existing programs.

Sustainable Development Return on Investment (SDRoI):
Measuring the investment effectiveness of projects towards lasting development outcomes

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Keywords: Sustainable Development Return on Investment (SDRoI), Human Development Index, ecological footprint, sustainable development, evaluation, metrics

Introduction

A new science-based evaluation tool, SDRoI or Sustainable Development Return on Investment, measures the contribution of development projects towards the project community's lasting development. It serves not only implementers and funders, but is also designed to empower communities to set and track their own development goals.

Humanity's central challenge is achieving high human development within the ecological capacity of our planet. This is the essence of sustainable development and drives the UN's Sustainable Development Goals. Addressing this challenge is becoming more significant as humanity's resource demand is now exceeding what the planet's ecosystems can renew, while many members of humanity still face significant unmet needs. Addressing this requires metrics that can evaluate how effectively projects contribute to sustainable development. Macro measures exist to track progress (such as gross domestic product and national Ecological Footprints, including carbon emissions, water scarcity, etc.). But there are no rigorous community metrics to track human development gains and the natural resource access needed to maintain those gains. This is the gap the SDRoI framework is designed to address.

Methodology/Framework

Recognising that lasting human development depends on secure resource access, this project-level sustainable development metric (SDRoI) measures both the ultimate end (high human development for all) and the ultimate means (resource security for powering development).

To track these two dimensions, SDRoI employs UNDP's widely-used Human Development Index (HDI) alongside the population's Biocapacity to Ecological Footprint ratio. The latter measures how much regenerative biological capacity a population is able to access, compared to how much is needed to feed its material resource metabolism (UNDP, 2013).

Results/Discussion

SDRoI uses community-based data collection to produce results using metrics that are also employed at the regional, national and global scale. SDRoI has been piloted with two leading social entrepreneur organizations in India: IDE-India (www.ide-india.org) and Gramvikas (www.gramvikas.org), including the first systematic application of HDI at the community level. Further applications are pending.

SDRoI, which complements traditional project-specific evaluation tools, makes the measurement of sustainable development, relevant and practical at the project level. It helps communities and implementers to address the core dilemma of driving human progress while ensuring the community has adequate resource access to maintain their progress. This supports the community's ability to drive its own development goals. It also enhances donor agencies' ability to generate a high sustainable development return on their investment through responsive project design and avoidance of piecemeal interventions.
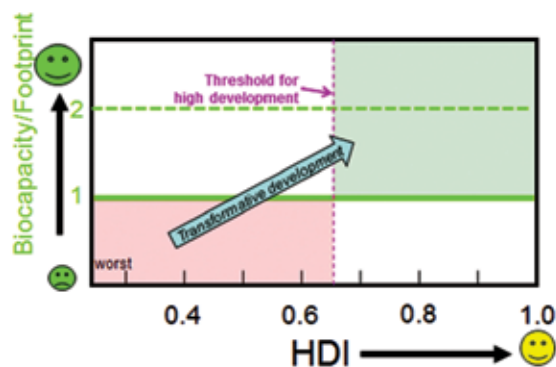

Figure 1: This graph summarizes the two dimensions of SDRoI: high human development combined with resource security (Biocapacity/Ecological Footprint > 1)

Reference:
UNDP (2013). Human Development Report 2013. Available at http://hdr.undp.org/en/2013-report, or http://hdr.undp.org/sites/default/files/reports/14/hdr2013_en_complete.pdf Figure 1.7 page 35 presents our HDI-Footprint approach.

Using the Core Humanitarian Standard to evaluate humanitarian programme quality: one agency's experience

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Keywords: humanitarian, quality, standards, scoring

Introduction

The discussion around quality of humanitarian assistance is not new: as far back as 2001 Griekspoor and Sondorp noted that "during the last five years, the debate on the performance of humanitarian assistance has intensified." Ever since the evaluation of the Rwanda genocide response in 1995 highlighted concerns about the quality of service delivery, agencies have been striving to improve and evaluate their performance. The Sphere project with its quality standards was started in response to the evaluation findings and the People in Aid Code of Best Practice was started in 1997. In 2000, the Humanitarian Ombudsmen became the Humanitarian Accountability Programme. The latest development is the Core Humanitarian Standard: an amalgamation between HAP and People in Aid and a standard that has been adopted widely across the sector.

This paper discusses how one humanitarian agency will use the CHS to measure the quality of its humanitarian responses and how the resulting scores will inform and improve programmes.

Framework

Oxfam developed an evaluative framework (the Humanitarian Indicator Tool) using 13 quality standards where programmes are rated as met, Almost Met, Partially Met and Not Met and are scored as a percentage. This framework was the first time that an agency had tried to systematically and quantitatively measure quality in a programme. However, in 2015 when the Core Humanitarian Standard (CHS) was agreed across the humanitarian sector, Oxfam as a signatory to the CHS aligned the evaluative tool with the standards in order to carry forward this innovative approach. Every year, four programmes are selected and the evaluation is carried out as a desk study using all the documentation generated by the programme team as well as some telephone or Skype interviews.

Discussion

Although traditional evaluations have used the DAC criteria (including the humanitarian criteria), it is felt that these are very broad and open to interpretation by the evaluator (OECD, undated). The development of a core humanitarian indictor is a very positive addition to the quality initiatives that have gone before and has simplified the many standards that have existed both in the sector and in individual agencies. Using a common measurement of quality across all agencies will mean that governments and affected populations can actually hold agencies to account. Once everyone is conversant with the standard and the nine commitments, it will become an excellent tool both for improving the quality of humanitarian responses and in being able to evaluate against them.

Oxfam's experience of having standards is that progress can be tracked within a country (such as south Sudan) with recurring humanitarian emergencies. Although staff may change and the actual crisis may vary (drought or conflict for example), the fact that a standard with its specific commitments means that it is possible to track whether learning from previous responses has informed the implementation of the new programme. By adopting the CHS to replace our current internal standards, we are able to use a system already developed but can now rate ourselves against similar agencies in the same response. By doing so, we can show donors, the host government and affected communities that we are serious about programme quality.

Ultimately a good quality programme should mean that there is greater impact on the recovery of the affected populations: the ultimate goal of all our humanitarian efforts.

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Capitalization owf lessons learned from the survival yards for disabled people in Burkina Faso, Ghana and Niger
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Keywords: capitalization**,** survival yards, disabled people

Introduction

This paper derives from evaluation/capitalization of "survival yard projects" in Niger, Burkina Faso and Ghana. The objective was to provide an overall judgment on the implementation of these projects, appreciating their relevance, efficiency and effectiveness of implementation, and measuring the level of achievements, the expected changes and the sustainability of project impacts. Moreover, it was carried out to provide information on weaknesses and best practices in order to improve future actions, planning and future decisions on the relevance of survival yards for disasters, and reduction of related risks.

Methodology/Framework

A participatory approach using mixed methods was adopted. Transversely, data confirm the individual character of a survival yard and undoubtedly its contribution in improving living conditions of disabled people and their family (food production, income generation, management periods of welds, disease prevention, social and economic inclusion, improving quality of life and participation in community life). Survival yard projects have an inclusive character as they do not discriminate beneficiaries according to the nature of disability.

Results/Discussion

It was evident that: i) The marginalization rate of disabled people was lowered and remarkably they were no longer seen as needy, but as key players in their respective communities; ii) Family members can take advantage of the disabled persons, which repositions the place of these individuals within families and communities; iii) The survival yards are a promotional opportunity to advocate for the rights of disabled persons and improving their socio-economic integration; iv) The involvement of key partners in the implementation process of activities helps to reduce project costs as they provide free services such as a piece of land, and some tips voluntarily.

Panel formed by the Secretariat from Abstracts received

Participative Methodologies for Evaluation: Grassroots to multi-state Projects (P-36)

Measuring Corruption in Public Services: Challenges and Lessons Learnt
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Keywords: perception, experience, corruption

Introduction

In developing economies, poverty and inequality are closely interlinked with corruption in public services. Corruption in the basic and essential public services worst affect the poor. According to Pavarala (1996) and Shleifer & Vishny (1993), corruption is a major hindrance to governance, development and a threat to democratization. It leads to increases in poverty level and inequality among the population. A robust method to measure the change in incidences of corruption in public services that concern common citizens is very challenging but important for improving governance.

Methodology/Framework

The paper uses the data of two rounds of CMS-India Corruption Study (CMS-ICS) to understand the methodological challenges faced and lessons learnt for future evaluations. Using CMS-ICS household level samples of the two rounds (2008 and 2012) selected from slums of nine cities of India, the paper discusses the challenges in assessing the extent of corruption in public services and lessons learnt towards improving the methodology for more accuracy in estimation.

Results/Discussion

The key findings clearly showed that poor households are highly dependent on public services but, at the same time, a substantial proportion of slum dwellers remains deprived of the services due to prevailing corruption in public services. Bribes are asked for very basic purposes; higher bribes in services that have no competitors i.e. are monopolistic in nature, both in terms of service as well as pricing.

CMS-ICS uses 'PEE model' to estimate the extent of corruption wherein, P stands for Perception, E for Experience and second E for estimation of amount paid as bribe by the households, directly or indirectly (through middlemen), to public servants. The reference period was last one year prior to the survey.

Perceptions could be viewed as accumulated impressions, based on one's immediate and past experiences and could as well include those of neighbours and friends (TII-CMS, 2008).

Assessing extent of corruption using 'experience' of only those people (households), who have interacted with a particular public service, is expected to be more accurate and less ambiguous but is more resource consuming.

Another important aspect is that different family members interact with the same service but at different points of time and for different purposes. In both these situations, the perception and thereby experience of individuals within the household will vary.

Evaluating corruption by just experts' estimation does not reflect the real picture. As Endre Sik, a professor at the ELTE University, Hungary pointed out, expert evaluations are severely biased for many reasons, primarily due to the nature of the group of international business experts involved.

Measuring corruption would be close to accurate, if
➢ both perception and experience, supported with experts' estimations, are captured
➢ while giving monetary value to corruption, the favoritism or nepotism (including middlemen) or 'those who could not avail services as they did not pay bribes' are accounted for.
➢ we compare corruption at both 'better' and 'not so better' public service delivery points and assign weights to estimate bribe amount on this basis.
➢ the contribution/attribution of external agencies like media, judiciary and civil society groups in sensitizing the community and bringing down the level of corruption is also factored in.

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Monitoring of local public services by women-led grassroots agencies: case study on the processes of women's political empowerment at grassroots level in Bangladesh

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Keywords: citizen monitoring, accountability, women's empowerment, quality services

Introduction

Citizen monitoring of local public services as a means of social accountability has been popular in the developing countries. Civil society members, who are often accused of representing urban and educated elites, participate in the initiatives in most cases. Participation of grassroots women in the initiatives can be an important vehicle for their political empowerment. This paper focuses on such initiatives with examples from Bangladesh on the processes of women's political empowerment at the grassroots level through monitoring of local public services by women-led grassroots agencies.

Methodology/Framework

This paper covers two distinct cases of women-led citizen monitoring. The first one is a social audit of local public health services conducted by a union-based network of village-based women's circles. The second one is a review and needs assessment of union council's budget where women-led grassroots agencies played an important role. Kabeer's (1999) notion on the three dimensions of empowerment (resources, agency and achievements) has been followed in the research as the theoretical framework. Several qualitative methods namely Focus Group Discussion (FGD), Key Informant Interview (KII), Outcome Mapping (OM), and Most Significant Change (MSC) have been applied in the data collection.

Results/Discussion

The findings of the research suggest that grassroots women-led agencies supported by facilitating NGOs can democratically hold the local public services providing agencies accountable. Their accountability mechanisms have some empowering elements. When the grassroots women shared their findings on the performance of public service providers, in their presence and found them clarifying, they started feeling the sense of power. This sense helped the grassroots women leaders build their active agency. This research has found that the grassroots women, as active agencies, initiated a lot of activities to promote their rights and protect other women and the poor from the violation of human rights. This by women-led grassroots agencies, empowers the grassroots women politically. However, it can be indicated that the processes and spaces are likely to offer space for building active citizenship or political agency among the grassroots women. This paper also identifies some challenges paper does not show any empirical evidence that monitoring of local public services, if conducted of monitoring local public services by women-led grassroots agencies. Government agencies, NGOs, donor agencies and researchers have roles to play to overcome the challenges for grassroots women's political empowerment. NGOs should promote and advocate informal political processes and spaces so that government recognises the needs of political empowerment of women as well as the processes and spaces for the sake of good governance, democracy and sustainable development. Researchers should conduct research to explore ways of promoting women's political empowerment and active citizenship in the context where traditional gender norms and patriarchal beliefs are still dominating and surpassing women's political freedom.

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Improving maternal health in six states of India:
Evaluation of a maternal health improvement programme in India

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Keywords: maternal health, Maternal Mortality Ratio (MMR), village-level monitoring, public health system, community based monitoring, Millenium Development Goals (MDG)

Introduction

Globally, 350,000-500,000 women die annually during pregnancy and childbirth, and over 50 million women suffer poor reproductive health and serious pregnancy-related illness and disability.[1] Maternal mortality is a health indicator that reflects the great disparity between rich and poor countries. Millenium Development Goal (MDG) 5 was for each country to reduce by three quarters, between 1990 and 2015, the Maternal Mortality Ratio (MMR). For India this meant less than 100 per 100,000 live births by 2015. In 2007-09 the MMR was 212[2]; it declined in 2011-13 but is still high at 167[3] with huge inter-state and intra-state disparities.

To address this issue, a 3-year project (2012-15) 'Improving Maternal Health in Six States of India' was conceptualised. The MMR and malnutrition in the project areas were much higher than the national average. Evidence on coverage of services indicated gaps in government programmes and schemes reaching the poor and marginalised communities. The project sought to improve maternal health status by strengthening community capacity to demand, access and monitor health services; simultaneously engaging with the health system at multiple levels (local, district, state, and national) to address the gaps in the public delivery system.

This paper aims to showcase the initiatives undertaken in monitoring and evaluation to measure results achieved both at the community and institutional level; and also to assess which strategies worked well and which didn't. The specific objectives were:

- To document the project impact on strengthening community capacity to demand, access and monitor health services for wider dissemination.
- To build understanding about the intervention process by describing the mechanism through which the program affects maternal health outcomes.
- To provide information to policy-makers about the scalability of the program, if it is found to be effective.

Methodology/Framework

A cross-sectional study using both quantitative and qualitative methods will attempt to capture the current knowledge level, attitude and behavioural practices, and processes adopted at community level to ensure safe motherhood. The social determinants approach is planned to identify the factors that have been crucial in shaping the outcomes. Quantitative methods aim to capture data at household level which will measure and quantify project impact. Qualitative data at community and institutional levels will explain the 'why' and 'how' of the impact created. A multistage cluster sampling was used to select 1260 households that have mothers with a child under 2 years. Household inquiries, semi-structured in-depth interviews at institutional level, and Focused Group Discussions at household level, are also planned.

Results/Discussion

The study is ongoing; the Baseline, Annual survey and Mid-term evaluation were done. Project impact will be measured by comparing the results of Baseline, Annual survey and Mid-term evaluation with the End-line evaluation.

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[2] http://www.censusindia.gov.in/vital_statistics/SRS_Bulletins/Final-MMR%20Bulletin-2007-09_070711.pdf
[3] http://www.censusindia.gov.in/vital_statistics/mmr_bulletin_2011-13.pdf

Application of Appreciative Inquiry Approach for Mid-Term Evaluation of Grassroots Capacity Building for REDD+ Project

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Keywords: appreciative Inquiry, discovery, cascading, REDD+, consortium

Introduction

REDD+ and climate change mitigation and adaptation are emerging issues in Nepal. RECOFTC has designed and developed the grassroots project for capacity building for REDD+ (henceforth called as the Grassroots Project), focusing on: **Analysis, concept and methodology development that contribute to planning and implementation of REDD+; Sustainable Landscapes; and Creating global consensus on REDD+,** based on findings and key lessons of the earlier phase of the capacity development project. Main objective of the project is to empower grassroots stakeholders for active contribution to REDD+ planning and policy process, to take advantage of potential benefits from REDD+ for local socio-economic development. It aims to develop their understanding of the current issues of REDD+, and build capacity of local people to communicate with policy makers and other stakeholders. This project has been implementing in partnership with FECOFUN, HIMAWANTI and Forest Action in 18 districts. Forest Department, REDD+ implementation Cell, local governing bodies, I/NGOs, national level facilitators, grassroots level facilitators and target community members are the major stakeholders of this project.

The MTR's broad objective was to review the overall progress of the Grassroots Project against its outcomes and outputs.

Methodology/Framework

The Review was qualitative in nature and followed a standard set of evaluation questions that focused on project relevance, effectiveness, efficiency, impact, sustainability and lessons learned. Questions were crafted based on discovery and dream of the appreciative inquiry approach. All stakeholders were consulted through field observations, focus group discussions, Appreciative Inquiry Interview, informal discussion and progress report reviews were done during the information collection process. Data coding, tabulation and clustering were done before analysis and interpretation.

The purposive sampling method was applied to select the respondents. However, the respondents from east to western Nepal were randomly selected among the selected categories. Of the 69 respondents, 47% were grassroots community members, followed by 32% grassroots facilitators and the remainder from government, INGO and other sectors. This Mid Term Review focused on five criteria, namely relevance, effectiveness, efficiency, sustainability and impact of the project

Results/Discussion

Grassroots project had used cascade models for capacity development of target communities' members. During the period under review, a total of 179 grassroots level facilitators were trained; 55% were females. The cascade approach was found effective as 22 grassroots level facilitators trained 4,370 members of target communities. The project has published 20 articles in local daily newspapers, with wide distribution from target community members up to policy makers. The capacity development has sensitized Community Forest User Group (CFUG) members as REDD+ and Climate Change have become major agenda of CFUG executive meetings, general assembly, and the constitution and operation plan revision process. The trained participants and CFUGs members have applied the knowledge gained in a number of different ways. Regular mentoring and engagement as well as institutionalization of the new knowledge among grassroots level facilitators, are the key challenges to sustain the impacts of the project. Moreover, the consortium of three different organizations implementing the project has been making a joint effort at local to central level.

Panel formed by the Secretariat from Abstracts received

Evaluation Capacity Development: Learning from successes and challenges (P-37)

Building the Capacity for Evaluation:
Phases, Tensions, and Tipping Points in the U.S. Context
Bianca Montrosse-Moorhead[a], Kristen Juskiewicz[b], Laura Kern[c] & Dani Yomtov[d]
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Keywords: evaluation capacity, evaluation practice, evaluation utilization, evaluation participation, evaluation phases

Introduction

Building evaluation capacity, to both conduct and use evaluation results, remains a key outcome nationally and internationally. Indicators of this continued focus are found in activities surrounding EvalYear, and the work being done by various entitles (e.g., Voluntary Organizations for Professional Evaluation, EvalPartners, and the proposed Sustainable Development Goals [SDGs], etc.). This focus requires consideration of multiple issues, many of which are outlined in the CoE-SA Evaluation Conclave call. The aim of *this* paper is to provide a perspective on the question, "What is the current progress on building skills on evaluation in the U.S. government, civil institutions, and academia?"

The paper first summarizes and provides a timeline for the major "phases" of U.S. evaluation practice drawing from Shadish, Cook, and Leviton (1991) and Fitzpatrick, Sanders, and Worthen (2011). The authors subsequently overlay the major "phases" of U.S. evaluation capacity building along this timeline. In doing so, key discourses surrounding (i) how the U.S. government, civil institutions, and academia conceptualize evaluation practice, (ii) utilization, (iii) participation, and (iv) gender and inequalities are highlighted. Tipping points, "the moment when an idea, trend, or social behavior crosses a threshold, tips, and spreads like wildfire" (Gladwell, 2002), that led to the development and implementation of the next evaluation capacity building "phase" are also placed on the timeline. The paper concludes with a commentary on how this case example can be used to inform conversations regarding building the capacity for evaluation, and potential mechanisms for doing so.

Methodology/Framework

This paper is grounded in the conceptual frameworks proposed by Shadish, Cook, and Leviton (1991), Fitzpatrick, Sanders, and Worthen's (2011), Preskill & Boyle (2008). Within the U.S. context, both Shadish et al. and Fitzpatrick et al. have recognized that the history of evaluation can be broken down into "phases," each with its own unique characteristics. For example, Shadish et al. contend that the unique characteristics include: social programming, knowledge construction, valuing, knowledge use, and evaluation practice. Fitzpatrick et al. present characteristics that vary on policies, standards of evaluation, and the key ideas on the types of tools and methods developed. Most recently, Preskill and Boyle (2008) summarized prior evaluation capacity building efforts and presented a "multidisciplinary model of evaluation capacity building" in an attempt to unify previous discrepant ideas.

Results/Discussion

The relevance and importance of this paper cannot be overstated. The continued focus on building evaluation capacity impacts evaluation practice nationally and internationally. For example, the SDGs will require even more emphasis on building evaluation capacity nationally and internationally for at least two reasons. One, as SDGs are implemented, it is paramount that the evaluation community be included among the perspectives presented. Two, evaluation of SDGs will require a cadre of skilled evaluators to conduct development, monitoring, and evaluation work. The proposed SDGs will only strengthen calls for increased capacity building.

Further, calls for increased evaluation capacity are necessarily intertwined with discussions on evaluation

and evaluator competencies, standards of evaluation quality, ethical codes of conduct governing evaluation practice, and debates on the professionalization of evaluation. Thus, this paper has implications beyond evaluation capacity building.

Finally, it is important to note that this paper is purposefully grounded in the U.S. context and framed as a case example of how one nation historically has addressed building evaluation capacity and key tensions and tipping points that emerged at each phase. The authors see this case example not as a prescription for other nations, but rather as an example that will help international practitioners consider similarities and differences of the ideas expressed, as well as how their unique cultural context might shape evaluation capacity development in their nation state.

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A Critical Ethnography of Impact Evaluation in Development Practice:
A Case Study in Pakistan
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Keywords: evaluation, power, objectivity, knowledge, aid, development

Introduction

Growing calls for accountability and efficiency in the development discourse in donor countries spotlight impact evaluation. These evaluations should uncover 'objective' truths about development practices, in order to make development interventions more effective (White, 2009). Many commentators emphasize the need to identify and study the operation of power within the aid industry (Chambers, 2004). Mosse (2005) argues "…development interventions are not driven by official policy, but by exigencies of organisations and the need to maintain relationships".

This study aims to enrich our understanding of the environment in which evaluations take place and the various factors that shape the 'evidence' they produce. It will be of particular interest to academics, students, development practitioners and policymakers, amongst others.

Methodology/Framework

The relationship between funders and recipients in the global aid chain can be characterized by the concepts of *Coercion* and *Commitment*. *Coercion* relates to the way different forms and levels of power operate in development practice via the establishment of a framework of 'norms' and artefacts for controlling processes and establishing dominant narratives. *Commitment* is premised on the dedication of development practitioners and NGOs to certain development goals that drive them, and play a critical part in shaping their priorities and practices (Wallace *et al.*, 2007).

Against this background, the primary research relied on an ethnographic approach to study a multi-NGO project evaluation conducted by an International Development Think Tank in Pakistan. The study sought to unpack the factors that shape the 'evidence' produced by evaluations, and to illuminate the politics, relationships and incentives of actors in the 'Web of Aid' that shape development practices and outcomes (Chambers, 2004).

This paper views "knowledge" [or 'evidence'] as being constructed by social actors, rather than being some objective fact 'out there', detached from the person or institution undertaking the research" (Eyben, 2013, p. 2).

Three distinct categories of respondents were interviewed: evaluation consultants, NGO and INGO/donor staff. The interviews aimed to leverage the knowledge, experience and insights of the respondents by encouraging them to be reflective and share anecdotes from their experience.

Results/Discussion

The research shows that in fact development programme evaluations (and the 'evidence' they produce), far from being a liminal space, are highly contested spaces infused with power, and are driven by the self-serving interests of the actors involved. The research indicates that evaluations (1) are more cognizant of wider power relations, (2) are re-framed as learning rather than accountability tools, and (3) through nurturing collaborative and meaningful partnerships within the web of aid can produce potentially transformative knowledge to inform the design, planning and management of development interventions.

But at the core of any possible change remains the agency of individuals working in the global aid chain; to nurture reflexivity, practitioners must not only be activists for reform at the top levels in the industry, but also look inwards to enable an honest engagement with the power vested within themselves, through various formal and informal ties. While these findings may not be generalized, they certainly offer insights into the competing incentives for different actors, and the negotiation and compromise, which are key features of evaluations in practice.

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Developing Resilience-Based Evaluation Framework through a Responsive and Constructive approach for Forests and Forest Ecosystems in Nepal

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Keywords: resilience, responsive and constructive evaluation, forests, forest ecosystems, criteria and indicators

Introduction

Community forestry is vital for poverty alleviation at local level in Nepal. Hence, ecosystems security is critical to local communities. However, there are many challenges to effectively manage and sustainably cultivate the forest and forest ecosystems. Rapid climate change and climate variability is one; equally important is the weak evaluation base to properly assess effectiveness of sustainable forest management.

Performance assessment of collaborative forest management in Nepal is largely top down, expert driven and centrally planned, which seriously limits the role of local stakeholders and users to develop criteria and indicators for a resilient evaluation framework

The study, therefore, aimed to develop a climate resilient evaluation framework by identifying appropriate criteria[2] and indicators[1] (C&I) for local level forest users groups.

Methodology/Framework

Generally, both qualitative and quantitative assessments were employed.

In developing criteria and indicators an 'iterative filter and generation' method, in 3 phases, was followed. Initially, knowledge on resilient evaluation frameworks, and criteria and indicators for sustainable forest management, was gathered by reviewing national and international literature, relevant policies, and expert consultations. Using this knowledge, a set of principles, criteria and indicators was developed. This framework after further revisions was field-tested.

Phase 2 involved piloting the selected 18 criteria and 84 indicators in 8 local forest users groups, in four districts. For primary data, 160 household surveys and 8 focus group discussions were carried out. Users' priorities were rated by using a Likert scale. After appropriate analysis the mean score of the preference ranking was used to compare the indicators.

Finally, the relevance of indicators to the local level and resilience was assessed by a panel of national level experts.

Results/Discussion

The study identified and prioritized 15 criteria and 30 indicators for the resilient evaluation framework, but the general understanding that would enable defining appropriate C&I is still evolving among both professionals and users. The concept is being discussed at national level among experts and academics but translating the knowledge for practical application at local level is yet to materialize fully. Users at local level have a general awareness on the changing environment but due to the high degree of complexity and uncertainty, many users are not conversant with the possible impact of climate change on forests and forests ecosystems. This poses problems in identifying criteria and indicators.

Responsive and constructive evaluation in the natural resources management sector is a discipline that is still evolving. This study has provided a practical methodology for developing, a generally acceptable, responsive and constructive evaluation framework, and a set of criteria and indicators specifically for local level natural resources management projects. Some of these criteria and indicators can be used by local forests groups to test the resilience of their forest, and make improvements using their own experience. Study findings would also provide some lessons for decision makers at national level, especially in developing local forest user guidelines and evaluation protocol.

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[1] An indicator is any variable or component of the forest ecosystem or the relevant management systems used to infer attributes of the resource and their utilisation.

Capturing the Outcomes: Lessons from Implementation of Outcome Mapping as a Monitoring and Planning tool

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Keywords: outcomes, boundary partners, progress markers, outcome challenge, lesson

Introduction

CARE Nepal is implementing a six-year civil society support project, Right to Food, since July 2013. Outcome mapping (OM), the monitoring and planning system being used, was new to the project staff and partners. Of the three strategic partners, Community Self Reliance Center had an established monitoring and evaluation system (M&E) based on quantitative reporting of progress. National Network on Right to Food, and National Farmer Groups Federation had no established M&E system. Hence, increasing their capacities was the initial task. Despite the serious difficulties faced by the partners to internalize and own the system, OM was gradually incorporated into the project and also accepted as the partners' monitoring, planning and learning tool.

Methodology/Framework

Lessons were collected from project staff, who were directly involved in executing OM. Lessons, challenges and the way forward were discussed and drawn from the participants at project review and reflection meetings. Documents such as project framework, monitoring and evaluation system, project progress reports and monitoring reports were reviewed and analyzed.

Participatory workshops with partners, with an external facilitator, helped to identify and prioritize the actors (boundary partners) of the project. The workshops also spelled out the dream/outcome challenge of the respective actors. Progress markers were developed as a step towards gradual attainment of the dream of respective boundary partners. The social mobilizers (SMs) documented the progress against each progress marker, every six months, and sent it to district project officers, who compiled the information and forwarded it to the monitoring focal persons (MFPs) of the strategic partners. CARE's MFP receives compiled and abridged outcome journals from the partners MFPs on semi-annual basis. The outcome journal, translated into Nepali, is sent to the respective districts.

The compiled information was discussed in periodic review and reflection meetings. The resulting follow-up actions were incorporated into the project's annual work plan. As the SMs found it difficult to capture and interpret qualitative information, the progress markers were quantified, and each progress marker was provided with a set of guiding questions, to facilitate the collection of information and ensure uniformity. Progress markers were revisited in July 2015 to rectify translation errors and fine-tuned to suit the current situation; consequently some progress markers were dropped, some revised, and some moved to a different level (more suited than the original placement).

Results/Discussion

Up to now the strategic partners had worked with various funding partners, who used different monitoring systems, and none had any experience with OM. Strategic partners, boundary partners and SMs were all new to the OM system, and some took a long time to unlearn the previous systems and learn OM. As to be expected this posed many challenges – mostly due to the difficulties they experienced in identifying, collecting, analyzing and reporting outcomes in qualitative terms. The government stakeholders, on the other hand, require quantitative information in numbers and figures. OM merged with log-frame is the answer for meeting the information requirements of different stakeholders. Despite these challenges, the OM is suitable for projects designed and implemented in complex settings, which have the elements of capacity building and advocacy.

Evaluation - a Tool for Bettering Human Lives
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Keywords: development evaluation, implementation framework, flagship programmes, results frameworks

Introduction

Programme Evaluation Organisation (PEO), an evaluation organization, was in place since India's first five-year plan with a clear mandate for "evolving suitable methodologies including statistical designs for various types of evaluation studies; organizing, executing and monitoring of sample surveys; data processing, statistical analysis and interpretation of qualitative and quantitative data generated by the field units; and also for bringing out the Evaluation Reports". The evaluation studies were to be designed to assess the performance, process of implementation, effectiveness of the delivery systems and impact of programmes as per the requirement of the various Divisions of the erstwhile Planning Commission and ministries/departments of Government of India. Although PEO has carried out numerous studies over six decades its work has not been up to the mark as per the international standards and sometimes raises doubts about its credibility. Also it has no successors to extend the evaluation culture in the policy domain during the last six decades of its existence.

A large number of development programmes are being implemented by different ministries and departments and huge investments have been made on these development programmes over the years. For instance, 14 flagship programmes were launched by the Government of India with a view to **promoting employment and livelihoods, providing education and nutrition to children, creating and strengthening rural and urban infrastructure, improving health and sanitation, etc. Massive investments are being made under these iconic programmes.** Obviously, governments and other stakeholders need to know how well and to what extent the delivery mechanism is achieving the desired goals or intents of policies out of such massive investments.

Methodology

This mainly analytical paper is based on an extensive survey of relevant literature and policy documents. It also utilises some of the data from the Indian flagship programmes and argues that the lack of results based evaluation has resulted in a hiatus between intents and outcomes of projects and programmes.

Results/Discussion

There are inherent problems with regard to evaluation of projects, programmes and policies in our country. The first and foremost problem is that there is no national evaluation policy and without policy it is difficult to assess the impact of programmes and policies. An evaluation policy framework helps improve the effectiveness, and measure the impact, of government programmes and policies, thereby reflecting on the credibility of the work done.

Most projects or programmes have in-built monitoring systems in terms of physical and financial targets, during their currency. However, performance target selection has a number of lacunae as it simply tries to track the progress in terms of inputs, activities and outputs, and rarely focuses on outcome and impacts (Kusek *et al.*, 2004; Linda *et al.*, 2009).

Evaluation of development projects and programmes rarely follow the principles of evaluation and there has been a severe disconnect between the implementation framework and outcomes framework or results framework (Awasthi, 2013).

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Evaluation Conclave 2015
Pre-Formed Panel

Using Measurement to Address Inequities in Access, Use and Quality of HealthCare: Experiences from Bill and Melinda Gates Foundation (BMGF) work in India (P-38)

Conducted by: *Bill and Melinda Gates Foundation*

Prevalent health inequities across geographies, sub-groups and MNH continuum of care present a persistent challenge to achieve important and long-standing goal of reducing inequities. Because of high burden of maternal and neonatal deaths, existing inequities in access and utilization of health care services pose the gravest challenge in the country. The embedded Monitoring, Learning and Evaluation (MLE) approach employs innovative methods for defining, measuring, analyzing and tracking inequities across health facility, frontline worker and community-level in an integrated way.

Presentation # 1: *Building MLE framework with equity lens: An Integrated Approach to Define, Measure and Analyze Inequities* (Kultar Singh & Dharmendra)

The embedded MLE framework employs innovative methods across all three domains of monitoring, evaluation and learning. The monitoring component of the project involves tracking inequities across marginalized group through process observations and video stories of change. The evaluation component has incorporated a representative sample of marginalized community to conduct sub-group analysis.

The approach plays a use-oriented and developmental role in commenting on inequities and in providing feedback for improvement. In addition, learning and feedback mechanisms as part of embedded nature provide crucial and concurrent inputs to the program. These aids in developing a better understanding of the contextual factors that act as enablers for the interventions to reduce inequities.

Presentation # 2: *Integrated Family Health Initiative in Bihar, India: are the changes equitable?* (Debarshi Bhattacharya, BMGF, Indrajit Chaudhuri, CARE)

Since 2011, Integrated Family Health Initiative (IFHI) started by CARE India with support of BMGF has been operational in 8 districts of Bihar, India with a goal to reduce maternal and neonatal mortality, malnutrition and total fertility rate through improved uptake of key behaviors by improving coverage, quality and equity of health services.

From 534 blocks in 38 districts, using multistage-systematic-proportional sampling with a random component, 15685 consenting mothers of each age-group of babies (0-2/3-5/6-8/9-11/12-23 months) were interviewed. To explore equity odds ratios (OR) and their 95% confidence intervals (CI) were compared (overlapping and including the point estimates of the other strata) regarding change-in-estimates in IFHI districts with reference to non-IFHI ones across socio-demographic strata.

As per the findings, the likelihood of receiving most of the services targeted by IFHI and translating it into practice was uniform across the socio demographic strata.

Presentation # 3: *Methods and tools for addressing inequities in intervention coverage: Experience from Uttar Pradesh, India[1]* (Arup Kumar Das)

The Uttar Pradesh Technical Support Unit is supporting the frontline health workers such as the ASHAs (Accredited Social Health Activists), AWWs (*Anganwadi* workers) and the ANMs (Auxiliary Nurse Midwives) in the 100 focus blocks of the 25 high priority districts of Uttar Pradesh, India, through a set of 3 Community Resource Persons (CRPs) per block, each CRP covering a cluster of about 50-60 ASHA areas. The support is provided with an objective of increasing the coverage and utilization of services across geographies –coverage and utilization being measured through a monthly summary of the Village Health Index Register (VHIR) – a job-aid used by ASHAs. The VHIR helps the ASHAs to line-list 1000 individuals covered by her, prioritize individuals for outreach, and record the specific services that are provided to/utilized by each.

Using these tools and methods, the CRPs have been able to support the frontline community health workers to reduce the inequities across health units.

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[1] Authors: Dr Arup Kumar Das, Dr Rajesh Jha (NHM), Mrunal Shetye, Dr B M Ramesh, Mr Bharat Lal Pandey

Biographies

Moderator: Yamini Atmavilas

Yamini Atmavilas is a Senior Program Officer, Measurement Learning and Evaluation at the Bill and Melinda Gates Foundation. Yamini leads the evaluation of foundation's work in Bihar as a part of the Ananya program. She has rich experience in liaising with policy makers and national level institutions such as the Planning Commission, the Ministry of Statistics and Program Implementation, and the Ministry of Women and Child Development.

Panellists:
Debarshi Bhattacharya is a Senior Program Officer, Bihar Program at the Bill and Melinda Gates Foundation. He leads the grants portfolio leading up to sustainable impact on Maternal and Newborn Health and Mortality, Nutrition and Immunization outcomes in Bihar as part of the Ananya program.

Kultar Singh is the Chief Executive Officer, Sambodhi Research & Communications Pvt. Ltd. He is a Management Postgraduate having expertise in quantitative research, monitoring and evaluation and advanced data analysis of diverse developmental issues specially those related to Health & Nutrition, HIV/AIDS, woman & child health in the urban, rural and tribal areas of the country.

Dharmendra Chandurkar is the Co-founder and Chief Knowledge Officer of Sambodhi Research & Communications Pvt. Ltd. Dharmendra is responsible for leading Sambodhi's knowledge vision and strategy, including identifying and incubating emerging methodologies and designs with relevance to Monitoring and Evaluation, Project Management and Research.

Indrajit Chaudhuri is the Director - Monitoring, Learning and Evaluation (MLE) for the Bihar Technical Support Program of CARE India. Indrajit has designed, developed and established the MLE Framework for the Integrated Family Health Initiative (IFHI) project under *Ananya* and currently working towards developing the Concurrent Monitoring and Learning (CML) system under the Bihar TSU grant.

Dr Arup Kumar Das is Team leader, Monitoring & Evaluation, UP TSU is working in TSU since the time of inception of TSU in 2013. Dr Das is a trained demographer from International Institute of Population sciences, Mumbai, India and has more than 10 years of experience in design and implementation of M&E system.

SIDE EVENTS

Monday, 23 November 2015

17 30 – 19 00

 # 1 Book Launch

Second Edition of the Annual UN Women Publication on *Gender and Evaluation 2014*

This publication brings together lessons and perspectives of various development practitioners and researchers who are grappling with the challenges of evaluating women's empowerment and gender equality.

The five authors who have contributed to the publication will share their findings at this book launch.

Tuesday, 24 November 2015

17 30 – 20 30

#2 - WASH and the Missing Evidence: Generating Evidence for Equitable Development

An evening reception hosted by the Water Supply and Sanitation Collaborative Council (WSSCC).

At this event, WSSCC will share information on the Thematic Window for Sanitation and Hygiene supported by WSSCC and 3ie and in particular how this work aims to improve the accountability and programmatic effectiveness in the Post-MDG period.

Thursday, 26 November 2015

17 30 – 18 30

 # 3 Book Launch:

Evaluation in the Extreme. Research, Impact and Politics in Violently Divided Societies - *Kenneth Bush and Colleen Duggan (Eds)*

Published by SAGE Books India and IDRC Books, September 2015

Authors Colleen Duggan, Sonal Zaveri and Katherine Hay will discuss their contributions to the book framing its relevance to the Community of Evaluators South Asia.

 # 4 Presentation by Barbara Rosenstein

The status of national evaluation policies worldwide

Barbara will present her own research, as well as elements from the research conducted by Katerina Stolyarenko, on the rationale behind the *Mapping of National Evaluation Policies*, the mapping itself, and the four case studies (Australia, Nepal, Philippines and Sweden) of gender responsive and equity-focused National Evaluation Policies. It will examine the evaluation policies and practices that are in operation in over 60 countries worldwide, and open up a discussion on a number of key questions.

 # 5 Consultation on 3ie- Vision and Strategy: 2016-2019

Open to the participants of the Global Evaluation Week

Side Event # 1

Book Launch:	**Second Edition of the Annual UN Women Publication on Gender and Evaluation 2014**

Presenter:	*UN Women Multi Country Office for India, Bhutan, Maldives and Sri Lanka*

UN Women is the UN Entity for Gender Equality and the Empowerment of Women created to accelerate progress on gender equality and the realization of women's rights. UN Women is a dynamic and strong champion for women and girls, providing them with a powerful voice at the global, regional and local levels. UN Women's Multi Country Office (MCO), based in New Delhi, India covers four countries of the region, namely Bhutan, India, Maldives, and Sri Lanka. In South Asia, UN Women specifically focuses on: *Strengthening women's economic security and rights; Ending violence against women; and Promoting women's political leadership in democratic governance and peace building.*

UN Women places a strong emphasis on Planning, Monitoring and Evaluation to enhance the quality of its programmes and to demonstrate its impact on the ground. UN Women establishes and maintains a system for developing Management Responses to Evaluations and their tracking, and to make Evaluation Reports available to the public to strengthen accountability. Under the UN Women Evaluation Strategy 2014, UN Women MCO promotes accountability and knowledge sharing on Gender Responsive Monitoring and Evaluation.

Evaluation is particularly critical in the context of South Asia, home to complex social structures, high rates of poverty, gender discrimination, dynamic forces of globalization sweeping traditional societies and numerous development projects for the large populations of this region. Innovative evaluation approaches and practices are particularly important in such complex contexts.

In this context, UN Women published its First Edition of the Annual UN Women Publication on Gender and Evaluation in 2013 based on research papers submitted by the practitioners/evaluators in South Asia. The objective of this publication was to bring together lessons and perspectives of various development practitioners and researchers who are grappling with the challenge of evaluating women's empowerment and gender equality. The publication is intended for evaluators, policy makers, development practitioners and students who are interested in gender responsive evaluations.

The second edition of this publication supports gender and evaluation practitioners to gain greater insights of their research topics through interaction with the broader evaluation community, gain productively from the peer review process, and richly contributes to the fast-growing field of gender responsive evaluations.

For further information please get in touch with Madhulika Singh, UN Women at madhulika.singunwomen.org.

Side Event # 2

WASH and the Missing Evidence: Generating Evidence for Equitable Development

An evening reception hosted by the Water Supply and Sanitation Collaborative Council (WSSCC)

Safe, clean, accessible and affordable drinking water, sanitation and hygiene (WASH) are essential to the realisation of all human rights and for human dignity. WASH is likely to have a very broad range of impacts, including better health, improved education, poverty reduction and women's empowerment. Although there has been considerable investment in sanitation and hygiene related interventions over the past two decades, there is still a scarcity of high quality evidence in this area. More importantly, what evidence is generated and for whom remains an important question, especially within a resource constraint scenario. For instance, the Evidence Gap Map developed by the International Initiative for Impact Evaluation (3ie) demonstrates how the existing evidence in WASH mostly cover diarrhoeal health outcomes and is fairly weak on other WASH impacts.

In order to make meaningful contribution towards the evaluation and evidence building quest for the WASH and the non-WASH sector as well as to help inform the post-2015 strategy and programming, the Water Supply and Sanitation Collaborative Council (WSSCC) has entered into a partnership with 3ie to support a Thematic Window for Sanitation and Hygiene (link). The Thematic Window aims generate evidence that can contribute towards filling the knowledge gaps in the sector. It is currently supporting a set of impact evaluations and systematic reviews, a study for evaluating advocacy approaches in development, as well as the Medium- Term Review of WSSCC's current MTSP.

WSSCC is organizing an evening reception to share more information on the Thematic Window for Sanitation and Hygiene supported by WSSCC and 3ie and in particular how this work aims to improve the accountability and programmatic effectiveness in the Post MDG period.

A presentation on WASH and the Missing Evidence: Generating Evidence for Equitable Development will be followed by a panel discussion
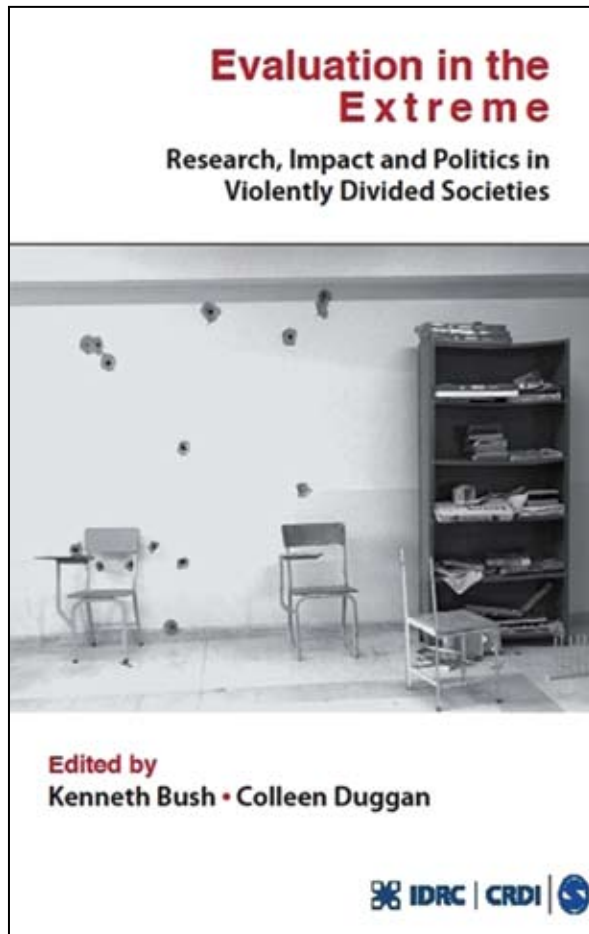
Presentation: 20 mins; Panel discussion 80 mins including Q&A

- How is the Thematic Window for Sanitation and Hygiene making an attempt to fill the knowledge gap?
  International Initiative for Impact Evaluation (3ie)

- How critical is the multi-agency, multi-sectoral collaboration and joint evaluations in the evidence building movement as we move into the SDG period? - *The United Nations Population Fund (UNFPA)*

- Effective dialogue with the decision-makers to strengthen participation, buy-in and up-take of evaluation findings - *Water Supply and Sanitation Collaborative Council (WSSCC)*

- Thematic Window for Sanitation and Hygiene, reflections- the journey so far and the road ahead - *The United Nations Children's Fund (UNICEF)*

Side Event # 3

Book Launch: Evaluation in the Extreme. Research, Impact and Politics in Violently Divided Societies. *Kenneth Bush and Colleen Duggan,* **(Eds)** Published by SAGE Books India and IDRC Books, September 2015

Presenter: *IDRC Canada*

Evaluation in the Extreme

Research, Impact and Politics in Violently Divided Societies

Edited by
Kenneth Bush • Colleen Duggan

IDRC | CRDI

Over the past two decades there has been an increase in funding of research and evaluation in and on violently divided societies. But how do we know whether research and evaluation make any difference to these societies? Is the impact constructive or destructive? This book is the first to systematically explore this question through a series of case studies written by those on the front lines – researchers, evaluators, donors, and practitioners. *Evaluation in the Extreme* uses the field of programme and policy evaluation as a critical lens to interrogate the interactions between research, power, and politics. It brings together and harnesses the political, technical, and methodological sensitivities and capacities of these groups into an exploration of the positive and negative role that research and evaluation might have in settings affected by armed conflict, political unrest and social violence. Authors Colleen Duggan, Sonal Zaveri and Katherine Hay will discuss their contributions to the book framing its relevance to the Community of Evaluators in South Asia.

Please contact **Colleen Duggan** CDuggan@idrc.ca for further information.

Side Event # 4

The status of national evaluation policies worldwide

Presenter: *Barbara Rosenstein*

The presentation, based on research of Barbara Rosenstein and Katerina Stolyarenko will consist of three parts; an overview of the movement encouraging National Evaluation Policies; the updated second edition of *Mapping the Status of National Evaluation Policies*, and excerpts from the four case studies focusing on gender responsiveness and equity.

The research was proposed by Parliamentarians Forum on Development Evaluation, a collective of parliamentarians committed to the development of evaluations in South Asian Region countries. The goal of the Forum is to advance enabling environments for nationally owned, transparent, systematic and standard development evaluation process in line with National Evaluation Policy at country level. The Forum, along with EvalPartners and IOCE commissioned Barbara to conduct a *Mapping of the Status of National Evaluation Policies* in August 2013 and Katerina Stolyarenko to research and write *Six Cases Studies of National Evaluation Policies*. The report and the case studies appeared in December, 2013. The first *Mapping the Status of NEP Report* and S*ix Case Studies* were presented at conferences worldwide and much valuable feedback was received. Although there was a great deal of information in the first reports, it was clear that still more information was needed and an update was commissioned in November 2014 and completed by Dr Rosenstein in February, 2015 *Mapping of the Status of NEP, 2nd edition*. Furthermore, the four cases studies (Australia, Nepal, Philippines and Sweden) of the interface between NEP and gender responsiveness and equity focus was commissioned and conducted by Ms. Stolyarenko. These reports attempt to fill the gaps and add additional insights to the first reports. It is hoped that this panel will contribute to the wealth of discourse, activities and developments in this International Year of Evaluation, 2015.

Barbara will present the rationale behind the mapping of National Evaluation Policies, the mapping itself, and the four cases studies (Australia, Nepal, Philippines and Sweden) of gender responsive and equity-focused National Evaluation Policies. It will examine the kinds of evaluation policies and practices that are in operation in over 60 countries worldwide. The research provides valuable links to policies and legislation and answers the key questions: Which countries have National Evaluation Policies? Who administers evaluation policies? In what sectors and disciplines are evaluations conducted? Who are the agencies responsible for such evaluation? And how has gender responsiveness and equity been integrated into evaluation policies and practice? The panel speaks directly to the issues addressed in the first conference theme, program, government, and policy.

Biography of the Presenter:

Barbara Rosenstein has taught Evaluation Theory and Ethics and published articles on teaching evaluation, evaluation capacity building, reflective thinking, evaluation methods. She is a founding member, current chairperson of (IAPE), was on the first board of IOCE. She co-edited issue #146 of NDE dedicated to Social Justice and Evaluation in complex socio-political contexts.

# PLACES TO SEE IN AND AROUND THE KATHMANDU VALLEY

Kathmandu Durbar Square
Kathmandu's Durbar Square, also known as Hanuman Dhoka Durbar, is the complex of palaces, courtyards and temples that are built between the 12th and the 18th centuries by the ancient Malla Kings of Nepal. It is the social, religious and urban focal point of the city.

Swaymbhunath Stupa
Swaymbhunath Stupa is an ancient Buddhist colossal Stupa situated atop a hill from where you could get a bird's eye view of Kathmandu valley. Listed in the UNESCO world heritage site, it is also known as the "Monkey temple".
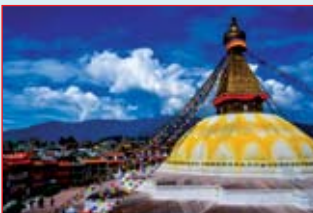
Boudhanath Stupa
Boudhanath Stupa is considered the largest Buddhist Stupa in the world. It is the centre of Tibetan culture in Kathmandu and rich in Buddhist symbolism. This sacred and holy Buddhist Stupa is surrounded by a number of beautiful Gompas and monasteries.

Bhaktapur
Bhaktapur, also known as the "City of Devotees" is a museum of medieval art and architecture with many fine examples of sculpture, woodcarving, and colossal pagodas consecrated to different god and goddesses. Pottery and weaving are its major traditional industries.

Nepal is known for its exquisite natural beauty, with the iconic Himalayas running across the northern and western part of the country. Nepal is a country of highly diverse and rich geography, culture, and religions, and offers a wide variety of adventure tourism packages. It is the land of Mount Everest (8,848 meters) the highest peak in the World and other 240 mountain peaks over 6,000 meters high.

Nepal offers plenty of Wildlife as there are eight National Parks and four Wildlife Reserves and two conservation areas in Nepal. Pokhara, the city of lakes, provides plenty of opportunities for fishing, boating and sightseeing with the panoramic view of Annapurna range. Kathmandu valley has several historical memorials, old palaces and temples.

For more information, please contact the travel desk of the hotel. Also visit www.welcomenepal.com