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Community of Evaluators South Asia

Well-being and Sustainable Development: New Frontiers in Evaluation

REPORT

Evaluation Conclave, 2017

Thimphu, Bhutan
August, 2017

Programme at a Glance

6 June 2017	7 June 2017	9 June 2017	27 Nov 2015
08 30 – 09 00 Introduction to Skills Development Workshops			
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)	**08 30 – 10 30** Keynote Panel	**08 30 – 10 30** Keynote Panel
		11 00 – 12 30 Panel presentations	**11 00 – 12 30** Panel presentations
		13 30 – 15 00 Panel 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 30 Inauguration of the Evaluation Conclave, 2017 (Le Meridien Hotel)	17 30 – 19 00 Side Events	
	19 30 – 21 00 Reception		

▓	Activities in Plenary	At the Le Meridien Hotel
▓	Workshops/Panels in parallel sessions	At Le Meridien & City Hotels
▓	Side Events	At the Le Meridien Hotel

ACKNOWLEDGEMENTS

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

Community of Evaluators South Asia

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, Maldives, Nepal, Pakistan, and Sri Lanka; however, membership is open to other nationals as well.

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.
<http://communityofevaluators.org/>

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Executive Summary

The Community of Evaluators – South Asia (CoE-SA), in collaboration with the Gross National Happiness Commission (GNHC) of the Government of Bhutan, successfully held the 4th Evaluation Conclave in Thimpu, Bhutan from 6 – 9 June 2017 (both days inclusive). The event was held at two venues; the main venue was Le Meridien Hotel with City Hotel as the subsidiary venue.

The primary theme of the Conclave, **Well-being and Sustainable Development – New Frontiers in Evaluation** entails the relationship between well-being and sustainable development with a view to demonstrate the importance of evaluations in these areas. The event consisted of Pre-conclave workshops focussing on building skills in evaluation (6 - 7 June), inauguration of the Conclave (7 June), Panel presentations and side events (8 - 9 June), and the closing ceremony (9 June).

Altogether 234 participants from 24 countries attended the Conclave. The Evaluation Conclave 2017 was managed by the Secretariat of the CoE SA, which was ably guided by six Working Groups and the Governing Board of CoE SA.

In response to the Call for Contributions, the Secretariat received 95 Proposals, which represents a 5% increase from 2015 Conclave. From the accepted proposals, 16 Skills Development Workshops, two Demonstrations, 20 pre-formed Panels and four Panels formed by the Secretariat made up from accepted abstracts, and two side events were held.

Event management was undertaken by U-Turn Marketing Ltd of Kathmandu supported by Amen Bhutan Travels & Tours, Thimphu to facilitate local logistics. Rapporteuring Services was by M/S Research & Analysis House, Thimphu, Bhutan and the evaluation of the Conclave was carried out by M/S Responsive to Integrated Development Services, Dhaka, Bangladesh.

The inauguration of the Evaluation Conclave, 2017 was held on 7 June 2017 in the Tshokhang Hall of Le Meridien Hotel, graced by Hon. Lyonchhen Tshering Tobgay, Prime Minister of Bhutan. The inaugural address was delivered by Professor Robert Chambers, OBE, titled *Creativity and Rigour in Evaluation for Complexity, Well-being, and Sustainability.* The inauguration was graced by Hon. Ministers, Members of Parliament from both Bhutan and elsewhere, several high-ranking Secretaries, officials from the Royal Government of Bhutan and heads of some of the UN agencies in Thimphu. The traditional *Marchang* Ceremony was performed by Mr Dasho Sonam Wangchuk, Secretary for the Ministry of Labour and Human Resources. Mr Thinley Namgyel, Secretary of the Gross National Happiness Commission (GNHC), Bhutan, welcomed the participants followed by an introduction to the Conclave by Ms Mallika R Samaranayake, President of the Community of Evaluators –South Asia. Following the inaugural address by Professor Chambers, the Hon. Prime Minister gave an insightful and timely address on evaluating happiness in Bhutan. Dr Gana Pati Ojha, Vice President, CoE SA proposed the vote of thanks. The inauguration was closed with a celebratory dinner in Tshokhang Hall of Le Meridien Hotel, attended by dignitaries and the participants.

Two keynote Panels were held on 8 and 9 June, respectively. The first Panel was moderated by Ms Nancy MacPherson with Dr Emmanuel Jimenez, Ms Natalia Kosheleva, Ms Penny Hawkins, and Mr Robert McLean as Panellists. The second Panel was moderated by Dr Emmanuel Jimenez with Ms Nancy MacPherson, Dr Jyotsna (Jo) Puri, Dr A K Shiva Kumar and Mr John Gargani as Panellists. Over 91% of the respondents found that the keynote plenary sessions were worthwhile to attend and reported that the sessions were engaging and interesting, especially sharing the South-Asian experiences. According to the participants, the keynotes provided an excellent variety of perspectives.

There were altogether 16 Skills Development Workshops (on 6 and 7 June) attended by 226 participants. There was variation in attendance in different workshops. The evaluation of the workshops noted that 43% rated the workshop experience as 'Good' and 32 % as 'Excellent', distantly followed rating of 'Average' (20.4%), and 'Poor' (4.4%). Less than 1% of the respondents rated their workshop session as 'Very Poor'. Qualitative feedback also reflected the overall satisfaction with the workshops. Participants were happy and were of the view that the workshops were insightful and gave them a great learning opportunity.

The 24 Panel discussions held on 8 and 9 June were well attended. More than 80% of the participants rated Panel presentations as 'good' and 'excellent' on questions regarding whether the panel sessions were worthwhile to attend or not, and the usefulness of the panels. However, too many breaks/sessions and some off-topic discussions by the speakers were some of the reasons for a few participants to rate the panel discussion as 'average'.

Overall, 37.2% ranked the Conclave experience as '**excellent**' whereas 55.7% ranked it '**good**'. The participants found that the Conclave was a great initiative and very insightful. However, 5.7% rated the Conclave experience **average.**

Few participants expressed their desire to see more computer-aided learning with data, longer sessions or duration of the conclave in order to have more exercises on the topics covered and they would like to focus on the concepts and tools of evaluation.

In regard to 'level of interaction among participants', 'Event organizers/coordinating staff', 'Venue' and 'materials and information provided', the overall responses were very positive with over 80% rating the four parameters as 'good' and 'excellent'. About 21% rated the 'level of interaction among participants' as average without adducing any reasons.

In addition to the main events, there were two Demonstrations and two Side Events.

The closing session of the Evaluation Conclave, held at 16 00 h on 9 June, 2017 in Tshokhang Hall, Le Meridien Hotel, was chaired by Ms Mallika R Samaranayake - President, CoE SA with Mr Thinley Namgyel (Secretary, Gross National Happiness Commission, Royal Government of Bhutan) as the Guest of Honour. A Message from Mr Ziad Moussa, President, IOCE & Co-Chair, EvalPartners was read. The Closing Remarks were made by Mrs Samaranayake, President, CoE SA and a Vote of Thanks was proposed by Dr Sonal Zaveri, Secretary, CoE SA to formally close the Evaluation Conclave, 2017.

Detailed Programme

6 June 2017		
08 30	**Welcome and Introduction to the Skills Development Workshops**	**Le Meridien Hotel**

Skills Development Workshops

09 00 – 17 00

Promoting a RealWorld and Holistic approach to Impact Evaluation (WS-1)
➢ **Jim Rugh** (*RealWorld Evaluation, USA*) & **Ana Coghlan** (*M&E Director, LIFT Fund, Myanmar*)

Frontiers in Participatory Evaluation (WS-2)
➢ **Robert Chambers** (*IDS, Sussex, England*) **& Mallika R Samaranayake (***Institute for Participatory Interaction in Development, Sri Lanka*)

09 00 – 12 30

Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS3)
➢ **Sanjeev Sridharan (***University of Toronto, Canada***)**

Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS15)
➢ *International Initiative for Impact Evaluation (3ie), Delhi, India*

Assessing coordination work using systems thinking and feminist approaches (WS8)
➢ **Priya Alvarez** (*UN Women, New York, USA*)

13 30 – 17 00

Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS5)
➢ **Arnab Dey** (*Sambodhi Research & Communications, India*)

Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS6)
➢ **Jane Reisman** (*Rockefeller Foundation, USA*)

Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS12)
➢ **Nandita Bhan** (*UC San Diego School of Medicine, USA*)

Social Audit for Performance Improvement and Outcome Measurement (WS7)
- ➢ **Anuradha S Palanichamy** *(Jindal School of Government and Public Policy, India)*

Side Events

17 30 – 19 00

Integrating Gross National Happiness into Policies and Plans
- ➢ **Gross National Happiness Commission, Bhutan**

7 June 2017

Skills Development Workshops

09 00 – 17 00

Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)
- ➢ **QED Group LLC, Arlington, USA**

Beyond Sampling: Best Practices in Survey Methodology (WS-10)
- ➢ **Jackie Yiptong-Avila**

Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)
- ➢ **Jim Rugh (***RealWorld Evaluation, USA***)**

09 00 – 12 30

Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS13)
- ➢ **Natalia Kosheleva** *(Evaluation Consultant, Moscow, Russia)*

Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS14)
- ➢ **Arnab Dey** *(Sambodhi Research & Communications, India)*

How to frame Gender and Equity in Evaluation: A South Asia perspective (WS16)
- ➢ **Community of Evaluators - South Asia**

Demonstrations

13 30 – 15 00

Using Natural Experiments to Evaluate Policies and Interventions [DEMO -2]
- ➢ International Initiative for Impact Evaluation (3ie), India

17 30 – 19 00	Inauguration of the Evaluation Conclave
19 00	Reception

8 June 2017

Panel Discussions

Keynote Panel # 1
08 30 – 10 30

Moderator: Nancy MacPherson
Panellists:
- Emmanuel Jimenez *[Fostering governance, accountability, credibility and transparency]*
- Natalia Kosheleva *[Bridging gender and complexity to ensure high quality of gender-responsive evaluation]*
- Penny Hawkins *[Innovative Methods and Partnerships]*
- Robert McLean *[Evaluation with Values]*

11 00 – 12 30

Comprehensive measurement to assess impact of public health programs on Quality of Care: Examples from studies in public and private health facilities in Uttar Pradesh and Bihar (PP-1)
Bill & Melinda Gates Foundation

Innovations in evaluation methods: Evidence from behavioral science interventions to promote latrine use in rural India (PP-4)
International Initiative for Impact Evaluation (3ie)

Resilience measurement – From Concept to practice, lessons from the ground (PP-9)
Itad Ltd (UK) and Sambodhi Research & Communications Pvt. Ltd, India

Equity-Focused Evaluations: From Results to Reshaping a Programme? (PP-15)
University of Toronto, Canada

Innovative Tools for Measuring Gender Norms (PP-13)
Breakthrough, India

Innovative methodological approaches to monitoring and evaluating health interventions at scale, using livelihood-based community groups (PP-16)
Population Council India

13 30 – 15 00

Representing Liminality: Measurement of and with marginalized populations (PP-5)
Bill & Melinda Gates Foundation

Empowering adolescents: Evidence from 3ie's Improving Adolescents' Lives thematic window (PP-3)
International Initiative for Impact Evaluation (3ie)

Engaging with evidence: Do financial inclusion programmes have an impact on poverty reduction? (PP-10)
International Initiative for Impact Evaluation (3ie)

When Innovative Finance Meets Sustainable Development: How to Measure the Impact (PP-6)
The QED Group, USA

Use of innovative methods and tools in evaluations – Health Care [PP-21]
Moderator: Aniruddha Brahmachari
  ➢ Developing an Index to Evaluate Effectiveness of Sanitation Program in India (*R S Goyal*)
  ➢ Impact Evaluation of a Community Engagement Approach in Improving Immunization Coverage: A Randomized Controlled Trial (*Santanu Pramanik, Rituu B Nanda, Arpita Ghosh & Sandra Albert, 3ie*)
  ➢ Can Mentoring Nurses Improve Nursing Quality of Care? An evaluation of a Nurse Mentoring Program at Primary Health Centers in Bihar, India (*Krishna D Rao, Swati Srivastava, S Ahmed, Nicole Warren, Kaveri Mayra & Yamini Atmavilas*)
  ➢ How Can We Measure Leadership And Management Competencies in a Primary Healthcare Setting in Developing Countries? (*Aarushi Bhatnagar, Aashna Jamal, Tom Newton-Lewis & Sam Franzen*)

15 30 – 17 00

Use of evaluation for decision-making and policy influence related to Implementation of the Sustainable Development Goals (PP-17)
International Development Research Centre (IDRC), Canada

Role of a Learning Agenda in Evaluation Planning to Drive Strategic Decisions (PP-7)
The QED Group, USA

Triggering Social Enterprise Start-ups (SE) (PP-8)
Panelists: Chelladurai Solomon, Khairul Islam, Bhabatosh Nath

Are Parliamentarians Successful Advocates for Evaluation? [PP-25]
EvalPartners

Learning from impact evaluations of community engagement approaches and programmes (PP-14)
International Initiative for Impact Evaluation (3ie)

Gender and equity [PP-23]
Moderator: A K Shiva Kumar

➢ Working Towards Environmental Justice Impacting Grassroots Women's Lives (*Sushila Chatterjee Nepali*)
➢ Innovative Use of Technology in reducing Gender Based Discrimination (GBD) in four districts of Haryana, India (*Deeksha Sharma & Leena Sushant - Breakthrough Trust, India*)
➢ Impacting social norms to improve sex ratio at birth in Haryana, India (*Rani Yadav, Leena Sushant & Sonali Khan - Breakthrough Trust, India*)
➢ Can greater awareness improve migrating experience? An Impact Assessment of BRAC's Safe Migration Programme (*Syeda Sitwat Shahed & Priyanka Chowdhury – BRAC, Bangladesh*)
➢ The Sustainable Development Goals: Entreching Equity and Reaching the Hard-To-Reach (*Nanlop Ogbureke, Kazeem Balogun, Yauri Aduak, Taiwo Adesoba, Justice Adaji & Joseph Damian - Christian Aid UK*)

Side Events

17 30 – 19 00

Introductory Module on Policy Relevant Research: Research and Policy- Improving a fruitful dialogue
Centre for Study of Science, Technology and Policy, Bengaluru, Karnataka, INDIA

Demonstration of skills - Combining mixed methods to evaluate the impact of Samarth, the first Making Markets Work for the Poor (M4P) programme in Nepal
Itad Ltd., UK

9 June 2017

Panel Discussions

Keynote Panel # 2
08 30 – 10 30

Moderator: Emmanuel Jimenez
Panellists:
➢ Nancy MacPherson *[What do we do when evidence does not matter?]*
➢ Jo Puri *[Another extinction - what is the evidence saying about environment sustainability?]*
➢ A K Shiva Kumar *[Establishing violence-free societies for children: Challenges in evaluation]*
➢ John Gargani *[I don't want to change the world, I want to make it better: The growing responsibility of evaluation to improve the lives of people]*

11 00 – 12 30

Evaluating Health System Performance in Low Resource Settings: Innovations in Evaluation Design and Methods from Uttar Pradesh and Bihar, India (PP-2)
Bill & Melinda Gates Foundation

Use of innovative methods and tools in evaluations – Poverty and Gender [PP-22]
Moderator: Jyotsna (Jo) Puri
  ➢ Theory of change framework and appropriate boundaries in evaluation: an empirical perspective (*Ratna M Sudarshan*)
  ➢ Using systems thinking and feminist approaches for assessing system-wide coordination (*Priya Alvarez, UN Women*)
  ➢ Evaluative Insights on the Support Provided to Research for Development (*Eric Abitbol, Archi Rastogi & Esther Rouleau - Universalia Management Group, Canada*)
  ➢ End Line Assessment of Main Kuch Bhi Kar Sakti Hun-Season 2 (*Poonam Muttreja & Alok Vajpeyi, Population Foundation of India*)

Poverty reduction, Inclusiveness and hard-to-reach [PP-24]
Moderator: Aniruddha Brahmachari
  ➢ Delivering Benefits to the Poor: A framework for integrated climate response at the Local Level (*Raniya Sobir - Tango International, Thailand*)
  ➢ From facts to figure: An innovative approach to measuring resilience - experience of Anukulan/ BRACED project in Nepal (*Madan Pariyar - International Development Enterprises, Nepal*)
  ➢ Does livelihood programmes help people come out of poverty? A synthetic review (*Bidisha Barooah, Shonar Chinoy, Avantika Bagai, Priyanka Dubey & Ritwik Sarkar – 3ie*)

Equity Focused and Gender Responsive National Evaluation Policies to Leave No One Behind [PP-26]
UN Women – Independent Evaluation Office

The Paths of Human Economy (PP-11)
Development et Civilisations Lebret-Irfed (DCLI)

Demonstration

Using Most Significant Change as an Instrument of Complexity-Aware Monitoring [DEMO -1]
  ➢ The QED Group, USA

Panel Discussions

13 30 – 15 00

Measuring and Evaluating Empowerment for Adolescent Girls: Process and Innovations (PP-18)
Bill & Melinda Gates Foundation

Evaluating SDGs in no one left behind lens (PP-19)
EvalPartners

16 00 – 17 00   Closing Ceremony

1. The Evaluation Conclave, 2017

1.1.   Introduction

The Community of Evaluators – South Asia (CoE-SA), in collaboration with the Gross National Happiness Commission (GNHC) of the Government of Bhutan successfully held the 4th Evaluation Conclave in Thimpu, Bhutan from 6 – 9 June 2017 (both days inclusive). The event was held at two venues; the main venue was Le Meridien Hotel with City Hotel as the subsidiary venue.

This Conclave follows three successful Evaluation Conclaves organised by the Community of Evaluators – South Asia in 2010 (New Delhi), 2013 (Kathmandu) and 2015 (Kathmandu). They have come to be recognized as the flagship event of CoE-SA, and have provided numerous benefits to its members as well as to the broader evaluation community: a chance to network and partner with evaluation societies and experts from across the globe, and as an opportunity to build capacity in evaluation theory and practice.

The primary theme of the Conclave, ***Well-being and Sustainable Development – New Frontiers in Evaluation*** entails the relationship between well-being and sustainable development with a view to demonstrate the importance of evaluations in these areas. The Conclave 2017 was an opportunity to examine 2030 Agenda for Sustainable Development from the point of view of human well-being looked at from economic, social, and environmental objectives, rather than from a narrow agenda of economic growth alone. Well-being can be easily linked to some of the key SDGs; for example, mitigating poverty (SDG 1), gender equality (SDG 5), working towards equality of income and wealth in society (SDG 10), promoting environmental stability and sustainability, and fostering peace and inclusive society.

Conclave 2017 was a forum for government, civil society, donors and evaluation fora to deliberate on a number of areas, such as:

- **Use of innovative methods and tools in evaluations** [Use of innovative methods and techniques for conducting evaluations, collecting data and analytical representation; Innovative approaches to understand social changes.]
- **Fostering governance, accountability, credibility and transparency** [credible and transparent evaluations; observance of ethical norms relevant to different pluralistic cultural environments]
- **Gender and equity** [Ensuring good quality, equity-focused and gender-responsive evaluations and their use in decision-making]
- **Environmental sustainability** [wise use of natural resources and promoting environmental sustainability]
- **Poverty reduction** [Exploring the analytical underpinnings of programmes supporting poverty reduction, both income and non-income dimensions, and on the processes for engaging with stakeholders to support poverty reduction]

- **Inclusiveness and hard-to-reach** [Evaluation findings to generate learnings and to contribute to the evidence base on good humanitarian practices and building resilience in the most fragile and conflict-affected situations]
- **Partnership** [forging lasting partnerships in evaluations, including community/ stakeholder participation]

1.2.   Structure of the Event

The event consisted of the following components:

- *6 - 7 June 2017*:   Pre-conclave workshops focussing on building skills in evaluation
- *7 June 2017*:   Inauguration of the Conclave
- *8 - 9 June 2017*:   Panel presentations and discussion focussing on sharing experiences on evaluations and side events
- *9 June 2017*:   Closing ceremony

The complete agenda is at Page 5.

The Call for Contributions was made in December, 2016 (Annex 1.1).

1.2.1.   *Participation at the Evaluation Conclave, 2017*

Registration for participation in the Evaluation Conclave, 2017 was opened on 28 December 2016. The registration fees are given in Table 1.1

Table 1.1 – Registration Fees

Participant Category	Pre-Conclave Workshops	Conclave	Attendance at both events
(1) Individuals	USD 275	USD 275	USD 500
(2) Individuals (early-bird registration – up to 31 March 2017)			USD 425
(3) Members of Community of Evaluators – South Asia	USD 140	USD 140	USD 250
(4) Multilaterals/donors/governments			USD 600
(5) Citizens of Bhutan			
• Individuals	BTN 8,500	BTN 8,500	BTN 13,500
• Students			BTN 10,000
(6) Groups (three and more from the same organisation) (per person)			USD 425

1.2.2.   *Registration Concessions:*

The registration fee was exempted from workshop leads, keynote speakers, one representative each from donors, CoE Board Members, Secretariat, Working Groups Members and Event Management personnel.

CoE SA members were given a 50% concession; likewise, nationals from Bhutan were also given a 65% concession on registration fees in order to provide opportunities for Bhutanese nationals to learn from the Conclave.

Altogether 234 participants from 24 countries attended the Conclave (Table 1.2).

Table 1.2 – Participation at the Conclave, 2017

Country	No. Participants	Country	No. Participants	Country	No. Participants
Afghanistan	2	Germany	2	Nigeria	1
Bangladesh	5	India	72	Pakistan	2
Bhutan	105	Italy	1	Russia	1
Canada	5	Kenya	1	Spain	1
Chile	1	Maldives	1	Sri Lanka	8
Colombia	1	Myanmar	1	United Kingdom	5
Finland	1	Nepal	5	United States	11
France	1	New Zealand	1	TOTAL	234

1.3.   Management of the Evaluation Conclave, 2017

The Evaluation Conclave 2017 was managed by the Secretariat of the CoE SA, which was ably guided by the Working Groups and the Governing Board of CoE SA; the Board appointed six Working Groups to advise the Board on various matters (Annex 1.2 gives the composition of the Working Groups and their responsibilities).

1.4.   Response to the Call for Contributions

In response to the Call for Contributions, the Secretariat received 95Proposals, which represents a 5% increase from 2015 Conclave.

The Contributions were reviewed by at least two of the Members of the Paper & Panel Review Working Group; largely the review results were consistent. On occasion, there were divergent views, and such cases were referred to a third reviewer, and consensus developed. Several proponents withdrew their proposals due to variety of reasons, chiefly lack of funds. From the 15 abstracts available, four (4) panels were formed.

Fifty-five (55) proposals were finally scheduled (Table 1.3).

Table 1.3 – Proposals for the Conclave

Contribution	No. Proposals Received	No. Proposals Rejected at Review	No. withdrawn due to lack of funds	No. withdrawn due to other reasons	Final Count
Skills Development Workshops	23	3	4		16
Pre-formed Panels	30	2	6	2	20
Abstracts	36	9	10	2	15
Demonstrations	4			2	2
Side Events	2				2
TOTAL	95	14	20	6	55

1.5. Event Management

The Board developed the Scope of Work for the Event Manager (Annex 1.3); it then negotiated with three Event Management companies and selected U-Turn Marketing Ltd of Kathmandu for managing the events relating to the Conclave, 2017. U Turn was supported by Amen Bhutan Travels & Tours, Thimphu to facilitate local logistics.

1.6. Rapporteuring Services

M/S Research & Analysis House, Thimphu, Bhutan provided rapporteuring services for the Conclave.

1.7. Evaluation of the Conclave

M/S Responsive to Integrated Development Services, Dhaka, Bangladesh was commissioned to undertake an evaluation of the Conclave.

1.8. Fund-raising & Bursaries

Financial assistance was received from Rockefeller Foundation, Bill & Melinda Gates Foundation (BMGF) and International Organization for Cooperation in Evaluation (IOCE). Participation of Bhutanese nationals was supported by defraying the registration fees for 65 participants by UNICEF, Bhutan and 38 participants by UNDP, Bhutan.

International Initiative for Impact Evaluation (31e) provided bursaries to eight (8) members of CoE SA for their participation in the Conclave (Table 1.4).

Table 1.4 – Bursary Support

Nature of support	Name
Registration & airfare	• Sushila C Nepali (Ms) [Nepal] • Sardeshpande Nilangi (Ms) [India]
Registration, accommodation & airfare	• Ranjani Krishnamurthy (Ms) [India] • Kanchan Lama (Ms) [Nepal] • A Lourthusamy (Mr) [India] • Piroshini K Trikawalagoda (Ms) [Sri Lanka] • R S Goyal (Mr) [India]
Airfare & accommodation	• Sonal Dilip Zaveri (Ms) [India]

2. Inauguration of the Evaluation Conclave, 2017

The inauguration of the Evaluation Conclave, 2017 was held from 17 30 to 19 00 h on 7 June 2017 in the Tshokhang Hall of Le Meridien Hotel. The event was graced by Hon. Lyonchhen Tshering Tobgay, Prime Minister of Bhutan. The inaugural address was delivered by Professor Robert Chambers, OBE, titled *Creativity and Rigour in Evaluation for Complexity, Well-being, and Sustainability.* The inauguration was graced by Hon. Ministers, Members of Parliament from both Bhutan and elsewhere, several high-ranking Secretaries, officials from the Royal Government of Bhutan and heads of some of the UN agencies in Thimphu.

The traditional Marchang Ceremony was performed by Mr Dasho Sonam Wangchuk, Secretary for the Ministry of Labour and Human Resources.

The agenda of the inauguration is in Annex 2.1.

2.1   Address of Welcome

Mr Thinley Namgyel, Secretary of the Gross National Happiness Commission (GNHC), Bhutan, welcomed all the participants to Evaluation Conclave 2017. He extended a special welcome to participants from abroad.

He said the field of evaluation in Bhutan was still in its infancy despite considerable progress made in recent years. The Conclave, he said, was therefore timely.

As may be the case elsewhere, even in Bhutan, evaluation has been one of the important tools for evidence-based decision-making while formulating socio-economic development policies, programmes, and projects. In the past, most evaluations carried out in Bhutan were for donor-led or donor-financed programmes and projects. This was acceptable because donors financed a large number of programmes and projects.

Mr Namgyel added that, in recent years, with improved domestic revenue, the Royal Government was financing increasing number of investment programmes and projects. Therefore, the need to develop evaluation capacity in the country was critical for prioritization, and efficient and effective allocation or resources.

The Royal Government has already taken initiatives to strengthen evaluation capacity in Bhutan, including the establishment of the national monitoring and evaluation system in 2006, following which considerable progress was made in terms of monitoring. However, the GNHC secretary said, evaluation still remained weak.

The Evaluation Association of Bhutan, an informal, non-government association led and managed by volunteers was established in 2013 to strengthen, streamline, and institutionalise evaluation. A Draft National Evaluation Policy and Draft National Evaluation Protocol and Guidelines were formulated in 2016.

Also, since 2014, the research and evaluation division within the GNHC was mandated to conduct a minimum of two evaluations of government programmes in a year. Since then, about eight programmes have been evaluated. Evaluations of two government-funded programmes are ongoing.

In spite of these initiatives, the Secretary admitted that technical capacity to conduct, commission, and manage evaluation was weak and hence, also, the demand for evaluation was low.

In light of the above situation, the Secretary opined that the holding Evaluation Conclave, 2017 in Thimpu was timely. It brought scholars, specialists, and experts from 18 countries to share their knowledge, experience, and evaluation tools and methods. The experiences and knowledge shared during the Conclave was expected to help build the capacity of Bhutanese evaluators and also provide a strong basis for formulating the 12th Five Year Plan that starts in July 2018.

On behalf of GNHC and the Community of Evaluators (South Asia), Mr Namgyel welcomed the distinguished guests, speakers, and participants, particularly those who had travelled long distances to take part in the Conclave.

He thanked the Hon. Prime Minister for gracing the opening ceremony, which indicated the importance the Royal Government of Bhutan attached to evaluation. He also thanked UNICEF and UNDP Bhutan for supporting participation of Bhutanese nationals.

2.2   Introduction to the Evaluation Conclave, 2017

Ms Mallika R Samaranayake, President of the Community of Evaluators –South Asia introduced the Evaluation Conclave 2017, and said that the Conclave would focus largely on the relationship between well-being and sustainable development with a view of demonstrating the importance of evaluations in these areas.

Population growth, climate change, and other adversities posed critical challenges to the state of happiness and well-being of people within the South Asian region. Poverty, inequity, gender-based violence, and conflict were some of the issues people in these countries grappled with.

Ms Samaranayake stated that Conclave 2017 would be a forum for government, civil society, donors and evaluation fora to deliberate on a number of fronts, such as use of innovative methods and tools in evaluations, and fostering good governance, accountability, credibility, and transparency. Gender and equity, environmental sustainability, poverty reduction, inclusiveness, and forging partnerships in evaluation, including community/stakeholder participation, were some other areas of attention.

The need for sustainable development was emphasised by Ms Samaranayake, which has become ever more critical. State and non-state actors have increasingly recognised the need to evaluate government-supported national, state, and local social sector programmes so policy decisions are made on credible evidence.

She said that the timing for the Conclave, which was being conducted in close collaboration with Bhutan's Gross National Happiness Commission, was apposite, in that governments had already begun implementing Sustainable Development Agenda 2016-2030. The idea of rigorous evaluation was all the more important for developing countries, particularly in Asia, where sustainability principles were often compromised to achieve development agendas. Such an unhealthy situation needed to be addressed because it was the poorer segments of the society who found themselves on the receiving end of the 'development' actions.

Ms Samaranayake called for evaluation of sustainable development to ensure that people, particularly vulnerable communities, and the environment were safeguarded for the future. However, many countries struggled on this front, and while some had strategies and plans their implementation fell short of expectations. Credible and effective evaluation systems are therefore an important pre-requisite for good governance, she stressed.

In recent times, evaluations were used to improve transparency and accountability. In most CoE SA member countries, the requisite capacity for independent evaluations was inadequate. On that note, the Conclave in Bhutan had a very appropriate theme, '*Well-being and Sustainable Development – New Frontiers in Evaluation*'.

Happiness, or people's satisfaction with their lives, was the key indicator of well-being and that in recent times, work on quantifying happiness had progressed. For example, she said the evaluative happiness, as detailed in the *World Happiness Report of 2017*, looked at the overall quality of life and had developed benchmarks. The main variables looked at, she said, were income, healthy life expectancy, having someone to count on in times of trouble, generosity, freedom, and trust (trust measured by absence of corruption in business and government).

Since 2013, the United Nations has celebrated the International Day of Happiness on 20 March as a way to recognise the importance of happiness in the lives of people around the world. The 17 Sustainable Development Goals that seek to end poverty, reduce inequality, and protect the planet are the three key aspects leading to wellbeing and happiness.

To be able to hold the Conclave in Bhutan where pioneering work has been done in integrating the concept of happiness in development underscored its theme. She said Bhutan was blessed with rich and diverse ecosystems making it one of world's last remaining biodiversity hotspots. The country's natural resources, she said, was a contributing factor to its well-being. Highlighting Bhutan's conservation policy, she said the country had enacted a law that demanded at least 60 per cent forest cover for all time. Today, unlike many parts of Asia, about 72 per cent of Bhutan's land area was under forest cover and approximately 60 per cent of the land area was protected.

In conclusion, Ms Samaranayake wished a productive Conclave.

2.3   Inaugural Address

Professor Robert Chambers, OBE delivered the Inaugural Address.

Creativity and Rigour in Evaluation for Complexity, Wellbeing, and Sustainability

At the outset, Professor Chambers paid a moving tribute to Bhutan when he started his keynote address by saying that he couldn't get over the fact that the Conclave was happening in Bhutan. He said he has been so impressed with the country, and hoped all the participants would have something precious to take away with them.

He added that it was an honour, a privilege, and a daunting challenge to give this keynote, and acknowledged that he had been rather ambitious and perhaps rash in making the topic: "Creativity and Rigour in Evaluation for Complexity, Wellbeing, and Sustainability." Particularly, well-being and sustainability are very appropriate as we're deliberating these issues here in Bhutan.

Our challenging context

Professor Chambers started by reflecting briefly on challenges of the context in which we find ourselves. It is challenging because of the threat of the ideas of post-truth, alternative facts, and disrespect to the truth. Those are things we all have to fight with all our might to know the truth that is post-post-truth. It is challenging because of the Sustainable Development Goals which are so comprehensive and universal, including equality and applying to all countries including the UK and the many issues around sustainability. Our context is also very challenging because of the way in which wellbeing and happiness have come up in the agenda, much of this thanks to the pioneering and role of Bhutan.

This leads to a reflection: if we put well-being, happiness, and sustainability together, is there a concept that could be revived or should be revived, which calls for responsible well-being? This implies that well-being is only possible if it's responsible, and responsibility includes being responsible to future generations.

All this about context brings to the fore the complexity and diversity of the situations that we are trying to understand. There is here a tension between paradigms. I am thinking here about one paradigm, which is top-down, which applies to things, which applies to predictable processes, and which is very much needed for certain activities like, say changing the wheel of a car where there is certain sequence that it is best to follow. In contrast there is a paradigm that is complex but adaptive, a paradigm that includes behaviours, attitudes, mind-sets, methods, values, concepts which fit the complexity of people and processes. And here we have emergence and unpredictability and continuous change as some of its features.

In the things paradigm we have the famous log frame and what has followed in its wake - a whole sequence and variety of procedures under a general heading of results-based management, now embodied in Payment by Results. These approaches are moving us in the direction of control and fixed targets that inhibit our ability to face and adapt to the unpredictability of complex situations, which we face particularly in the sorts of programmes and other undertakings that we evaluate. So, the question is, is evaluation adaptable? How many of you have done the Theory of Change? How many of you have changed the Theory of Change in the process of an evaluation? In my view, the Theory of Change is one of the more acceptable introductions of the recent years. But these too are in tension, and a lot of it is got to do with power, with funding, and with playing safe. The people who are funding play it safe by having fixed targets and holding those they commission strictly to account. There is loss of flexibility there, there is loss of adaptability. So, the question is, can we do better? Can we get better? Can we evaluate better? This leads us to ask who-whose questions.

Who-whose questions

When we talk of who-whose questions, we are asking about whose reality counts? Whose values count? Whose aspirations count?

If we take well-being – it's been revealing to see how wealth ranking evolved into well-being ranking. Wealth ranking began among the Maasai in Kenya where the same word *mali* means cattle and also means wealth. Wealth ranking worked there. But as soon as the method, which is participatory, was applied elsewhere it became evident that wealth was not what people ranked. They were ranking by something which now can be called well-being. And we learnt tremendous amount in a participatory way, about what people's realities, values and priorities were.

In another case, the World Bank led a process called Voices of the Poor in 23 countries. In this case, the idea was about spending three days with poor and marginalized people trying to find out from them their realities and their priorities were and how these had changed. The first major question was about well-being. And there was here an interesting tension between the two partners - IDS and the World Bank which managed the project. On the IDS side we said, let's ask in an open-ended way what their local words are

for who-whose questions, including whose ideas of well-being, whose language, whose concepts, whose priorities, and so on. And the World Bank wanted to ask about our concepts of risk, vulnerability, security and so forth. We found that we learnt much more from the open-ended questions including the diversity of people's ideas and worldview. We learnt a lot from the words they used. But research teams and people found the words and concepts that came from us difficult not least because of problems of translating them into local languages.

So, that was a little bit about the who-whose questions. And of course we've questions about whose Theory of Change? Whose research? Whose evaluation? There are many these questions, which we can ask in evaluation.

When it comes to sustainability, here again, the question is whose concept of sustainability? In Malawi, there was a participatory study carried out. They took three weeks to develop a methodology which fitted farmers' priorities and their concepts, and they came up with 15 farmers' measurable indicators of sustainability which were very different from those that came from top-down. So, in sustainability as well there are questions of who-whose? And this is not say that farmers are always right and we are always wrong. It's recognizing that unless we put their priorities and their analysis first, they won't express themselves faithfully, and we'll be out of touch with their realities.

Rigour for complexity and diversity

What about the rigour for complexity and diversity? It's a huge subject, so I'll just run through some of the headings that I think are relevant to most of us since this applies to evaluation. The first is inclusive participation, asking the who-whose questions. How do we capture all perspectives and not just one perspective? Equally important is sequential learning and adaptive iteration, and this is sometimes ruled out in the way evaluations are done. There must be lots of triangulations between different groups and different research methods. Improvisation and innovation leads to creativity in evaluation. Then there is what has been called optimal ignorance and appropriate imprecision, referring to not trying to find out or measure more than is needed. Seeing and embracing diversity, including outliers, and experiential ground-truthing are important elements too. Exercising critical reflexivity, particularly about relations and interactions in the course of an evaluation, especially between evaluators and those people who are involved in having the evaluation is a must. And the last is eclectic methodological pluralism, a horrible phrase but one that expresses being flexible and innovative, choosing and combining methods to fit purpose and context, and having the freedom to do that in the course of an evaluation.

Frontiers in participatory approaches

Participation is the key to much rigour. With the coming of Information Communications Technologies (ICTs), there has been an explosion of participatory approaches in the last 10 years. We've got tools and approaches which we did not have then 10 or even 5 years ago. There are many aspects to technology that can enhance participatory approaches and methods in a big way.

Another development is the Reality Check Approach and its variants where researchers go and stay in communities with families for a number of days and nights see things from their perspectives and learn from them. The experience can reveal much and transform one's views with new perspectives and insights. Then we've participatory statistics, an area that has never had adequate champions and is yet to be mainstreamed. Here we're talking about rigorous statistics, which are amenable to conventional statistical analysis. These are based on statistics generated from people themselves. There are many ways this can be facilitated such as participatory mapping and aggregation from focus groups. So, the question is, should participation, creativity and innovation be in the genes of good evaluation?

Professor Chambers recalled what Penny Hawkins said the previous day, that conventional evaluation has had its time, and we don't need it anymore.

To know better: a new rigour of creativity?

In conclusion, he spoke of three critical thrusts in evaluation.

The first is creativity. He asked: is there a new rigour of creativity? Taking this further, is creativity essential for good evaluation? When we think about creativity, should we be nurturing conditions, and even incentives, which will encourage evaluators to be creative in fitting design to context and purpose, to innovate, take risks' to be flexible, to be sensitive, to keep changing, and to have fun in the course of evaluation? And throughout to recognize that if you're creative, then of course you make mistakes and learn from them!

The second thrust is the facilitator. Universally, we've churned out people who are good at questionnaire surveys. However, in the present context this is not good enough. So, do we actually need something different? Do we need participatory facilitators? Do we need creative facilitators? Can we multiply and can we mentor good facilitators? Because these are the creative people that we can trust, people who can innovate and adapt and fit methods and approaches to each situation or evaluation.

The third thrust is funders and power. Funders have sometimes much more power than they realize. Funders include international agencies and organizations, foundations, international non-governmental organizations, and others. Can we persuade more funders (only a few do already) to give facilitators freedom, time, and resources to evolve and share methods and approaches to fit context? Am I right that NGOs, researchers and evaluators have become more reactive and conservative, playing safe because they are more vulnerable to not being funded? In my view this power of funders could be dangerous, because people are then going to be much more oriented to avoiding the risks of innovation and creativity, and instead focus on meeting their targets.

Professor Chambers proceeded to provide a good example from a project called PIALA, which is the Participatory Impact Assessment Learning Approach, developed and piloted first in Vietnam and then in Ghana. It was used for a very complicated evaluation at scale in many Districts in Ghana. No less than a third of the funding went on developing the approach and the methodologies! The evaluators kept on experimenting and evolving the methodology. The remaining two-thirds went on the evaluation proper. In other words, it was resources as well as time and trust from the funders (IFAD and the Bill and Melinda Gates Foundation) that allowed them to spend much more time than usual in the early stages of the evaluation engaged in methodological development so that evolution of the approach and method fitted context cost-effectively, including being sensitive to a diversity of realities on the ground.

Finally, given the themes of this Conclave, and being here in Bhutan, can we go one step further, to ask whether the processes of evaluation can be creatively designed to enhance wellbeing? Can this extend this to the wellbeing of all stakeholders in an evaluation, and all who are touched by it? And can creativity in design and implementation of an evaluation enhance the wellbeing of evaluators themselves?

Can these questions open new perspectives, perhaps even a new generation of evaluation approaches? What better place to consider this than here, inspired by the example of Bhutan!

2.4   Address by the Chief Guest: Honourable Prime Minister of Royal Government of Bhutan

In Bhutan, there is a saying: *Za ma za, dong ta; boed ma boed, shuel ta.*

If someone wants to ascertain if a person has eaten or not, he/she must look at the person's face. If someone wants to ascertain whether a person has worked or not, he/she must look at the results.

This old Bhutanese saying, the Prime Minister told the gathering, shows Bhutanese took evaluation seriously.

In Bhutan people believe that when they die, they enter a state of *bardo*, an intermediate state where they are judged. There are a lot of mask dances In Bhutan. One of the most popular dances is the *bardo* dance.

In *bardo* dance, there is a judge, the lord of death, *yamraj*. His job is to decide whether one goes to a better or a worse place. The judge has two assistants, *Lha Karchu,* the white god, and the *Dhue Nachu,* the black demon. *Lha Karchu's* job is the count all the good deeds one has done and *Dhue Nachu's* job is to counter that and prove that the person in question is actually bad. The person is evaluated!

This drama is introduced to Bhutanese at a very young age, with parents explaining to their children what is happening. The first person to come in is somebody called *Chimdak Pelka,* a good person who pursued a noble life, practicing religion and doing good deeds. He comes in and prostrates to the lord of death. *Lha Karchu* counts all the good deeds while *Dhue Nachu* is stumped because he cannot present a single evil deed. *Lha Karchu* takes the person to heaven.

The second person who comes in for judgement is *Nyen Bum*. *Nyen Bum* is a slaughterer, and also a fisherman. He walks in with confidence and prostrates to the lord of death just as *Chimdak Pelka.* As *Dhue Nachu* counts all the bad deeds, *Lha Karchu* tries hard to rescue *Nyen Bum* but cannot find any good deed to present. *Nyen Bum* starts to get nervous, becomes anxious, and tries to run away but he is caught. Evaluation is a serious business. Eventually, *Dhue Nachu* takes him to the underworld. This is something that Bhutanese learn at a very early age. Religion and spirituality in Bhutan takes evaluation seriously.

Same is true for all other religions. All religions take evaluations seriously. Therefore, the Prime Minister asked, if evaluation is so precious to us after-life, in terms of religion, shouldn't we take evaluation seriously now?

But evaluation is complicated. One cannot just wake up one day and start evaluating. It starts with planning. Incidentally, planning is the easiest part. Everyone is good at it. Implementing the plan is a bit more difficult but even that is possible. People do it all the time. Monitoring that implementation is bit more difficult. What is quite impossible is evaluation. And yet, if we don't evaluate, we don't know whether we are delivering the results or not.

The Prime Minister said that to evaluate one must start with a good plan and one has to start in the beginning. One has to think about evaluating when one starts planning so that there is a robust evaluation system.

There are three reasons why evaluations must be carried out. One, to know what the results are. Second, to identify those who succeed and perhaps those who are not working very hard. Third, and the most important reason, is that evaluation allows people who want to work hard, or perhaps face challenges, to identify solutions to those challenges so that they can also deliver the result.

The Prime Minister said that the Gross National Happiness Commission has done a lot of work in Bhutan. There are different evaluation schemes and methods and there is a nationwide evaluation called the government performance management system. Within this system, the Prime Minister signs annual performance agreement with all the ministers, all the district administrators, and the governors. They sign annual performance agreement with the secretaries, directors, and at the local government level. But the annual performance agreements, which are result-based, are linked to the Eleventh Plan. And the budget is provided only for the results that are identified in the annual performance agreement. At the end of the year, they are evaluated to see how much of what they said that they would do is actually done, and that is fed into the civil servant's personal evaluation system.

The Prime Minister thanked the President of CoE South Asia, Ms Mallika R Samaranayake, for bringing the conference to Bhutan. He congratulated all the participants for making it to the event.

He said evaluation is difficult and there is the need for peer support. People will try to avoid it. Those trying to avoid it are the ones in positions of power and authority. They are the ones who don't want to be evaluated. People who receive money don't want to be evaluated, whether it is tax money or whether it is donor money. They are the ones who are resisting and they are the ones who are powerful. They are the decision-makers. This is why there is the need for a community of evaluators.

One of the biggest challenges as evaluators, according to the Prime Minister, was that people often say it is not possible to evaluate. For instance, how does one evaluate foreign policy? If evaluators put their minds to it, they can evaluate anything.

Bhutan, for example, evaluates happiness. There is a survey every five years. The last one was in 2015. There is a question that is asked to the people: All things considered, how would you rate your happiness on a scale of 0 to 10? After asking the question to 8,000 people, the mean was calculated at 6.92. Another question asked was: Are you satisfied with life? What is your satisfaction level on a scale of 0 to 10? The mean was 7.

The Prime Minister said that in Bhutan, people take pride in saying men and women are largely equal. The qualifier, however, is "largely", meaning men and women are not completely equal. And the GNH survey showed that. Overall, the survey found that women were not as happy as men. Why so? A case of participation in village meetings was done. It was found that 53 percent of those who participated in the meetings were women and only 47 percent men. So the next question asked was, "Have you spoken at the meeting? Have you asked questions?" The result was eye opening - 43 per cent of the men said they had spoken while only 14 per cent of the women said they had spoken. This is a clear indicator that women are not involved in the political process. That is evaluation, and without evaluation, this would not be possible.

The Prime Minister said that in the 2015 survey, 8,000 people were interviewed on nine domains, 33 indicators, and 172 questions. The results showed that overall 91.2 per cent of the people were happy. Technically, what that meant was 91.2 per cent of the 8,000 people had sufficiency (above 50 per cent) in nine domains, whereas 8.8 per cent we deemed to be unhappy.

What that means is that in the nine domains, they didn't meet sufficiency in at least half. That is the extent Bhutan's happiness survey goes to, the Prime Minister said. Overall, the index in 2010 GNH survey was 0.743. Five years later, the index was 0.756, a slight improvement. A trend couldn't be established since not enough surveys have been done.

But the point, according to the Prime Minister, was that the Bhutanese government was evaluating happiness. And if happiness could be evaluated, what couldn't be evaluated?

Evaluation Conclave 2017

Well-being and Sustainable Development – New Frontiers in Evaluation

Community of Evaluators - South Asia (CoE SA)
In collaboration with
Gross National Happiness Commission (GNHC)
Royal Government of Bhutan

6 – 9 June 2017 - Thimou, Bhutan

2.5   Vote of Thanks – Dr Gana Pati Ojha, Vice President, CoE SA

Dr Ojha, proposing the Vote of Thanks on behalf of CoE SA, expressed a deep gratitude to the Hon Prime Minister of the Royal Bhutanese Government for sparing his valuable time, inaugurating the Evaluation Conclave and sharing his ideas. Dr Ojha added that the wonderful linkage he made of evaluation not only within the life of every individual but also after the death was heart touching and admitted that he had not come across any prime minister expressing evaluation the way the Hon Prime Minister did. As an evaluator, if Dr Ojha were to rate, he would give A+ to his speech. The Prime Minister's speech has greatly encouraged the participants to move forward and take them as guidelines. Many of participants have come here with a view of learn how to make everyone happy, not leaving anyone behind, as Bhutan is a pioneer in setting national happiness goal and linking results and interventions to contribute toward the set goal. Dr Ojha paying a tribute to the Head of the Planning and Monitoring Division of the GNHC, stated that the session he conducted the previous night provided the participants learning about how wonderfully Bhutan has been working in bringing the goal of Gross National Happiness closer to reality. The Prime Minister's speech and the session the previous day have added value to the little knowledge about framing policies for achieving happiness. Dr Ojha was sure that these interventions have increased the participants' curiosity to search more about how to recraft SDGs to link toward achieving happiness, leaving no one behind.

He also thanked profusely the Hon Ministers, Parliamentarian, Secretaries, Officials of the Gross National Happiness Commission and other officials of the Royal Bhutanese government for their presence, which indicates the importance the Government of Bhutan has accorded to this event.

He concluded by thanking all the participants, and wished them a peaceful stay in this wonderful land of Happiness.

2.6   Celebratory Dinner

The inauguration was closed with a celebratory dinner in Tshokhang Hall of Le Meridien Hotel, attended by dignitaries and the participants.

3. Keynote Panels

Keynote addresses were organised into two Panels and held on 8 and 9 June 2017, respectively, in the Tshokhang Hall of Le Meridien Hotel.

3.1   Keynote Panel 1 (08 30 – 10 30 h; 8 November, 2017)

Moderator: Nancy MacPherson

Panellists:

➢ Emmanuel Jimenez
➢ Natalia Kosheleva
➢ Penny Hawkins
➢ Robert McLean

3.1.1   Remarks by Panellists

Emmanuel Jimenez

Fostering governance, accountability, credibility and transparency

Though SDG16 focuses on peace, justice and strong institutions, success in fostering governance and accountability is crucial for meeting all of the sustainable development. One is to ensure that that many initiatives to improve governance are evaluated properly. Another is to help build evaluation systems that are embedded in the governance and accountability frameworks of countries. These are not easy tasks because the interventions are complex and difficult to implement. They are also require addressing deep institutional and attitudinal changes that time. This address will review what the evaluation community can do to address these challenges based on the 3ie experience.

> **Emmanuel (Manny) Jimenez** is Executive Director of the International Initiative on Impact Evaluation (3ie). He came to 3ie early in 2015 after many years at the World Bank Group where he provided technical expertise and strategic leadership in a number of research and operational positions including as director of the bank's operational program in human development in its Asia regions from 2000-2012. Before joining the bank, Dr Jimenez was on the economics faculty at the University of Western Ontario in London, Canada. He received his Ph D from Brown University.

Natalia Kosheleva

Bridging gender and complexity to ensure high quality of gender-responsive evaluation

SDG agenda put people of the center of development and pledges that no one will be left behind. The task of evaluation is to inform efforts towards universal prosperity, peace and well-being. Evaluation methodologies that would allow evaluation profession to fulfill this task are on the nexus between gender and complexity theories. Concept of intersectionality is one of manifestations of this nexus. Intersectionality draws out attention to simultaneous and interacting effects of gender, race, class, sexual orientation, and national origin as categories of difference.

Concept of intersectionality suggests that we need to reconsider how we define and practice gender-responsive evaluation: it should be not just about examining if men and women experienced the evaluated intervention differently, but about identifying specific groups of men and women involved in the intervention and looking for differences in their experiences. This would strengthen ability of evaluation to come with actionable recommendations that contribute to realization of the no one left behind vision.

> **Natalia Kosheleva** 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. In 2013 - 2015 she was 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.

Penny Hawkins

Innovative Methods and Partnerships

Evaluation is a field that has always adapted and adopted approaches and methods from a range of disciplines. This is one of its strengths and it continues to happen. There are several exciting new trends that are changing evaluation practice in interesting ways. Digital technology is enabling new forms of data to be used for evaluation and provide access to large amounts of data more rapidly than ever before. Evaluation is merging with monitoring to provide continuous information to shape the implementation of programmes so they can adapt to changing circumstances and become more effective in a shorter time frame. Alongside these developments, the importance of collaborative approaches is being realised and new partnerships are forming to make the best use of combined resources to achieve collective impact. These sorts of developments are increasing the potential for evaluation to contribute to effective development and a better world for all.

Penny Hawkins is an evaluation specialist with extensive experience in public sector and international development evaluation. She held the position of Head of Evaluation at the UK Department of International Development (DFID) from 2013 to 2016, and before that 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 is the former Chair of the OECD-DAC Network on Development Evaluation and is a faculty member of the International Program for Development Evaluation Training (IPDET). Penny has authored evaluation publications including co-editing a book published in 2012: Evaluation Cultures – Sense Making in Complex Times. Penny is now an independent evaluation consultant based in New Zealand and Scotland, working with philanthropic, multi-lateral and private sector organisations to develop their evaluation systems.

Robert McLean

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.

Discussion summary

Transparency and accountability in evaluation emerged as some key discussion points. Not only should evaluators be accountable and transparent in their evaluations, the results and data must be made easily accessible. Discussing methodological approaches, participants agreed that there is value in qualitative enquiries being used to make sense of quantitative findings. Communicating findings was a major challenge, especially if the findings were negative. Some donors didn't want negative findings in their report. A way to go around this could be by making public, right in the beginning, the areas one is evaluating, so after the process is complete both evaluators and commissioners are accountable to communicate the findings, be it positive or negative.

One critical and crosscutting issue in all evaluations is care. Irrespective of what sector one is evaluating, be it health or education or economy or political participation, it is important to look at care services for children, elderly and the sick so that more women go out into the paid economy and earn money.

Is evaluation changing and if it is, how? From the days where evaluations were strictly based on desk researches, adhering to pre-designed methods, need was felt over the years to get a better understanding of the context through field visits and engagement with local people. The present system still emphasised on statistically rigorous evaluations, depriving opportunities to get more creative in terms of tools and methods that could produce better indicators. This was attributed to donor organisations 'lacking appetite' to allow evaluators to go to the field or having to follow a pre-designed reporting format that deprived one from getting creative while evaluating.

However, one positive development highlighted was the growing practice of treating evaluation as a prerequisite and not an afterthought. It was integrated into programme designs, rather than coming to it after the programme was implemented. Approaches like going to stakeholders first, incorporating their thoughts and values, and tackling it bottom up were being embraced.

Discussion also touched upon how one reported 'failures' and presented the results creatively. Failures or lessons that emerged were not necessarily reported owing to lack of incentives or the temptation to please donors or in keeping with reporting guidelines commissioners provided. While there exist evaluation standards and guidelines that took care of all aspects, the onus was on the evaluators to adhere to them and take 'courage' to report failures. Linking it to learning that would open opportunities to fix it at the earliest was the best option, rather than leaving evaluation until mid or end of the project cycle after all resources were wasted. This could be done through a merger between monitoring and evaluation, conducted in phases of stocktaking to help build more emergent and adaptive indicators to go along with.

Measuring values is important. How would one contextualize values considering there are human values and those that are universal like the human rights? While those needed to be considered, what would it entail to be doing evaluations under these themes without disrespecting local and cultural values? Therefore, as evaluators the need to be objective becomes critical and that, to an extent, could be met by taking on board all stakeholders' feedback. Could Bhutan's GNH indicators provide some pointers in evaluating values?

3.2   Keynote Panel 2 (08 30 – 10 30 h; 9 November, 2017)

Moderator: Emmanuel Jimenez

Panellists:

➢ Nancy MacPherson
➢ Jyotsna (Jo) Puri
➢ A K Shiva Kumar
➢ John Gargani

3.2.1.   Remarks by Panellists

Nancy MacPherson

What do we do when evidence does not matter?

The fields of evaluation, research and science are facing unprecedented challenges to adapt and respond to political contexts world-wide that appear not to value evidence, facts, or data. These challenges are no longer 'new frontiers' for evaluation on the distant horizon, they are very present in our lives and our work. Some say they have been with us all along. What does this mean for evaluation, the roles that we play, the disciplines we study? How should we evolve to remain relevant? This keynote highlighted the global and regional trends that challenge us to evolve in significant ways, as well as provide examples of how some are trying to do just that.

Nancy MacPherson is the former (recently semi-retired) Managing Director for Evaluation at the Rockefeller Foundation where, for 9 years, she was responsible for setting up and managing the Foundation's evaluation system. She is currently supporting the global Resilience Measurement Community of Practice as it tackles the challenges of measuring resilience across sectors and scales. Prior to her work in philanthropy, she worked in Canada, Asia, Africa and Switzerland for 25 years (1980-2007) with international development not-for-profit organizations, bilateral and United Nation agencies. She set up and managed IUCN's Programme Evaluation System, served as Special Advisor to the IUCN Director General on Performance Assessment, and 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. She is the recipient of the 2015 American Evaluation Association's (AEA) Enhancing the Public Good Award, presented to an individual whose evaluation work has substantially contributed to the public good, is of high quality, ethically defensible, culturally responsive as well as lead to effective, humane organizations and ultimately the enhancement of the public good.

Jyotsna (Jo) Puri

Another extinction - what is the evidence saying about environment sustainability?

Jo discussed whether we are doing things right, and whether we are doing the right things in dealing with climate change. She also presented some of the evidence that was building on this and discussed opportunities.

Jyotsna Puri or Jo is currently the Head of the Independent Evaluation Office of the Green Climate Fund. Previously, she was the Deputy Executive Director and Head of Evaluation at the International Initiative of Impact Evaluation (3ie). Dr Puri is also adjunct associate professor at the School of International and Public Affairs (SIPA), Columbia University, New York where she teaches development evaluation.

Jo has more than 22 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 Green Economy 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. Dr. Puri has also recently co-edited a book (with co-editors) titled 'Evaluating Climate Change Action in the context of Sustainable Development'. She has presented and published extensively. She sits on the board of the International Center for Evaluation and Development (ICED) and the Geneva based Humanitarian Quality Assurance Initiative (HQAI). Jo's academic qualifications include a Ph.D. and M.Sc. in Resource Economics and a Masters in Development Economics. She is a reviewer for the Journal of Environment and Development, and for the Journal of Environment. She has led large teams successfully in both the academic arena and in the policy arena.

A K Shiva Kumar

Establishing violence-free societies for children: Challenges in evaluation

Measuring and ending violence is emerging as a global priority. Many millions of children all over the world - an estimated 1.6 billion - experience interpersonal violence in their everyday lives and relationships. Such violence, often hidden in the mesh of familial and intimate relationships, is reinforced and compounded by early and forced marriage, female genital mutilation, child trafficking and child labour. Several governments and communities have introduced prevention programs to end violence in childhood. In this brief presentation, he highlighted key challenges in evaluating childhood violence prevention programs.

A K Shiva Kumar (Shiv) is a development economist and evaluator who works on issues related to human development including poverty, health, nutrition, basic education, and the rights of women and children. He is Co-Chair of Know Violence in Childhood – a global learning initiative that is synthesizing evidence to advocate for ending violence. He teaches economics and public policy as a visiting faculty member at Ashoka University, India and Harvard's Kennedy School of Government. Shiv is an alumnus of Bangalore University and the Indian Institute of Management, Ahmedabad as well as Harvard University from where he did his Masters in Public Administration and Ph.D in Political Economy and Government.

John Gargani

I don't want to change the world, I want to make it better: The growing responsibility of evaluation to improve the lives of people

Over evaluation's long history, the role of the evaluator has evolved. Once we were scientists, standing apart from the programs we studied. Then we were scientific, using the methods of science we borrowed from every discipline to improve programs. Now, we increasingly recognize that we are people, working with other people in systematic ways to improve the lives of still other people. That recognition, and how it informs systematic, scientific inquiry, is a defining feature of contemporary evaluation practice around the world. Perhaps more importantly, it is a reason for hope. How can we encourage it? Train the next generation to excel at it? Convince governments and corporations to accept it? In this keynote, he considered these questions and how achieving the Sustainable Development Goals may depend on whether we—as a global profession—answer them well. Evaluation has never been more important.

> **John Gargani** was recently the 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.

3.2.2.   Discussion summary

Fundamentally, violence against anybody is an issue of dignity. There are cultural differences and approaches to violence against children, which poses all the more challenge to evaluators in this field of study. The sheer difficulty of evaluating these is not because of lack of data perspective, but the ethical question of interviewing someone who suffered violence and bringing them to re-live traumatic experiences that might be painful. Violence is deep rooted and people have uni-dimensional explanations. Periods of evaluation and programme intervention could minimize instances of violence.

One of the challenges in the evaluation field is the idea of strategic decision-making, especially by young foundations, consultants, and impact investors coming into the field and the emphasis on lean data to try and understand what changes. Not many evaluators are also present where important decisions are being made. Evaluators should take initiative and take stronger hold of the agenda, share knowledge, and engage in more conversations in the field.

Evaluators live in a political economy and evaluation should reflect that. Evaluation community should also play the roles of advocator and influencer of policies and decision. Evaluators can be doers and professional associations can take up active advocacy roles and be on the top of the 'sharing of knowledge pyramid'. Evaluators should not be at the base, but on top, influencing and infiltrating the arena.

Programmes have statements saying there is need to measure resilience or livelihood, but most projects have no Theory of Change embedded in them or any other inbuilt evaluation tools. Evaluation needs to be designed in the very beginning and for that there is a need to have good baseline data.

To address the complexity of evaluation, there is a need to disintegrate and identify the complex issues and work one by one to arrive at different evaluation outcomes. In participatory evaluation, the community is kept out of the loop. Since they are the main beneficiary there is a need to keep them involved and in the loop from the beginning.

The brain and the heart concept is challenging because often evaluators find it difficult to weld the two together. It should be understood that it is not just the heart of the evaluator but other involved, and this should be brought into the discussion. One should advocate the importance of different values and perspectives in evaluation.

Transformational change has different meanings for different stakeholder. Every stakeholder has different evaluative criteria and it should be made explicit and brought into the discussion. Evaluation questions and sub-questions are used as tool to bring in the concepts of various value perspectives from different stakeholders.

When it comes to the challenge of people not wanting to be evaluated, evaluators should convince them that they are there to advance their values and that they are providing services. Evaluators need to use soft power to help them remember that.

4. Skills Development Workshops and Demonstrations

4.1.   Introduction

Skills Development Workshops (SDWs) are an important component of the Conclave; these provide an opportunity for the evaluation community to acquire new skills, share experiences and refresh skills.

Altogether 15 SDWs were held on 6 and 7 June, 2017. All participants were issued a Certificate of Participation at the end of the workshop.

In addition, two Demonstrations were held.

4.2.   Workshop Abstracts

Promoting a RealWorld and Holistic approach to Impact Evaluation (WS-1)

Facilitated by:	**Main Facilitator:**	**Jim Rugh** *(RealWorld Evaluation, USA)*
	Co-facilitator:	**Ana Coghlan** *(M&E Director, LIFT Fund, Myanmar)*

6 June 2017 (09 00 – 17 00)	**SeSe Shamu, Le Meridien**

An evaluator coming from a research background may find it challenging to cope with a number of constraints when asked to design and conduct an evaluation of a 'real-world' program. Typical constraints include lack of comparable baseline data, no data on a relevant comparison group, and insufficient time and budget allocated by clients. How can you conduct adequately valid evaluations under such circumstances, especially conducting impact evaluations of complex and evolving programs in complex and evolving contexts?

The facilitators of this workshop summarized the approaches advocated in the *RealWorld Evaluation* book, and shared examples from their extensive and complementary international experiences. They emphasized the need for more holistic and practical approaches to impact evaluation.

Based on positive evaluations by participants in previous workshops, this workshop focussed on applying practical techniques during small-group work and discussions using case study exercises.

Structure of the Workshop: Though the topics (evaluation designs, logic models, the constraints faced by evaluations such as insufficient budget and time, lack of data and political pressures) were presented using PowerPoint, each of the facilitators frequently shared their own experiences of conducting evaluations.

Of course Q&A and discussions were welcomed throughout the day. But based on previous experiences leading RWE workshops, most of the learning activity took place during small-group exercises, using case studies, cumulating in negotiations between "evaluators" and "clients" in adapting the ToR to identified constraints.

Frontiers in Participatory Evaluation (WS-2)	
Facilitated by:	**Professor Robert Chambers** *(IDS, Sussex, England)* **&** **Mrs Mallika R Samaranayake** *(Chairperson, Institute for Participatory Interaction in Development, Dehiwala, Sri Lanka)*
6 June 2017 (09 00 – 17 00)	**Tshokhang, Le Meridien**

Participatory evaluation has been an area of interest and innovation for some time. The boundaries of practice have been moving and new experiences gained. Many challenges have arisen and remain. These include evolving and piloting approaches and methods to fit different contexts and needs, gaining full and open participation of relevant stakeholders at different stages, and time and budget allocations and management. We will examine the conceptual background that underlies participatory processes and practices including the principles of inclusive rigour for complexity. 'This 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, who owns the outcomes, and who learns or benefits from the findings." The Workshop will address such issues in an interactive manner aiming to contribute towards clarity of understanding and understanding of approaches and methods.

Structure of the Workshop: The first part of the Workshop engaged the participants in a comparative analysis of participatory evaluation and conventional evaluation, addressing who and whose questions such as whose evaluation is it for whom? Whose indicators? Who learns? Who changes? Who takes action?

 This was followed by presentations and discussion of case examples of a range of approaches and methods by facilitators and participants, and drawing lessons from these. A reflection session was conducted to explore challenges such as how in a participatory manner to measure well-being, happiness and empowerment and to review how participatory evaluations can be empowering.

 The third part of the sessions was devoted to addressing participatory ways in which statistics can be generated, and how the qualitative can be quantified, focusing on approaches and challenges for quantifying participatory evaluation results. The practical simulation exercises demonstrated the rigour for situations of complexity of group – visual synergy and other interactive and reflective approaches. There were opportunities to review strengths and weaknesses of participatory statistics, and how creative approaches can be used to generate and triangulate them, together with the need and scope for context specific innovations.

 A thread throughout the workshop was a focus on the part to be played by facilitation and reflexivity, with attention to the behaviours and skills required for success in implementing participatory evaluation.

 Participants were encouraged to build upon their own experience and organizational experience sharing these throughout the Workshop and learning from colleagues in the interactive sessions.

 Finally, Facilitators asked the question: is successful participatory evaluation a win-win, informing evaluators with insights of high quality and empowering stakeholders who also learn from the process? If so, what is needed to get this more widely recognised, and what is needed for it to become more widespread practice?

Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)

Facilitated by: **Sanjeev Sridharan** *(University of Toronto, Canada)*

6 June 2017 [09 00 – 12 30]   **Latitude, Le Meridien**

Much of the focus around impact evaluation is on "best" methods and designs, often without a consideration of what are useful classes of impact questions that policy makers, program planners and implementers find useful. This workshop was driven with a view that we need to move beyond a fixation with best methods towards matching suites of methods and designs carefully to what needs to be learned from an impact evaluation. In recent times a number of evaluators and implementers have called attention to the need for a broadened set of designs and approaches to addressing questions on impact evaluation. Much of this call has come from a focus on the complexity of the 'real world' and has emphasized the need to incorporate a deeper understanding of the dynamically changing contexts in which our interventions are located. This workshop highlighted that most of our policies and programs are complex in the following ways: (a) They often change over time and during implementation; (b) They need to adapt to specific contexts; (c) They often consist of multiple interconnected interventions that themselves change over time.

While the standard impact evaluation question 'Does it Work' is still of great importance, this workshop discussed a systematic approach to broadening our set of 'best designs' and approaches for impact evaluation. The workshop provided a simple step-by-step guide to developing an impact evaluation. The focus in the evaluation was for participants to develop an impact evaluation plan based on realist evaluation approaches.

Structure of the Workshop:

The participants were required to come to the class with a specific intervention. The class provided an opportunity for the participants to develop an impact evaluation design for their intervention.

The discussions were participatory with a few slides for each of the concepts complemented with discussions from participants.

The starting point was trying to understand the types of information policymakers and practitioners need for impact: they often need an 'ecology of evidence' related to impacts. This often implies going far beyond 'does it work'—this workshop described how thinking ecologically about impacts can help enhance our evaluations.

The workshop was informed by a realist evaluation approach. Realist evaluation approaches focus on 'what works for whom, under what conditions'.

A recent report titled Broadening the Range of Designs and Methods for Impact Evaluations (Stern and Mayne, 2013; https://www.gov.uk/government/.../design-method-impact-eval.pdf) was shared with all participants in the workshop

The workshop was organized into the following sections:

1. Examples of evaluation questions related to Impacts: The notion of a 'learning framework' was introduced -- classes of questions that policy makers and practitioners find useful from an impact perspective are discussed;

2. Models of causation: Two general types of models of causation including successionist and generative causation were then discussed; We argued that most policymakers would care about issues of generative causation;

3. Evaluation approaches and impacts: Different evaluation traditions and approaches of impact evaluation including experimental, quasi-experimental, realist and participatory approaches are then discussed;

4. Threats to validity: Threats to internal and external validity and how different evaluation approaches deal with such threats are also discussed. A special focus in this section was on experimental trials. Classes of questions in which experimental trials are especially useful were discussed;

5. Designs: The design section covered both conventional designs as well as recently developed multilevel and sequential adaptive designs. One of the innovations of this workshop was introducing a multi-level realist perspective for a range of impact evaluation questions.

6. Methods: The workshop highlighted the use of both quantitative and qualitative longidunal methods in assessing impacts;

7. Diagnostics: The role of pattern matching approaches and knowledge discovery approaches in learning about the quality of our impact estimates will be discussed.

Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)

Facilitated by:	Beryl Leach, Stuti Tripathi & Kanika Jha *[International Initiative for Impact Evaluation (3ie), Delhi, India)*

6 June 2017 [09 00 – 12 30]	Main Hall; City Hotel

More and more, development sector donors are demanding to see evidence of uptake and use of research, particularly evaluations. To be able to do this effectively and systematically it is important to know what contributes to promoting evidence uptake and what counts for use? For 3ie, this means knowing what to monitor and measure about stakeholder engagement and communication and why it is important for improving evidence use? As an evaluator, what can I do if I only come in at the end of an intervention and need to measure the use of evidence about a programme? What makes sense to measure?

Through interactive discussions and exercises, participants learned about how and where to look for evidence of uptake and use. They got an overview of methods for capturing and interpreting the contribution of research findings to decision making about development programming. They also learnt about different ways to report on evidence use, depending on the targeted audiences. This workshop drew extensively on 3ie's own work in developing effective systems for promoting and monitoring stakeholder engagement and evidence uptake and use from over 150 impact evaluations and 35 systematic reviews.

The workshop was conducted with three facilitators, combining interactive presentations and group exercises.

Assessing coordination work using systems thinking and feminist approaches (WS-8)

Facilitated by: **Priya Alvarez** *(UN Women, New York, USA)*

6 June 2017 [09 00 – 12 30]   **Small Hall, City Hotel**

Coordination is an important part of the development work as complex problems require the collaboration of multiple stakeholders. However, as a means to an end, coordination can be an elusive concept. This workshop aims at clarifying the dimensions of coordination work that bear more weight for ensuring successful interventions.

When evaluating the role of UN Women in coordinating the UN system on gender equality and women's empowerment, we had to ask ourselves these questions: what is coordination, what are its most important dimensions, how to approach an evaluation of a complex intervention (gender equality and the empowerment of women across a variety of policy issues, environments and political constraints) shaped by the interaction of multiple stakeholders.

In addition to unpacking the coordination concept, the workshop focussed on ways to assess its most significant dimensions. Building on UN Women's experience of corporate complex evaluations, the workshop introduced systems thinking and gender-responsive approaches to evaluation.

While systems thinking reflect on boundaries and multiple perspectives and stakeholders, gender-responsive evaluations address power relations and the active participation of vulnerable and marginalized populations, particularly women and the disadvantaged.

Drawing on the evaluation of UN Women's coordination mandate on gender equality issues, the facilitator explained:

- Aspects of coordination work that is relevant for evaluations and assessments, including ways to define and measure coordination success.
- Approaches to the evaluation of complex interventions with multiple stakeholders, in particular, systems thinking and systemic evaluations.
- Contributions from feminist theory and gender-responsive evaluations to more effective, usable and innovative evaluations.

The learning objectives included these three core issues:

- Coordination: what constitutes coordination work, what dimensions are relevant for evaluations
- Complexity: systems-thinking approaches to evaluation offer a methodological pathway to assess complex interventions with multiple stakeholders.
- Innovation: Gender and human rights responsive evaluations place people at the center of development and assess impact by addressing power relations and integrating vulnerable and unrepresented populations.

The workshop combined the substantive analysis of *coordination work* with a methodological *feminist systems* approach. The workshop used real examples for at least three UN Women evaluations that are combining systems thinking with gender-responsive evaluations. Examples presented explained how the relevant concepts have been used, the advantages and challenges of implementing those methodological approaches, and the benefits of integrating multiple voices in evaluations through a meaningful dialogue.

Structure of the Workshop:

1. Introduction to main concepts around gender-responsiveness and systems thinking in the evaluation of coordination work
2. Implications of this approach for evaluation design and methodologies
3. Key elements to assess coordination using systems thinking and feminist theory frameworks

Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)

Facilitated by: **Arnab Dey** *(Assistant Vice President, Sambodhi Research & Communications, India)*

6 June 2017 [13 30 – 17 00] **The Club, Le Meridien**

When done right, graphics of monitoring and evaluation (M&E) analytics can present complex analyses in a stunningly simple manner enabling greater appreciation and uptake of the findings. However, practitioners and evaluators often are challenged with appropriate visualizations to communicate M&E results effectively. This workshop aimed to bridge the need for visualization by harnessing the powerful and user-friendly functionalities of Microsoft Excel for presenting M&E analyses in simplistic manner enabling enhanced communication efficacy.

The workshop aimed at developing a shared understanding of the fundamentals of effective communications and using MS Excel for developing analyses visuals as graphs, plots and dashboards. Upon completion, the learners were expected to be able to:

- Develop appropriate graph/plots of descriptive statistics including confidence intervals using functions in Microsoft Excel
- Develop plots for advanced analytics (correlation and regression) using functions in Microsoft Excel
- Conduct spatial analysis using Microsoft Excel
- Develop simple dashboards using Microsoft Excel

Structure of the Workshop:

Enshrined in the adult-learning principles, the methodology for workshop comprised experiential and peer-learning through structured exercises and facilitated discussions. The workshop was hands-on where participants would work on a case studies and datasets. The participants developed all the said visualizations during the training. Subscribing to the adage "I hear I forget, I see I remember, I do I understand'; Sambodhi trainings are 'lecture free'.

Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)

Facilitated by:	*Main Facilitator*: *Co-Facilitators:*	Jane Reisman *(Rockefeller Foundation, USA)* **Ushnisha Ghosh (***Acumen Fund, Mumbai, India***) &** **Swapnil Shekhar (***Sambodhi Research & Communications, India)*

6 June 2017 [13 30 – 17 00] | **Latitude, Le Meridien**

This professional development workshop consisted of two parts:

Part I framed the landscape of impact investing and other market solutions -- highlighting measurement and evaluation practices currently in play. The moderator initiated an interactive dialogue with panellists who hailed from the worlds of evaluation and impact investing about challenges and solutions related to measurement and evaluation approaches.

Part II involved brief skills demonstrations of two approaches. The session intended to build awareness of 1) the variation in impact investing and other market solutions focused on positive social and environmental impact, 2) the variation in methods for measuring impact and need for innovative approaches, 3) contextual factors that relate to the impact investing landscape 4) opportunities for evaluators to contribute to bridging these worlds and developing innovative methodological approaches. The skills demonstrations shared tools and illustrations of concrete measurement and evaluation approaches developed by the presenters.

Structure of the Workshop:

The 3- hour session was structured as follows:
Part 1 involved presentations and interactive dialogue with the panel and the audience.
Part 2 was skills demonstrations in a workshop format.
Each part was roughly 80 minutes with a 10 minute break between the first and second parts.

Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)

Facilitated by:	**Nandita Bhan** *(Centre on Gender Equity and Health, UC San Diego School of Medicine, USA)*

6 June 2017 [13 30 – 17 00] | **Main Hall, City Hotel**

Governments and community groups are placing greater emphasis on Gender Empowerment and Equity (GE/E) -focused approaches to improving health and development, in addition to using GE/E measures to track improvements on social indicators and other long-term outcomes. However, not all aspects of GE/E have measures that have been developed for program evaluation, or adapted, depending on the situation, for national contexts or specific populations. To be considered reliable, some require still more evidence and testing. This three-hour workshop was expected to guide participants through the best approaches for understanding and adapting strong GE/E measures.

Workshop Objective: To guide monitoring and evaluation experts on how to best adapt existing or develop new GE/E measures for fieldwork.

Learning objectives:
1. Identify situation-appropriate evidence-based GE/E measures
2. Identify when to use, adapt or create measure
3. Understand methodologies for rigorous development of new GE/E monitoring and evaluation measures

Structure of the Workshop:

This workshop introduced evaluators to steps and considerations necessary in determining strong GE/E measures, when such measures might be appropriate for adaptation or when there is a need to create new measures, and when a single-item measure will suffice or a scale is more appropriate. Through discussions of methods and measures applied by researchers in the South Asian context, participants learnt about various scientifically rigorous approaches for adapting and developing new measures. These included use of formative research that incorporated a diverse means of qualitative data collection efforts; pilot testing of measurement, including psychometric evaluations to determine validity (e.g. construct validity, convergent validity) and reliability (e.g. internal and test/retest reliability); and considerations of tailoring or triangulating measures for assessment of intersectionality. The workshop also covered examples of situations where this comprehensive process has been used, and the pros and cons of having this type of comprehensive approach for GE/E assessment.

A time-structure for the three-hour workshop is outlined below:
- Introductions of workshop facilitator and participants. Introduction of state of GE/E measurement and current innovations (30 min);
- Interactive lecture-discussion led by facilitator of different types of measurement used in South Asian context, assessment of methods, reliability and results, exploration of how methods could be applied to interests and projects participants may be working on (2 h);
- Next-steps after workshop, closing remarks (30 min)

Social Audit for Performance Improvement and Outcome Measurement (WS-7)

Facilitated by:	**Anuradha S Palanichamy** *(Jindal School of Government and Public Policy, Delhi, India)*

6 June 2017 [13 30 – 17 00]	**Small Hall, City Hotel**

The workshop/course on "**Social Audit for Performance Improvement and Outcome Measurement**" was programmed to work on processes of innovation and change in the areas of participatory governance and democracy. It is an interdisciplinary and internationally focused specialisation aimed at Programme Performance Management and Outcome Measurement of Developmental Programmes.

Through facilitating innovation, brokering knowledge and supporting capacity development, the workshop aimed to develop participant's expertise to the global challenges of sustainable and equitable development and inspire regional works to develop new forms of learning and collaboration between citizens, governments, businesses, NGOs and the scientific community.

The course kit included following materials:
- A professional Social Audit Toolkit for Administrators / Managers
- CSO Guide/Manual
- Toolkits/Case Study including Lessons Learnt Document
- Reference Document of relevant emerging International Practices (Customized)

Structure of the Workshop:

The workshop included lectures, videos, group simulations, etc. in four streams, (i) **Design & Preparatory Groundwork** (evolving a scope of the audit (e.g., the specific service, organization, program, project, component or activity to be examined), developing indicators)., (ii) **Information Gathering, Deliberation and Analysis** (Strategy to assess and evaluate programme documents, qualitative and quantitative analysis of data, Surveys, Focus Group Discussions, Meetings, Perception Analysis), (iii) **Public Disclosure and Evidence-based Dialogue on Implementation Effectiveness** (Communication Strategy-To Stakeholders, Public, Media and Policy Makers) and (iv) **Recommendations and Follow-up** (Advocacy for broader policy consideration, training service-providers/community members, institutionalise mechanisms)**.**

Session I: Overview of Participatory Planning and Monitoring, Trends and Emerging Practices. Social Accountability – Theory & Practice (within south asia), entailing concepts, guiding principles, and usefulness of social audit, Role of the various stakeholders in Social Audit.

Session II: Principles, Scope, Impact, Ground rules, Frequency & Challenges of Social Audit, Understanding the different stages of Social Audit.

Session III: Social Audit as an innovative Budget Monitoring Tool, ICT for development evaluation.

Session III: Case Studies, Videos, Recommendations and way forward for Implementation; case studies included examples from **Bosnia & Herzegovina (**Social Audit of a World Bank's cash assistance program CIET); **El Salvador (**Social Audit of World Bank-funded Local Road Construction Project); **India** [Social Audits by the Mazdoor Kisan Shakti Sangathan (MKSS)]; (Social Audit from the Vithura Panchayat); **Other case scenarios discussed included:** Citizen Report Card (CRC), Bangalore and Beyond, Bhagidhari: 'Citizen -Government Partnership', New Delhi, Participatory Budget of Pune City.

Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (MEL) (WS-9)		
Facilitated by:	*Main Facilitator*: *Co-Facilitator:*	**Ami Henson** *(QED Group LLC,* Arlington, *USA)* **Ingrid Orvedal** *(QED Group LLC,* Arlington, *USA)*
7 June 2017 [09 00 – 17 00]		**SeSe Shamu, Le Meridien**

The training programme was designed to promote implementing partners' capacity to orchestrate the interplay among monitoring, evaluation and learning processes to improve development results. The program marries theory and practice in an experiential approach to learning using case studies, tools, frameworks and models, role plays, simulations, and structured "back in the workplace" practice relevant to participants' current development program work.

Specifically, the course aimed to strengthen participants' capacity to:
• Describe the interrelationships among monitoring, evaluation and learning;
• Identify and collaborate with key stakeholders and monitoring, evaluation, and learning partners;
• Use causal logic and associated tools to guide program learning, decision-making and implementation at multiple levels;
• Collect, analyze, use and report on quantitative and qualitative data and progress against performance indictors
• Translate data into information for decision making and action;

- Design and implement effective knowledge management and organizational learning approaches; and,
- Share and discuss data with communities, districts and other stakeholders.

Structure of the Workshop:

<u>Session 1</u>

- Welcome & Introductions
- Purpose, Objectives, Agenda & Creating a Great Learning Space
- Getting Started Activity: Our current MEL processes & systems
- Why M&E&L?
- Key concepts & terms
- Planning for M&E&L: Key considerations
- Identifying and engaging collaborators & other stakeholders in M&E&L

<u>Session 2</u>

- Developing the Theory of Change – causal logic pathways from where we are now to achieving Activity and Project goals.
- Causal logic: Application exercise

<u>Session 3</u>

- Collaborating with stakeholders to define a learning agenda
- Developing an M&E approach to monitor progress and answer learning agenda questions

<u>Session 4</u>

- Planning for learning moments
- Planning for learning moments – Application exercise
- Developing an M&E&L Action Plan: putting the pieces together

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Beyond Sampling: Best Practices in Survey Methodology (WS-10)

Facilitated by: **Jackie Yiptong Avila** *(Ottawa, Canada)*

7 June 2017 [09 00 – 17 00]   **Latitude, Le Meridien**

This workshop introduced the steps that were undertaken when designing a quantitative research project. The objective was to develop skills for conducting a survey. Combining lectures, discussions and practical exercises, the workshop introduced the concepts and principles of survey methodology, the issues and complexities in the implementation of surveys. All aspects of survey taking were discussed and these included the identification of the survey objectives, questionnaire design, sampling design and sampling frames, the data processing and analysis and the dissemination of the survey data. Participants were able to design a simple survey after this course and/or be able to ask a consultant who does a survey for them the right questions ensuring that the survey designers concern themselves with quality issues at the development stage and during data collection.

Structure of the Workshop:

Module 1:   Introduction to Survey Methodology
Module 2:   Objectives and Data Needs
Module 3:   Concepts and definitions
Module 4:   Research Methods: Qualitative vs. Quantitative
Module 5:   Survey Process
Module 6:   Survey Frames
Module 7:   Sampling Methods
Module 8:   Determination of the sample size
Module 9:   Data Collection Methods
Module 10:   Questionnaire Design
Module 13:   Data Processing
Module 14:   Estimation

Hands-on exercise

Questionnaire Design

Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)

Facilitated by:	***Main Facilitator***:	**Jim Rugh** (*RealWorld Evaluation, USA*)
	Co-Facilitators:	**Dr Gana Pati Ojha** (*Chairperson, Community of Evaluators, Nepal)*; **Ms Mallika R Samaranayake** (*President, Community of Evaluators – South Asia)*; **Dr Sonam Wangyel Wang** (*Executive Director, Evaluation Association of Bhutan);* & **Bhabatosh Nath** (*Chairperson, Community of Evaluators, Bangladesh*)

7 June 2017 [09 00 – 17 00]   **City Hotel**

Voluntary Organisations for Professional Evaluators (VOPEs) have a major role to play in fostering collaboration, innovation and strengthening the voice of the evaluation discipline. As conglomerates of evaluation practitioners, commissioners and users, they can provide a unique cross-disciplinary approach to tackling development challenges and creating an enabling environment for policy and programme decision-making, including the evaluation of SDGs.

The IOCE/EvalPartners VOPE toolkit (http://vopetoolkit.ioce.net/en/page/about-toolkit) brings together a number of resources to strengthen VOPEs; from those just starting to those wishing to chart new territory in their existing work. The toolkit draws on lessons learned, tools and ideas from a range of VOPEs around the world and across many years.

This session brought together representatives from VOPEs who have both recent and extensive experience with the toolkit, for a discussion on what is being learnt about strengthening both the toolkit, and VOPEs membership and action more generally.

Structure of the Workshop:

The workshop was a highly interactive session, and encouraged deep discussion into the different ways tools, templates, advice, and software have contributed to the development of VOPEs in South Asia.

Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS-13)

Facilitated by: **Natalia Kosheleva** *(Evaluation Consultant, Moscow, Russia)*

7 June 2017 [09 00 – 12 30]   **Tshokhang I, Le Meridien**

SDGs call for development that balances three dimensions: economic, social and environmental, as well as advances human rights and gender equality. Hence in the SDG era evaluation should be able to put together all these aspects of evaluated projects and programs as well.

How can an evaluator meet this challenge? This workshop presented systems approach, methodology that evolved in Russian-language science, as a means of combining various aspects of sustainable development in evaluation. For example, one of the key principles of system approach is the multiplicity of descriptions of a system. This principle suggests that evaluators may benefit from developing several logic models/theories of change for the evaluated project to capture all its aspects and outcomes.

The Workshop included illustrations of systems approach use in evaluation from presenter's practice. Participants will also go through an evaluation of a real project to get hands-on experience with application of systems approach.

Structure of the Workshop:

Session 1:
  • Introduction
  • Challenges to evaluation in the SDG world
  • Key principles of system approach and their use in evaluation.

Session 2:
  • Systems approach to description of evaluand.
  • Small groups work: Develop multiple models for a project.

Session 3:
  • Systems approach to evaluation criteria and questions.
  • Small groups work: Develop evaluation questions for a project.

Session 4:
  • Participants' reflection on the proposed methodology
  • Fish tanks: How systems approach could be used in case of projects that participants have been evaluating.

Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)

Facilitated by: **Arnab Dey** *(Assistant Vice President, Sambodhi Research & Communications, India)*

7 June 2017 [09 00 – 12 30] **Tshokhang II, Le Meridien**

Evaluation of equity effects of a given intervention often remains at the dissection of outcomes for population sub-groups to assess inequities. While this is important, deeper insights are necessary for analyzing the interplay of equity-stratifiers and identification of the most marginalized. This would not only enable a comprehensive analysis of equity effects from multiple vantage points but also inform programs in targeting and in improving coverage. The workshop aimed developing skills to undertake comprehensive equity measurement using multiple methods in STATA. Upon completion of the workshop, the participants were expected to be able to:

- List analysis-mix for undertaking comprehensive measurement of equity
- Perform logistic regression to distil the effect of various stratifiers
- Cross-tabulate multiple stratifiers for analyzing inter-sectionality
- Define marginalization using combination of various stratifiers
- Estimate a given variable for marginalized groups
- Perform multi-level modeling for analyzing contextual determinants of equity

Structure of the Workshop:

The workshop had been designed based on adult-learning principles. The methodology for workshop comprised experiential and peer-learning through structured exercises and facilitated discussions.

The participants worked hands-on with a sample datasets and case-studies. The workshop involved participants undertaking analysis during the workshop with one-one support from the facilitator. A presentation on the analysis and tip sheets for each of the analysis were given to all participants.

How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)

Facilitated by: **Main Facilitator:** **Sonal Zaveri** *[Community of Evaluators - South Asia)*
Co-Facilitators*:* **Ranjani K Murthy** *(Independent Consultant, Gender and Development, India);* **Nilangi Sardeshpande** *(Independent Health Researcher, Pune, India);* **Kanchan Lama** *(Community of Evaluators , Nepal);* **Abdul Rasheed Rasheed** *(Executive Director, Youth Health and Development Organization, Afghanistan)*

7 June 2017 [09 00 – 12 30] **Small Hall, City Hotel**

Most of the methodologies, tools and learning systems on equity focused gender responsive evaluation available to VOPEs come from the Global North. Although the Global South has rich experiences related to equity and gender, they are not fully mainstreamed because such knowledge has not been situated in our contexts.

Based on the existing capacity building initiatives from South Asia, this workshop presented a Gender Transformative approach in evaluation processes considering: (a) best practices in the South Asia region; (b) cultural contexts. This programme built technical and leadership competencies while applying Knowledge Management to recover, analyze and use existing knowledge and evidence- to nurture the design of CB strategies.

Each presenter used case studies to illustrate different aspects of gender evaluation in the region. The first module detailed the various gender frameworks available to assess program, including their advantages and challenges. Each of these frameworks was illustrated with case studies. Module # 2 explored how ethical issues may be applied in any evaluation with a gender component. Module # 3 critically reviewed the DAC criteria, identify gaps noted in evaluation practice and propose, using examples, an adaptation of the guiding questions for the DAC criteria. Module four explored the intersection between gender and health-related program evaluations.

All modules had been designed for South Asia.

Structure of the Workshop:

A variety of approaches were used including breakout groups, case study discussion and interactive learning tools:

Skills for each module/methods

Module 1 on gender frameworks: Introduction to social relations and institutional framework, 12 box framework, change matrix or modified gender analysis matrix and their strengths and weakness from a gender transformative lens. 1-2 page case studies were used.

Module 2 on ethical issues: Gender intensified ethical issues and gender specific ethical issues in evaluation. Method: Game with cards

Module 3 DAC criteria: Based on experience in using DAC criteria from a gender transformative lens, discussion on what is the room for negotiation and what are the challenges in evaluating from a gender transformative lens. Brief presentation on the most common DAC criteria based evaluation questions on relevancy, efficiency, effectiveness, sustainability and impact AND GE indicators in SDG context (goal 5, 10 and so on)   and Empowerment framework (Agency-structure and Relations). Five breakout groups (relevancy, efficiency, effectiveness, sustainability and impact) will work on assessing relevancy and appropriateness of the existing questions (DAC based) by applying on given cases to draw out information on GE, and identify the gaps as well as recommend at least two to three new questions from GE lens to ensure that the given DAC based questions can be more effective in providing the GE dimensions to evaluation findings (gender practical and strategic impacts).

Method/Case study: Evaluation of poverty alleviation programmes for understanding gender equity for empowering women in economic decision making. Used presentation or interactive games such as Rotate the Chart game or Jury game.

Module 4 explored the intersection between gender and health related program evaluations Contribution in this module would draw upon evaluations of health sector reform from a gender transformative lens(international), evaluation of a training of medical officers & health personnel and evaluation of two health projects Panel: Sharing of three experiences.

Demonstration

Using Most Significant Change as an Instrument of Complexity-Aware Monitoring (DEMO-2)

Conducted by: The QED Group, USA

7 June 2017 [13 30 – 15 00]   **Small Hall, City Hotel**

Most Significant Change (MSC) is a flexible qualitative data collection method that focuses on capturing the experiences and outcomes expressed by stakeholders across a variety of project sites or program areas through group story telling guided by broadly defined "domains of change" instead of more rigid and traditional indicators of change. This workshop will: (1) present key concepts of this methodology; (2) allow participants to practice data collection using the method; (3) present MSC in the context of other Complexity-Aware Monitoring methods; and (4) facilitate a dialogue around how this method can be applied in complex environments and in tandem with other Complexity-Aware Monitoring instruments that will be introduced, including: Sentinel Indicators; Process Monitoring of Impact; Stakeholder Feedback and Outcome Harvesting.
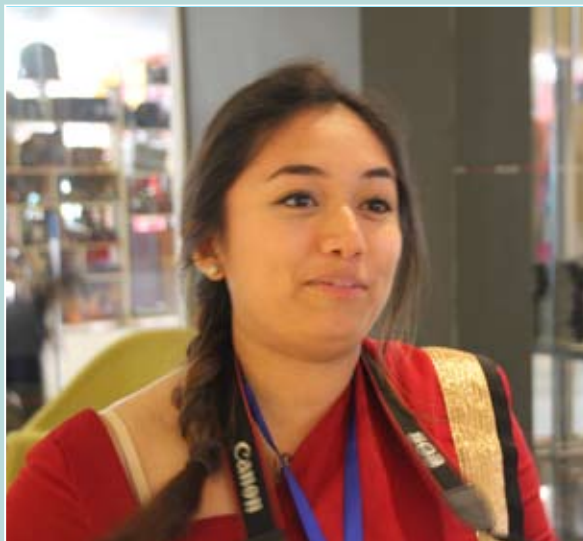
5. Panel Sessions

5.1.   Introduction

This Chapter provides summaries of discussions in the Panel Sessions held on 8 and 9 June 2017. These summaries should be read together with the original abstracts of panel presentations found in Annex 5.1.

There were two groups of Panels; the pre-formed Panels (where the Panellists were identified by the Proponent) and the Panels formed by the Secretariat from abstracts received from individuals and addressing a particular theme. The pre-formed Panels are marked with an asterisk (*).

5.2.   Summaries of Panel Discussions

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

Moderator: **Ms Priya Nanda** (Senior Programme Officer, MLE, Bill and Melinda Gates Foundation)
Panellists:
- **Mr Niranjan Sagurti** (Population Council, India)
- **Mr Arnab Dey** (Sambodhi Research & Communications Pvt. Ltd., India)
- **Ms Madhavi Misra** (Oxford Policy Management, India)

Discussion Summary:

A lot of the quality of care work focuses on effectiveness and efficiency. There does not seem to be enough stress on equity even though there are huge inequity issues on both demand and supply sides. Similarly, the gender aspect is often left out of the equation. Other factors that must be considered are rights and patient satisfaction, and the differentials in patients' understanding about their expectations. While there is a critical need to look into facility readiness, the adherence to protocols is equally important. As a consumer, the client must be empowered so that he or she is able to make an informed choice.

There are often serious overlap between the quality of care aspect and the healthcare providers' responsiveness. Some aspects of system responsiveness like dignity, privacy, and confidentiality must be made an integral part of the quality of care evaluations. The idea must be to constantly fine-tune the methods so that evaluators are able to arrive at a nuanced learning about the quality of care. There must be constant debates and discussions among evaluators to arrive at a set of key critical indicators that must be used in evaluating the quality of care, and this must include the issues of equity, gender, respectful care, and rights.

Clients often make additional out-of-the-pocket informal payments for the services that are meant to be free. On the supply side there are lots of inefficiencies. How do we know what is happening a priori before a client comes to a facility? There needs to be seamless continuum of care framework around what happens at outreach and what happens at facility, and where the redundancies are as you streamline the system to reduce those inefficiencies.

It's important to take the data and findings of an evaluation to the state governments, policymakers, and healthcare providers. This will help strengthen the system further. The big question is, is there a need to change to the Theory of Change to further perfect the quality of care framework?

Innovations in evaluation methods: Evidence from behavioral science interventions to promote latrine use in rural India (PP-4)*

Panellists:
- **Ms Neeta Goel** (International Initiative for Impact Evaluation, India)
- **Mr Shaon Lahiri** (International Initiative for Impact Evaluation, India)

Discussion Summary:

Ten of the 61 villages covered under 16 districts in eight states of India were declared open defecation free. This was one of the findings of the first phase of the open defecation survey that was carried out under nine separate studies. Other findings of the same study showed wide variation in latrine coverage with Bihar having the lowest and Gujarat and Telangana the highest.

The study also pointed out the disconnect between the national government and state governments with regard to latrine construction and their subsequent uses, especially in view of behavioural change among households for whom the facilities were provided by the government.

There is political will on the part of the government to end open defecation in India by 2019; as such, much focus has been given to toilet construction. Evaluations of the study's first phase found that people were aware of health hazards of open defecation, especially to their children, yet they still went back to old practices. This is not new, though. Health psychology literature has proven that just telling people about health hazards does not contribute to behavioural change. Like in the case of smoking, where people, despite knowing its harmful effects, continue to smoke.

One project under the study introduced little potties for children because child faeces were considered clinically more dangerous in terms of spreading diseases. Awareness alone, it was concluded, does not contribute to any sustainable behavioural change. A solution has to be provided. Practical solutions must accompany awareness campaigns.

Resilience measurement – From concept to practice, lessons from the ground (PP-9)*

Moderator: **Robbie Gregorowski** (Associate Director at Itad Ltd., UK)
Panellists:
- **Mr Swapnil Shekhar** (Co-founder, Sambodhi Research & Communications Pvt. Ltd, India)
- **Dr Madan Pariyar** (Director, M&E, iDE, Nepal)
- **Mr Dave Wilson** (Senior Consultant with Itad Ltd., UK)

Discussion Summary:

What really is the evidence to show resilience outcomes and how is resilience measured across sectors? The discussion revolved around these two questions. Clarifications were sought on how anticipatory capacity to build resilience is measured and whether the existing framework can be applied in terms of social protection measures. There is a need to apply the framework to large-scale programmes such as in India and whether they answer any sustainability questions.

While psychosocial indicators, in the case of disaster recovery in particular, was a missing piece in the resilience framework, there is a convergence among evaluators that resilience is a means and not an end, which is why it is processed as an outcome indicator rather than an impact indicator.

A key element of the resilience concept hinges on its ability to build processes, and this allows evaluators to ask people if they feel resilience is being strengthened in response to a particular shock or stress. However, a lot depends on how communities perceive resilience. For example, does it mean lessening vulnerability?

In one case, evaluators looked at 45 different measurement frameworks for measuring resilience, and they found that social capital is key to two thirds of those frameworks. There was, therefore, a need to monetize social capital in an economic way that would stand up to investors. While evaluators were more interested on the learning side of the resilience framework, the accountability reporting side was also there to meet the requirements of funders and donors.

Good programming principles add value to resilience programming. Resilience could also be looked at more as a tool of human development, rather than as a tool of measurement, to empower people.

Equity-focused evaluations: From results to reshaping a program? (PP-15)*

Moderator: **Dr Sanjeev Sridharan** (University of Toronto, Canada)
Panellists:
- **Dr Sanjeev Sridharan** (University of Toronto, Canada)
- **Mr Dharmendra Chandurkar** (Chief Knowledge Officer, Sambodhi)

Discussion Summary:

The panel explored how the processes and results of equity-focused evaluations can help in revising, rethinking, and remodelling social interventions. It looked at two examples of equity-focused evaluations from India, namely addressing issues of domestic violence in the villages of Maharashtra and evaluating equity in monitoring learning evaluation of Technical Support Unit to the government of Uttar Pradesh.

A broad look at a UNFPA-funded intervention called Samajdhar Jodhidhar (Understanding Partner) between 2010 and 2014 in 12 villages of Maharashtra put into perspective how an equity-focused evaluation can

use a realist framework whose processes are often not linear but involve negotiation and feedback at each stage. It is about avoiding a checklist approach but following a chain of steps that sustains the intervention even after the funding stops.

The discussion on Samajdhar Jodhidhar centred on how interventions embedded in social systems and internalised actions of a few individuals who are impacted by the intervention lead to the sustainability of the intervention. The sustainability of an intervention is key to achieving equity. For instance, gender equity cannot be brought about within a few years of a time-bound programme.

Equity-focused evaluation is adapting to an organic theory of change, community ownership of a programme, and allowing the programme to evolve on its own rather than being too fixated on the Theory of Change and 'accountancy mentality'. Funders often say that equity can be impacted but deep-rooted inequities that have been there for 500 years do not change and cannot be changed in five years.

The discussion on evaluating equity in monitoring learning evaluation touched on the need for 'context consciousness' because equity is contextual and the possibility of dissecting multiple equity stratifiers such as caste, religion, poverty, literacy, and wealth. The concept of equity-focused evaluations goes beyond a project-driven environment within which activities are time-bound.

Innovative tolls for measuring gender norms (PP-13)*

Moderator: **Ms Leena Sushant,** Breakthrough Trust, India
Panellists:
- **Ms Diva Dhar** (Former Associate Director, J-PAL South Asia)
- **Ms Diksha Sharma** (Breakthrough Trust, India)
- **Ms Leena Sushant** (Breakthrough Trust, India)

Discussion Summary:

A major discussion revolved around the exclusion of private school in the school-based gender sensitization programme. The programme was implemented only in government schools, which according to the panellists, was for the sake of achieving scale. If private schools were to be included, it would have meant negotiating with each school resulting in time and resource loss.

In India, it is the public schools where vulnerable girls are enrolled, although gender-based issues exist in private schools as well. The idea was that if the government saw value in the programme, it could be easily integrated into the existing public school system.

Discussions revolved around the rationale for choosing 150 treatment and 164 control schools and the scale used. The panellists said that in a Randomized Control Trial, control is equal or bigger than the treatment mostly to gain power.

On the two-year time frame, and whether it was enough to see changes in attitude, panellists said the goal of the evaluation was primarily to see what changes and what doesn't, how intensive a programme should be, and to identify opportunities to integrate such programmes in school. Behaviour is not only about changing gender attitudes but also social norms. The programme targeted schools and no other elements such as parents' or a communities' attitude, although they also had a stake in changing attitudes.

The results of the baseline survey showed that attitudes of parents and peers affected attitudes of the students. It was also found that changing attitudes of parents and people who crossed a certain age was difficult, and this was one reason why adolescents were chosen as the point of intervention.

Innovative methodological approaches to monitoring and evaluating health interventions at scale, using livelihood-based community groups (PP-16)*

Moderator: **Ms Laili Irani** (Senior M&E Specialist, Population Council, India)
Panellists:
- **Ms Neelakshi Mann** (Senior Program Manager and Strategist, Rajiv Gandhi Mahila Vikas Pariyojana)
- **Ms Laili Irani** (Senior M&E Specialist, Population Council, India)
- **Mr Sudipta Monda** (Director, MLE, Project Concern International, India)
- **Mr Francis Rathinam** (International Initiative for Impact Evaluation, India)

Discussion Summary:

Discussants sought to understand better the methods adopted to monitor and evaluate health interventions in livelihood-based community groups.

Community members formed participatory learning and action (PLA) groups and held sessions to discuss health, nutrition, and sanitation-related problems, and to prioritise and identify solutions and services required.

While there were two kinds of analysis, treatment-on-treated and intent-to-treat, the latter was preferred for the programme. The treatment-on-treated method would be possible if information on how many sessions each participant attended was collected. It would have also helped understand whether there was any change in the people who were getting exposure to the PLA. However, more than the number, it was important to determine what they have learned, but capturing that is often difficult.

If not for the change in terms of knowledge and attitude, the discussion pointed out that the evaluation should reveal if there was any change in demand for services from the community members participating in the sessions. It was interesting to have an appointed community mobiliser drive the PLA sessions as opposed to community members doing themselves.

An interesting point noted by the study was that most of the younger women felt such sessions emboldened the older women, who came out to talk about social issues and even interacted with the local governments.

Representing liminality: Measurement of and with marginalized populations (PP-5)*

Moderator: **Dr Sanjeev Sridharan** (University of Toronto, Canada)
Panellists:
- **Dr Preet Rustagi** (Institute for Human Development, India)
- **Ms Madhu Khetan** (Development Engagement Support Unit, PRADAN, India)
- **Dr Sanjeev Sridharan** (University of Toronto, Canada)

Discussion Summary:

There is a need for more flexibility while designing programmes for marginalized and liminal populations since one-size-fit-all approach doesn't work in such contexts. The generic outcome measurement is not meaningful in liminal contexts. Similarly the one-dimensional measurement of liminality or marginalization is not enough. Instead, a more comprehensive measurement of liminality is recommended where evaluators not just look into outputs and outcomes but also consider contexts and processes as integral part of evaluation.

The major danger is the amount of assumptions funders and evaluators seem to make about the transitioning process of liminal populations. Since identity is in the center of the liminality debate, this concept of dynamic identity poses a challenge for evaluators to move beyond the conventional measurement framework. Evaluations should not impose pre-conceived notions, especially in terms of beliefs and in terms of what people perceive about themselves, and how people understand about their marginalized state. Therefore, there is the need for a creative mixed-method technique in evaluations to understand what works for whom in what context, in what respect, and how.

The idea of normative temporality must be linked to liminality, especially since the process of transitioning involves social patterning of experiences within a changing context. In the context of liminality, it's important for the evaluators to make recommendations from their finding since there are important lessons evaluators learn in the process of evaluation.

There are levels of opportunities for funders themselves while working with liminal and marginalized populations. However, there must be clearer learning focus around commissioning.

Empowering adolescents: Evidence from 3ie Improving Adolescents' Lives in South Asia thematic window (PP-3)*

Moderator: **Ms Diana Lopez-Avila** (International Initiative for Impact Evaluation)
Panellists:
- **Ms Alexandra Avdeenko** (Formerly of DIW Berlin)
- **Ms Sonali Khan** (Vice President, Breakthrough Ltd., India)
- **Ms Renu Singh** (Country Director, Young Lives India)

Discussion Summary:

How different methods could be used to study adolescents in various settings to arrive at specific outcomes was at the heart of the discussion.

The important thing was to look at the methodology in relation to selection of adolescents for specific studies. For example, some could focus on poor children and their representation in social structures.

Although the subject of studies could be similar, their scope and derivatives could differ. However, it is important to compare differences of methodologies to learn from one another. How often do evaluators sit together and speak to one another? Do evaluators share their findings and mistakes among themselves? Every methodology has certain constraints, and no one methodology is perfect. Therefore, evaluators, at least those working on common subjects, should come together for knowledge sharing.

The example of the German socio-economic panel that studied trends over time in poverty dynamics was quoted at the discussion. The study initially began with adults, but later they recognised the need to capture children and the more they started asking about the children's grades and about their relationships with parents, the more they found themselves going back much earlier. Now they were starting to ask mothers how loving and caring they are to their children, and how they look after the children and their needs. The panel agreed in seeing long-term outcomes if measures are instituted from the very inception of a child.

Trends in methodology reveal that the more evaluators work with children the more the challenges of what works and what does not emerge.

Engaging with evidence: Do financial inclusion programs have an impact on poverty reduction? (PP-10)*

Moderator: **Ms Priyanka Dubey** (National Rural Livelihood Mission Programme, India)
Panellists:
- **Dr Maren Duvendack** (Independent Evaluator)
- **Ms Giovanna Prennushi** (World Bank)

Discussion Summary:

The discussion started by looking at extensive systematic reviews on microfinance. The systematic reviews show mixed results of microfinance. There are cases showing it is useful and other cases showing it is not. Therefore, synthesising systematic reviews will make the evidence on the impact of microfinance clearer.

In this context, the question of how rigorous the evidence on microfinance is was discussed by briefly looking at some definitions of rigour. Rigour can be achieved through a number of ways, both qualitative and quantitative approaches. It can be achieved across the spectrum. How rigorous the evidence is or how trustworthy it is has a number of implications on policy decisions although policy decisions, including ones on microfinance, depend on a lot of factors such as judgment and resources. Evidence is just one of them.

An example of rural livelihood programme in Andhra Pradesh in South India highlighted the achievements of the rural microfinance groups that started with savings schemes. The groups in the villages expanded at district and state levels, which are linked to organisations and banks. In about 10 years, the self-help groups grew across the state and started other banking schemes like lending, and the members started business activities. So, the groups that started as microfinance groups have taken up a host of other activities from training to discussions on social and domestic issues.

A study on the impact of the self-help groups found positive impacts in a number of areas. For example, 60 percent of the people said their income had increased 'somewhat' after joining self-help groups. While the impact of microfinance might be sometimes negligible in statistical terms, it is important to capture its significance and impact in social and communal terms. This calls for the understanding of socio-cultural contexts in which microfinance interventions operate.

When innovative finance meets sustainable development: How to measure the impact (PP-6)*

Moderator: **Ms Ingrid Orvedal [QED Group]**
Panellists:
- **Ms Ushnisha Gosh** (Acumen Fund)
- **Mr Sean Keogh** (QED Group, USA)

Discussion Summary:

A question on how best to manage a mission drift kicked off the discussion. Take for example an investment made in a company within the agriculture sector with the requirement that the company caters to low-income group, thus making mandatory the poverty profile index of the customers. If there is a mission drift, the investor looks at the corrective action drawn in the agreement. However, to establish a mission drift there has to be a continuous process of data collection.

Funders often seek different returns from their investments. While some look out for a growth in the local economy, others seek improvement in health related issues. Some invest purely for financial returns. However, if investment is driven by the private sector, there is a push for the company to do better in all aspects of operations. Further, private equity investors are hands on and take more risks.

A major point of discussion was on when to introduce lean data engagement. Panelists said it should be typically done within 100 days. If a company is in its formative years the investor does more work with them and sometimes a follow-up does not require lean data engagement immediately. It was agreed that dealing with unintended consequences requires greater independence and confidence in reporting and using the data gathered for the company's growth.

Use of innovative methods and tools in evaluations – health care (PP-21)

Moderator: **Aniruddha Brahmachari** (Oxfam International Secretariat)
Panellists:
- **Mr RS Goyal** (Senior Adjunct Professor, TALLEM Research Foundation, India)
- **Mr Santanu Pramanik** (Research Scientist, Public Health Foundation of India)
- **Dr Krishna D Rao** (Assistant professor, Johns Hopkins University, USA)
- **Ms Aarushi Bhatnagar** (Oxford Policy Management, UK)

Discussion Summary:

The evaluation of nurses mentoring programme carried out at the primary health centres in Bihar, India, received much attention during the discussion.

While the evaluation revealed that the mentoring programme resulted in improved skills of Auxiliary Nurse Midwives (ANMs), significantly more than the General Nurse Midwives (GNMs), concerns were raised on whether this had anything to do with the way the programme was designed. Or was it because of the level of the programme that probably failed to motivate GNM nurses and thus led to a minimal improvement in their knowledge and skills?

Evaluators said that the overall score indicated that the GNM nurses were unable to perform or carry out the assignments right despite the same level of mentoring programme applied to ANM nurses. The overall scores were in 50s out of 100, with 100 being rated for the best nurses.

Questions were raised on whether there was an opportunity to revisit the deficit gap between the best achievable quality of care that a health worker can produce and in what was being delivered in the field of obstetric and new-born care. How was the deficit gap estimated?

In keeping with the tools and methods, the programme was developed to indicate that a performing nurse would score 100 per cent. Nurses were evaluated using clinical vignettes on their skills in managing deliveries, postpartum haemorrhage, severe preeclampsia, and neonatal resuscitation. Getting it all right meant the nurse would score close to 100. However, the study showed nurses were scoring around 50 per cent on an average, which could be looked at as a deficit.

Use of evaluation for decision-making and policy influence related to implementation of the Sustainable Development Goals (PP-17)*

Moderator: **Robert McLean** (International Development Research Centre, Canada)
Panellists:
- **Ms Shrimoyee Bhattacharya** (Centre for Study of Science, Technology and Policy, India)
- **Mr Vaqar Ahmed** (Sustainable Development Policy Institute, Pakistan)

Discussion Summary:

Evaluation for policy influence around the SDGs is a very important topic today, especially when evaluators talk about evaluation for wellbeing and sustainability.

Therefore, the panel sought to deliberate two major questions: What are the factors that influence the use of evaluations by decision-makers? What can be done to enhance the use of evaluations in the SDGs?

In South Asia, there are different levels of data preparedness in each country, therefore establishing a common indicator happens at the very basic level. And this might not necessarily capture the essence of the target. Therefore, what each country could be measuring may be something very different, and in certain cases could be inadequate. For South Asia there is a need for disaggregated regional data that could be useful in decision-making by policymakers.

There is also the need for more research and better survey instruments. For example, measuring ecological footprints is a robust data exercise, and for developing countries in South Asia there is a serious lack of that kind of data. Therefore, countries must seek to look at the existing data and see where new data must be captured to enrich the indicators.

All kinds of existing monitoring and evaluation systems must embed accountability and learning. Otherwise, evaluations are bound to remain incomplete. The panel stressed that some targets of SDG 17 clearly spell out the need for a more robust system of data, monitoring, and accountability. Indeed, the target spells out that by 2020, all developing countries must "increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts."

A big dilemma discussed was that, although data and technology might come in handy in decision-making, but how much of the data, information, and evaluation is respected by those who implement solutions?

Role of a learning agenda on evaluation planning to drive strategic decisions (PP-7)*

Panellists:
- **Mr Eric Benschoter** (Deputy Director, M&E, QED Group)
- **Dr Jyotsna Puri** (Head, Independent Evaluation Office, Green Climate Fund)

Discussion Summary:

Learning agendas help prove or disprove untested assumptions, shape research, and evaluation plans. The process includes questions addressing critical knowledge gaps, associated activities to answer them, and products aimed at disseminating findings.

A learning agenda can also help guide performance management planning by setting knowledge and information priorities. For example, a learning agenda can assist with prioritizing evaluations and research activities as well as in determining key indicators.

Ideally, learning agenda should be developed during the design phase of a strategy, project, or activity, following development of a results framework or development hypotheses. In drawing up a learning agenda, the goal should be to create a list of prioritised learning questions, which will help make work more effective and move towards a more informed decision.

How is Green Climate Fund (GCF) relevant here? What GCF does is it accredits agencies and big proposals, that of large, medium and small projects. On how GCF was using the transformational change, the speaker said the concept had come to mean different things at different points of time to different agencies. However, three things need to complement, to make a change at scale, make the concept the underlying system that drives change, and to ensure its sustenance over time. Within the GCF, there continues to be what a huge discussion on transformational change should mean, to at least have a guideline of what transformational change should be, and a minimum standard to it.

Triggering social enterprise start-ups (SE) (PP-8)*

Moderator: L A Samy (Asian Coordinator, International Network for Human Economy)
Panellists:
- **Mr Chelladurai Solomon** (Asia Network of Evaluators, Bangalore, India)
- **Mr Khairul Islam** (Social Development Foundation, Bangladesh)
- **Mr Bhabatosh Nath** (Community of Evaluators - Bangladesh)

Discussion Summary:

Discussions centred on whether the social enterprises movement is a grassroots movement or whether it is induced and what has been the experience in the highly possible context of ending up as a marketing tool of multi-nationals.

The panellists explained that the social enterprise model is a mix of both, in that there is a need to do something collectively at the grassroots to provide opportunity for the rural poor entrepreneur. At the other level is the international grant makers, the financial institutions, who support development activities and want the enterprise to become sustainable quickly. So this is a kind of expectation at both levels.

The role of government in fostering social enterprise also came up during the discussions. Even though not directly, it was acknowledged that governments play a role in creating the enabling environment through inputs such as electricity and road, which are often overlooked. The government could do more, like have policies that subsidise social enterprises and provide tax concessions.

The discussants agreed that there was the need to create new legislation on how a programme or project becomes completely owned, controlled and governed by the people, after years of hand holding. This was in the context of starting social enterprises that empower the grassroots community in collaboration with the private sector. Another important point was on how to include, within the current model of social enterprise, a system that allows decent living, decent social protection to all, and in properly monitoring and evaluating these enterprises.

Are parliamentarians successful advocates for evaluation? (PP-25) *

Moderator: **Mr Asela Kalugampitiya** (EvalPartners)
Panellists:
- **Hon. Kabir Hashim** (Minister & Member of Parliament, Sri Lanka)
- **Hon. Jigmi Rinzin** (Member of Parliament, Bhutan)
- **Hon. M Thilaka Rajah** (Member of Parliament, Sri Lanka)
- **Ms Piroshini Trikawalagoda** (Parliamentarians' Forum for Development Evaluation, Sri Lanka)

Discussion Summary:

Only a few countries have a national evaluation policy or an evaluation framework, and there is little political will to boost a culture of evaluation. Parliament in most countries reflects the weakest institutionalisation of evaluation with no evaluation capacity and resources for parliamentarians.

And seen against the backdrop of Sustainable Development Goals that require robust and quality data for evidence-based and gender-responsive decision-making, this gap in the evaluation movement is all the more worrying.

Despite these challenges, there is hope. The discussion highlighted the commitment and work of parliamentarians from South Asia who have successfully advocated an evaluation culture. Parliamentarians in Nepal and Sri Lanka have, for example, advocated the legislation and constitutionalisation of evaluation with notable results.

The discussion underlined that parliamentarians and political leadership should support legislation and establishment of an evaluation system in the government. This will enable parliamentarians to be a conduit between the government and civil society organisations. Evaluation is important for parliamentarians for they are the end-users of evaluation reports. It is in the best interest of parliamentarians to advocate evaluation. This will require parliamentarians to call for internal capacity building and resources.

So far, parliamentarians, including those in the governing parties, have taken initiatives. It is time for the international agencies and community, including the community of evaluators, to reach out to parliamentarians. Until now, donors and funders have called for evaluations. Now, the push is coming from the implementers of projects and programmes, which is a positive sign. Misplaced perceptions about evaluations need to change, that evaluation is not about launching a witch-hunt but keeping track of performance in a systematic way. This calls for different branches and sectors of the government to come together in a coordinated way.

Learning from impact evaluations of community engagement approaches and programs (PP-14)*

Moderator: **Ms Radhika Menon** (Senior Policy and Advocacy Officer, 3ie, India)
Panellists:
- **Mr Santanu Pramanik** (Research Scientist, Public Health Foundation of India)
- **Mr Sudip Mahapatra** (Evaluation and Learning Specialist, PATH India Office)
- **Ms Radhika Menon** (Senior Policy and Advocacy Officer, 3ie, India)

Discussion Summary:

The discussion revolved around the motivation behind community-driven development (CDD), followed by the consistency of measurement tools used for social capital across programmes.

A panellist from 3ie said that in the past two years they had more of CDD type of reviews, and they found that there was no impact on social cohesion. There is a need to not only look at meta-analysis but also at the causal chain analysis, which was not done before. Breaking it down into chain of activities, looking at implementation reports, and qualitative research was found valuable.

Spill over effects are not to be feared. There are methods to evaluate spill overs and contribute to the programme. It is not possible to control everything, especially in a community setting, and it is advisable to measure the spill over.

Discussants argued that interventions should not be carried out between baseline and end line surveys, because it would impact the result. The panellists said that they shared the concern and they were aware that implementation should happen without the knowledge of evaluation. Ideally, an evaluation team could include an independent observer who would give unbiased feedback.

This was followed by a discussion on why a higher level of randomisation was chosen. The panellists said that if it weren't high there would be an imbalance of treatment and control group.

Participants also asked how implementation challenges pertaining to minority groups and marginalised population in communities were tackled. The panellists responded that they did assessment at the district level and of district characteristics and reflected these at the village level.

Gender and equity (PP-23)

Moderator: **Ms Beryl Leach** (International Initiative for Impact Evaluation)
Panellists:
- **Ms Sushila Chatterjee Nepali** (Women Leading for Change in Natural Resources, Nepal)
- **Ms Deeksha Sharma** (Breakthrough Trust, India)
- **Ms Leena Sushant** (Breakthrough Trust, India)
- **Ms Rani Yadav (Breakthrough** Trust, India)

Discussion Summary:

How does one ensure a child's identity is protected while initiating researches in schools? How does one make sure a child's consent is sought? These questions interjected the presentation on innovative use of technology in reducing gender-based discrimination (GBD) in four districts of Haryana, India.   While

interventions were made engaging secondary students aged 11 to 15 years in 150 government schools, aimed at improving unbiased gender attitudes among them, how were the evaluators "anonymising" the data?

The panellists responded that the names fed into the system, using web-based mobile application CommCare, were those of the facilitators conducting the sessions with students. Data collected was of the class and names of students were not associated anywhere. Their first engagement was to seek consent and permission of parents and guardians.

While the way data was gathered from the sessions with students appeared "binary", through expression of yes or no, the panelists were asked whether the technology allowed the evaluators to capture other complexities? The panelists said they went beyond quantitative data. Field visits were made quarterly to interact with children, teachers, and even community members in order to understand the nuances and make sure the project was on track. To facilitate children to call up and communicate messages they were unable to express in class, Interactive Voice Recognition System services were also put in place.

One finding reiterated was that as opposed to prevailing perception that mother-in-laws were deciding for daughter-in-laws to go for sex selection, upon digging deeper, they were found deprived of financial liberty, which meant money came from sons or husbands.

Evaluating health system performance in low resource setting: Innovations in evaluation design and methods from Uttar Pradesh & Bihar, India (PP-2)*

Moderator: **Ms Priya Nanda** (Senior Programme Officer, MLE, Bill and Melinda Gates Foundation)
Panellists:
- **Mr Arup Das** (Director MLE, Technical Support Unit, Uttar Pradesh, India)
- **Dr Tanmay Mahapatra** (Team Lead, MLE, Technical Support Unit, Bihar, India)
- **Ms Madhavi Misra** (Team Lead, Oxford Policy Management, India)

Discussion Summary:

The panellists emphasized on a collaborative user-oriented plural design that is responsive to change. The important point was to collaborate with implementers, who actually designed the interventions, and donors while developing the evaluation framework. Impact must be captured and measured at different levels and stages of implementation, and must feature three critical elements of attribution, diffusion, and contribution.

A recurrent challenge during review exercise is the fact that data are often used to review a person rather the program. And for data to drive decision-making there must be regular interfaces to understand data requirements of different stakeholders. The use of creative mixed-methods for data collection and analyses help understand the processes in an intervention, from the stage of programme conceptualisation to outcomes. Similarly, the use of multiple analyses to test hypotheses is encouraged.

An example from Gujarat showed that the system often became extremely dependent on Technical Support Units (TSUs), and when that support was withdrawn the system couldn't sustain the programmes. Therefore, changes that are brought about in quality and technical aspects through TSUs must be embedded in the system. In some cases though, TSUs could become absorbed in the system over time. There is always a lull when an intervention comes to an end, and projects in themselves cannot be part of the sustainability debate. A project is about delivering something within a stipulated time period. But sustainability goes beyond the project.

How does an independent external evaluation of an intervention add value to the work done by the internal Concurrent Monitoring and Evaluation (CML) team? Panellists agreed that the biggest value addition could be the learning, and that this learning must be continuously fed into the program for better results.

Use of innovative methods and tools in evaluations – poverty and gender (PP-22)

Moderator: **Dr Jyotsna Puri** (Head, Independent Evaluation Office, Green Climate Fund)
Panellists:
- **Mr Ratna M Sudarshan** (Independent Researcher, India)
- **Ms Priya Alvarez** (UN Women, USA)
- **Mr Eric Abitol, Mr Archi Rastogi** (Universalia Management Group, Canada)
- **Ms Poonam Muttreja, Mr Alok Vajpeyi** (Population Foundation of India)

Discussion Summary:

For studies to make any policy impacts, they have to focus on it as part of their programme. Such programmes normally use different metrics to measure the success of a research team, like their opportunities to engage with policymakers, or the reporting of their results in popular media and policy documents, or even the writing of the policy documents.

But it might be years after a research has been completed and delivered before it can have a policy impact. Programmes designed with explicit focus on policy impact and policy uptake seem to have more success.

Whether the south-south collaboration enhances or inhibits logical innovation in terms of methods and particularly in relation to funders, two things have to be considered. In the south-south collaboration, where researchers based in the south shape the research agenda, the idea is also about building their capacities in a way they can do the research that they wanted to and at par with global research standards. There were agencies that focused on capacity development and others that focused on the quality of research.

In 2013, when Population Foundation of India, a 47-year-old evidence-based advocacy organization, was designing an entertainment education program, it found that almost 50 per cent women below 18 years were being married and of that 16 per cent had children before turning 18 years and 95 per cent of the adolescents were not using any modern contraceptives.

When there was no behavioural change happening, the organisation decided to experiment entertainment education. So, a TV series, "*I, a woman, can achieve anything*", was made. Two years after 130 episodes, the series' cumulative reach was 400 million, and much to the surprise of the organisation, 48 per cent men watched the programme. The objective of the serial was to change perception and attitude, and this had happened. For example, men had stopped beating their wives, they were practicing family planning, and more than anything else they were cooking as well.

Poverty reduction, inclusiveness, and hard-to-reach (PP-24)

Moderator: **Aniruddha Brahmachari** (Oxfam International)
Panellists:
- **Mr Raniya Sobir** (Tango International, Thailand)
- **Mr Madan Pariyar** (International Development Enterprises, Nepal)
- **Ms Avantika Bagai** (International Initiative for Impact Evaluation, India)

Discussion Summary:

Do group-based livelihood programmes have an impact on poverty?

Sustainability, linkages with private sector, scaling up, women empowerment, drawbacks of impact evaluations, and measurement of poverty were some of points that came up during the discussions.

Although a project (in Nepal) appeared to be doing very well (according to presentation data) its sustainability, after donors withdrew, was seen as challenge even though links had been established with the private sector. Therefore, creating a good exit strategy is key before donor support ends.

Another important aspect of the project was harmonisation of the Adaptation Plan and Disaster Management Plan, which removed competition for resources required for more or less the same purpose. In the face of climate change the project was also promoting multiple water use systems - for drinking and irrigation – with the ultimate goal of making it part of policy in Nepal.

How the project has empowered women, as the head of households, also came up in the discussions. But it was pointed out that in rural Nepal, women head most of the households because men have gone to the Middle East to work.

With regard to the evidence gap map on whether group-based livelihood programmes have an impact on poverty, it was noted most impact evaluations did not talk about the actual mechanisms of the impacts. Therefore, even though a number of studies had been done on livelihood programmes there was no information on whether livelihood programmes are bringing people out of poverty.

Equity-focused and gender-responsive national evaluation policies to Leave No One Behind (PP-26)*

Moderator: **Asela Kalugampitiya** (EvalPartners)
Panellists:
- **Hon. Jigmi Rinzin** (Member of Parliament, Bhutan)
- **Hon. M Thilaka Rajah** (Member of Parliament, Sri Lanka)
- **Ms Piroshini Trikawalagoda** (Parliamentarians Forum for Development Evaluation, Sri Lanka)
- **Hon. Kabir Hashim** (Minister & Member of Parliament, Sri Lanka)
- **Dr Gana Pati Ojha** (Vice President, Community of Evaluators South Asia)
- **Dr Akram H Chowdhury** (Chairman, Barind Multipurpose Development Authority, Bangladesh)

Discussion Summary:

The discussion started with the outlining of the equity and gender-responsive elements of 17 Sustainable Development Goals approved by the United Nations General Assembly in 2015. Since then, EvalPartners

and UN evaluation group have been working on forming working groups to strengthen monitoring and evaluation of 17 goals and 169 targets of SDGs, many of which have equity and gender dimensions, through an equity-focussed and gender-responsive lens.

The two key themes - key performance indicators, and equity-focused and gender-responsive national evaluation system - were discussed at length. Measuring development without equity and gender considerations will result in a substantial portion of a region or a country being left behind. For instance, 35 million girls in the developing world do not go to school and two-thirds of these girls belong to ethnic minorities.

There are two major challenges that the evaluation community is facing today. The first challenge is that few countries in the world have a national evaluation policy or framework, or evaluation capacity, or political support to encourage an evaluation culture. The second challenge is a lack of capacity and sophistication in evaluation among the governments and institutions in the face of SDGs demanding the rigorous use of quality, disaggregated data to live up to the theme 'no one left behind'.

A mapping carried out by the Global Parliamentarians Forum for Evaluation in 2013 found that out of 109 countries, only 17 countries had a well-established evaluation policy or an evaluation framework. Most developing countries did not. It was pointed out that unless this issue is resolved, SDGs could end up like MDGs (Millennium Development Goals).

The participants observed that the bottom line is to find and create champions of evaluation among parliamentarians. They also observed that the community of evaluators should try to engage more policymakers and lawmakers besides implementers of plans and policies.

The paths of human economy (PP-11)*

Moderator: **Dr Abdul Ghani** (Member of Governing Board, CoE South Asia)
Panellists:
- **Mr LA Samy** (Asian Coordinator, International Network for Human Economy)
- **Mr Chelladurai Solomon** (Community of Evaluators of South Asia)

Discussion Summary:

The discussion on human economy served participants with intellectual nourishment in understanding economy outside of the present framework. While economy was mostly understood in terms of money today, and so was development, there were millions of initiatives around the world, mostly at micro level, that focused on development of humanity.

Questions were raised as to whether the modern education system had failed in inculcating values in people. If so, the modern education system could be churning out 'economic slaves' with tendencies to exploit everything around them for personal gain. The general agreement was that education had become more job oriented than life oriented.

Further, for a long time the idea of formal economic productivity did not include critical contributions made by the informal sector. For example, the role of a mother who cooked, cleaned, and took care of home was never valued economically in the national income accounting systems. Everything cannot be valued monetarily, and human economy must continue to respect and acknowledge individuals as well as collective efforts.

The discussants agreed that the concept of human economy must usher in a different dimension to development where a community is built collectively, and shared and owned collectively while ensuring that no one is left behind. The concept of Gross National Happiness practiced in Bhutan is a part of human economy. Up until now countries have been sticking to social welfare boards, but the need of the hour today is wellbeing.

Measuring and evaluating empowerment for adolescent girls: process and innovations (PP-18)*

Moderator: **Ms Diva Dhar** (Impact Evaluation Specialist)
Panellists:
- **Ms Priya Nanda** (Senior Programme Officer, MLE, Bill and Melinda Gates Foundation)
- **Ms Diva Dhar** (Impact Evaluation Specialist)
- **Ms KG Santhya** (Independent Researcher)
- **Mr Ryan Hebert** (Global Manager, Room to Read)

Discussion Summary:

The discussion started with the issue of variability of the life skills program. Over several years the girls' education program team at Room to Read had worked on standardising life skills program. Implementation was closely monitored to try and identify any variations, and put in quality control mechanisms.

This was followed by a question on how the scavenger hunt scale, which is a new experimentation, would work over a period of time, and if there were a possibility to standardise different methods that were measuring similar programs.

There was no data as of now to establish the scavenger hunt scale. But it would certainly improve performance. Regarding standardisation, the set of new innovative methods brought its own value, and therefore should not be diminished. It should be triangulated with other methods, and this would give a better understanding of what and how attitudes are changing.

However, there could be possible discrepancy between stated attitudes and outcomes, although attitudes cannot be considered an outcome or a mechanism, because of the issue of reverse causality. There is a need for more sophistication in unpacking causality. However, the discrepancy between stated attitudes and outcomes couldn't be interpreted. There were several possibilities, such as attitude not being true and desirability bias.

Evaluating SDGs in no-on-left-behind lens (PP-19)*

Moderator: **Hon. M Thilaka Rajah** (Member of Parliament, Sri Lanka)
Panellists:
- **Mr Kezang** (Roundglass, US)
- **Dr Akram H Chowdhury** (Chairman, Barind Multipurpose Development Authority, Bangladesh)
- **Ms Kanchan Lama** (Community of Evaluators, Nepal)
- **Ms Piroshini Trikawalagoda** (Parliamentarians Forum for Development Evaluation, Sri Lanka)
- **Mr Asela Kalugampitiya** (EvalPartners)

Discussion Summary:

A key theme in the discussions was the need for good and reliable data. If the SDG principle of 'no one left behind' is to be achieved then there is a need to find out who the disadvantaged groups are and for that strong data was essential. Good data was therefore the main challenge and the key in the journey to achieving SDGs.

But the region has a long way to go in attaining good data, it was at 10 -15 percent at the moment, so it would be good to see how it does in building proper updated data coming from the field and disaggregated data. As of now, there is no data in some countries and disaggregated data is a dream in most countries.

It was also pointed out that SDGs are not like MDGs. While MDGs were only for developing countries, SDGs are universal. According to SDGs, there is no developed country in this world. MDGs did not have an evaluation component and there was no push for evaluation, whereas SDGs have follow-ups and review mechanisms and also resources to do it. SDGs also have a lot of critical areas like planet, people, peace, partnership, prosperity, etc., which are complex and evaluation from that aspect poses significant challenges.

The discussions also suggested monitoring processes and outcomes because SDG indicators focus much more on outcomes than process, though there are a few process indicators. To be able to do this it was suggested that process indicators - what should be in place for an outcome to be achieved – be included so that it is possible to track whether adequate processes are happening to achieve outcomes such as equity and gender.

The discussions also noted that working with the private sector should very much be part of the SDG process. For example, there is a need to work with the private sector at the global level to address environmental issues related to packaging and plastic waste.

6. Side Events

Integrating Gross National Happiness into Policies and Plans

Presenter: **Mr Phuntsho Wangyel** (Chief, Research & Evaluation Division, Gross National Happiness Commission, Bhutan)

6 June, 2017 [17 30 – 18 30]

The Session introduced how the Royal Government of Bhutan developed the Happiness Index, having given due consideration to all aspects of human well-being and environment. The process has been iterative, and once the Index was refined and accepted, arrangements were made to incorporate it into all development policies and plans.

Introductory Module on Policy Relevant Research: Research and Policy- Improving a fruitful dialogue

Presenter: **Centre for Study of Science, Technology and Policy, Bengaluru, Karnataka, INDIA [Vivek Vaidyanathan; Shrimoyee Bhattacharya]**

8 June, 2017 [17 30 – 19 00]

This **first module** has three objectives.

- First, it discussed why this course is important in the current context where think tanks work.
- Second, it brought to light assumptions about both research and policy that need to be reflected upon explicitly before moving to the next modules.
- Third, it presented the set of principles of what good policy relevant research is. These are the principles that guide the course and that will be discussed in the next modules.

The module covered the assumptions and expectations of policy and research. Researchers working at think tanks have different assumptions of why they do the work they do and how it has an impact. In this module, instead of taking these ideas for granted, they were explicitly analysed to inspire the participant to explore where they –as individuals and institutions– stand.

More specifically, the module explored the following:

- How science interacts with policy by looking at different models of interaction between science and policy making

- The roles of researchers in policy making by looking at levels of interaction between knowledge producers and its users in the policy ecosystem
- Types of research which will explore important aspects such as context, relevance, quality, and timing of research in policy making
- The principles of policy relevant research, and how they can be applied to the work of think-tanks.

In this module some of the main concepts and assumptions used and shared –either explicitly or implicitly- on research for policymaking were covered. Since this course is not a recipe book, but rather a reflective process, it might have opened some new questions on the work the participant and her organisation carries out. The idea of seeing this 'bigger picture' on the links between research and policy is to interconnect these ideas together into a coherent narrative of the work the participant carries out and why.

Demonstration of skills - Combining mixed methods to evaluate the impact of Samarth, the first Making Markets Work for the Poor (M4P) programme in Nepal

Presenter: Itad Ltd., 12 English Close, Hove, BN3 7ET, UK (Edward Hedley)

6 June, 2017 [17 30 – 19 00]

This session introduced the mixed methods methodology developed to evaluate the impact of Samarth. This evaluation will run to early 2019 and is intended to identify the impacts of the programme and whether these impacts are sustainable. It also aimed to extend the global knowledge base on the effectiveness of market systems programmes, and the M4P methodology, and the extent to which this approach is relevant in the Nepal context.

The evaluation methodology incorporates the latest thinking in the emerging field of M4P evaluation and draws on the recent work Itad has produced as part of the BEAM Exchange. Conscious of the complex nature of M4P programming, it combines mixed methods, combining quasi-experimental approaches with robust qualitative approaches, including participatory approaches with beneficiaries. This session demonstrated how these methods are combined to identify and attribute diverse impacts including income change at the household level and changes to the market system.

7. Closure of the Evaluation Conclave, 2017

The closing session of the Evaluation Conclave, 2017 was held at 16 00 h on 9 June, 2017 in Tshokhang Hall, Le Meridien Hotel. The session was chaired by Ms Mallika R Samaranayake - President, CoE SA. The Guest of Honour was Mr Thinley Namgyel (Secretary, Gross National Happiness Commission, Royal Government of Bhutan). The agenda of the session is at Annex 7.1.

7.1.   Remarks by Secretary, Gross National Happiness Commission

Addressing the participants of Evaluation Conclave 2017, Mr Thinley Namgyel, in his closing remarks, said he was confident that the Conclave was a successful learning and experience-sharing event.

He thanked, on behalf of GNHC, the President of CoE SA, Ms Mallika R Samaranayake, and the Community of Evaluators – South Asia for choosing Bhutan for the conference. He also thanked other participants, particularly those who travelled long distances to participate in the Conclave.

The GNHC secretary said that for Bhutan, with socio-economic development challenges becoming more complex and with competing demand for limited resources, informed decision-making has been difficult. It was only through proper evaluation that evidence-based informed decisions could be made. As mentioned in his welcome statement, he said that Bhutan's evaluation capacity was still in infancy and therefore the Conclave was timely.

Bhutanese participants had informed the Secretary of how useful the conclave had been, in terms of learning about new tools and methods on evaluation. He said that the knowledge would be used to further strengthen Bhutan's evaluation programme, realise the goal of maximizing Gross National Happiness, and to meet the global Sustainable Development Goals 2030.

The Secretary said that new friendships and networks would have been formed and he hoped it would continue beyond the Conclave. Bhutan, he said, would be looking forward to further strengthening its engagement with the Community of Evaluators to help build its evaluation capacity.

He wished the international participants a safe journey back home.

7.2.   Message from Ziad Moussa, President, IOCE & Co-Chair, EvalPartners

The following message from Ziad Moussa was read by Natalia Kosheleva.

"On behalf of the Board of Directors of the International Organization for Cooperation in Evaluation (IOCE) and EvalPartners Management Group, allow me to address my best wishes to the distinguished group

of colleagues gathered in Bhutan and a heartfelt congratulation to CoE for organizing such a rich and resourceful Conclave. I hope everyone will return home with a good dose of positivism and happiness from the land of happiness. I had the firm intention of getting my dose of EvaHappiness too, but my back decided otherwise…

The challenge undertaken by CoE deserves a bow of respect. Rather than choosing a "classical" capital for holding the conference, Mallika-Ji and her colleagues chose to give a new impetus to evaluation in Bhutan by holding the conference there, despite the technical and logistical challenges. I am sure that the Conclave will lay the foundations for a dynamic and organic growth of the evaluation profession in the country.

In an era of hyper-connectivity and big data, people often argue why we still follow an "old school" model in organizing face-to-face meetings and spend sleepless nights and endless hours trying to gather the necessary funds to pull a conference off the ground, develop a meaningful program, tame the logistical hassles just to name a few... I am sure that all those present in this room who have worked on organizing an evaluation conference will be nodding their head in approval.

This is simply because our profession is about human dynamics. Nothing replaces a passionate discussion after an inspirational presentation, a cordial discussion during a coffee break and joint evaluation projects finding their genesis during an after-hours discussion. I also realize that for those attending an international evaluation conference for the first time in their career there will be a before and after Bhutan.

CoE is at the heart of IOCE and EvalPartners and we remain committed to advancing the evaluation profession globally and the Global South in particular. I am sure that many of you are active in EvalSDGs, EvalYouth, EvalGender+, EvalIndigenous, the Global and Regional Parliamentarian Forums on evaluation, the evaluation professionalization task force, the VOPE toolkit team and the list grows long. Soon we will be launching two new flagship initiatives towards which all the IOCE and EvalPartners constituency will contribute:

- *Increasing the integration of evaluation in the National Systems for the SDGs. The Mantra of this initiative is to avoid the monitoring overkill of the SDGs.*
- *The "Evidence Matters" initiative, as evaluation which speaks, breathes and promotes evidence is best positioned to address the emerging challenges of the post-truth metamorphosis that we are all witnessing, where rumors, fake evidence and very subjective perceptions of the truth are taking our world by storm.*

Once again congratulations to CoE and an accolade to all colleagues who made this Conclave an astounding success."

7.3. Closing Remarks by Mrs Mallika Samaranayake, President, CoE SA

The presence of over 200 participants, of which about half from Bhutan and the rest from over 20 other countries, spoke for the success of the Evaluation Conclave 2017, said the CoE SA President Ms Mallika R Samaranayake.

Conclave 2017 focused largely on the relationship between well-being and sustainable development and demonstrated the importance of evaluation in a number of areas, such as governance, accountability, transparency, gender and equity, environmental sustainability, poverty reduction, and inclusiveness. Ms Samaranayake said these areas have been of significant importance in the recent times, and have become relevant in measuring sustainable development.

The Conclave had two components spread over four days. The first two days were devoted to 15 well-attended skills development workshops delivered by a galaxy of experts on a variety of contemporary themes. The depth of knowledge imparted was impressive.

The Conclave, Ms Samaranayake added, was given a huge boost by the presence of the Honorable Prime Minister of Bhutan at the inauguration. The Prime Minister's inspiring and informative speech challenged the thinking of the participants.

The second part of the event, featuring several keynotes, were most impressive and covered a range of topics from governance, accountability, transparency, gender, evaluation methods, and equity. The special side-event on happiness by the Gross National Happiness Commission provided insights into wellbeing and sustainable development concepts of Bhutan.

Conclave 2017, Ms Samaranayake said, also provided an opportunity to learn about the concept of happiness index from Bhutan's pioneering work and its use in policies and programs, of how Gross National Happiness could be used as an index to measure the collective happiness of a nation. She said she was very proud that the concept was indigenous to Bhutan, and was enshrined in the country's constitution.

The presence of about 100 Bhutanese evaluation professionals in the Conclave was gratifying, especially given that one of CoE SA's main objectives is to build the national evaluation capacity.

The CoE SA president thanked Bhutan's Prime Minister for his wise words and vision, and the challenges he presented to the evaluators. She urged the evaluators to learn from the Prime Minister's words and hoped what is learnt from Bhutan, including connections made during networking sessions, would help the participants in their future work.

Ms Samaranayake expressed her appreciation to the UNDP and UNICEF Bhutan for sponsoring participants from Bhutan to the Conclave, which was a significant input. She extended her appreciation to Ziad Moussa, President, IOCE & Co-Chair, EvalPartners, for his inspiring words on linking CoE SA's work to the global evaluation agenda.

She said the warmth and hospitality of Bhutan helped immensely to welcome all the delegates from around the world. The Event Manager, U–Turn Management and their local partner, Amen Bhutan Travels, were also praised for their excellent work.

Ms Samaranayake further added that the CoE South Asia Board put in commendable efforts to making the event in Bhutan possible. She said the Conclave would not have been possible without the enthusiastic panelists, presenters, and participants, who she looked forward to seeing again at the next Conclave in 2019.

7.4.   Vote of Thanks – Dr Sonal Zaveri, Secretary, CoE SA

Dr Zaveri, proposing the Vote of Thanks, expressed that it was a privilege, as Secretary of COE SA, to thank each one of the participants for coming to the Evaluation Conclave 2017 and in doing so committing to strengthening evaluation in South Asia.

This has been an extraordinary conclave – she believed that she echoed the sentiments of many if not all of the participants that it has touched the hearts in many ways, for it has reminded us of our shared humanity and that in the end, the work we do as evaluators is about people, about us and the values we share and

cherish. For four days in Thimpu, with 200 participants from 20 countries, the participants have, in these beautiful surroundings and away from the turmoil in other parts of the world, reminded themselves that well-being and sustainability are critically important for our shared existence.

She opined that none will ever forget the powerful speech from the Prime Minister of Bhutan that evaluation though difficult, must be done and done well. Most importantly, he reminded us that evaluation is linked to our lives and our values and that tracking happiness for all and across the many conditions that influence it, is not only important but worthy of measuring. He took time from his very busy schedule to be with us and expressed gratitude for his gracious presence and inspiring messages. She thought that many would like to take him to their own countries and swap him for their leaders!

The preparations for this conclave over many months with the Government of Bhutan, GNHC were marked with great graciousness and warmth and during the past few days; the participants have all experienced the gentle dignity with which the dignitaries and officials of Bhutan have interacted with them at this conclave.

From the first planning visit in January this year, there has been unstinted support from the Commission. The Secretary, Mr Thinley Namgyel has been extremely helpful and provided wise guidance; Mr Phuntsho Wangyel, Chief, Research & Evaluation Division gave us valuable and nuanced insights in his excellent presentation on gross national happiness and how thoughtfully it has been integrated into policies and plans.

On behalf of CoE SA, Dr Zaveri acknowledged the prompt, meticulous and courteous support from the GNHC to our numerous and extensive (and last minute) demands – in particular by Mr Tashi Dorji and other staff of the Commission. The support from the Government of Bhutan never wavered and was deeply appreciated. She also thanked the Dept. of Immigration of the Government of Bhutan, for their prompt assistance to the numerous requests for visas, extensions etc.

The Community of Evaluators South Asia is a young association and as we celebrate our fourth Conclave, we are happy that eminent thought leaders from around the world have travelled to this far corner of the world to share their knowledge with us.

She added that thanking Dr Robert Chambers is like thanking one of our own – she was sure that all participants shared this feeling – that he belongs here! He has believed passionately in our desire to promote our world view about evaluation. In this populous, tumultuous, complex, diverse and vibrant region of South Asia, he shouts out – ASK Them – learn from the people in our communities, be creative and be bold.   He reminds us to be respectful of whose reality we represent.

The eminent evaluators who graced the event from different parts of the world have become part of the COE extended family. Nancy MacPherson – always encouraging and committed to strengthening our association, Emmanuel Jimenez – who promptly extended a helping hand, Natalia Kosheleva – smoothening the path to connect us with our international colleagues, Penny Hawkins – a firm and steadfast supporter who this time demonstrated the link between dancing and evaluation, A K Shiv Kumar – who made it here in spite of the odds – he never lets us down and , Robert McLean – our steadfast supporter from IDRC, his presence encourages us immensely; Jo Puri, who was one of own Board Members until recently, and John Gargani who I am convinced had a previous life in this region, were humbly thanked for accepting the invitation for this event; for their insights into the art and science of evaluation, their abiding faith to collaborate with CoE SA, and continued belief in CoE are gratefully recognized.

She made a special mention of the donors who have been CoE SA's champions. The Rockefeller Foundation not only has generously contributed this year but has done so for our previous conclaves. Equally, Bill & Melinda Gates Foundation has been very generous in their support, which were gratefully acknowledged.

As was evident, CoE SA has been supported by a number of donors – with bursaries, sponsorships, providing technical panels as well as support in kind. The list is long and she named a few –3ie and IOCE – who were gratefully acknowledged for their contributions.

She thanked the UN system, and particularly UNDP and UNICEF for their commitment to sponsor participants from Bhutan to this Conclave. It has been a very significant input.

Ziad Moussa, President, IOCE & Co-Chair, EvalPartners could not be here for health reasons but he kindly sent his message of solidarity, linking our work to the global evaluation agenda.

There were excellent resource persons for the workshops and panels – their time and efforts were valued and acknowledged. Their enthusiastic participation has been a great source of strength. She thanked them for being here this evening – it has been a great pleasure.

The COE South Asia Board has put in very hard work to make this event possible.

The warmth and hospitality of Bhutan have helped the participants from around the world. The Event Manager, U –Turn Management and their local partner, Amen Bhutan Travels did a splendid job.

In conclusion, she added that as the participants move out at the conclusion of this conference, they will carry in their hearts and mind what they learned and experienced from a truly Bhutanese and South Asian perspective, our interconnectedness to each other, our environment – and the values we cherish in this region - our celebration of cultural diversity, our sense of community, our spirituality that teaches humaneness and seeking for a higher good – the well-being of all.

There are no words to say goodbye for there is finality in that. Instead when we part we say "aav jo" which means come again. She hoped see the participants at the next Conclave in 2019, and wished all participants from Bhutan best of luck and safe travel for overseas participants.

8. Evaluation of the Conclave[1]

8.1. Introduction

As part of the management of the Conclave, the CoE SA Board decided to undertake an overall evaluation of the Conclave. Prescribed evaluation formats were distributed to the participants during the Skills Development Workshops and at the end of the closing session of the Conclave. Participants provided their feedback, comments and suggestions. This report exemplifies the quantitative analysis (by rates) of feedback by workshop topics, keynotes, panels and on administration of the Conclave as a whole.

The evaluation covered the following activities.

- Skills Development Workshops (SDW) (15);
- Keynote Panels (2);
- Panel Sessions (24)

8.2. Methodology

The events were evaluated from individual responses received via custom-designed Evaluation Forms to seek the participants' overall impression on the Conclave, as well as to allow participants to give their opinions on workshop and facilitation.

At the end of each SDW, an Evaluation form (Annex 8.1) was distributed to each of the participants to share their feedback on the workshop. Participants in the 15 workshops revealed their opinion separately, and on their own.

At the closing session of the 4-day long Conclave, the participants were requested to provide their feedback on the overall Conclave using a different Evaluation Form (Annex 8.2). Feedback was received from 70 participants.

8.3. Results

8.3.1. Feedback on the Conclave (Overall)

Rating was scored on 1-5 rating scale where 1 being the 'very poor' and 5 being the 'excellent' rating point in the Likert-scale score. **Overall,** out of total 70 participants, 37.2% ranked the Conclave experience as

'**excellent**' whereas 55.7% (or 39 respondents) ranked it '**good**'. The participants found that the Conclave was a great initiative and very insightful. However, 4 (5.71%) out of 70 respondents rated the Conclave experience **average**, and only 1 (1.4%) rated it as **poor** (Fig. 8.1).

Few participants expressed their desire to see more computer-aided learning with data, longer sessions or duration of the conclave in order to have more exercises on the topics covered and they would like to focus on the concepts and tools of evaluation.

Analyses of responses on 'level of interaction among participants', 'Event organizers/coordinating staff', 'Venue' and 'materials and information are provided in Table 8.1. Overall responses were very positive with over 80% rating the four parameters as 'good' and 'excellent'. About 21% rated the 'level of interaction among participants' as average without adducing any reasons. Although there were some 'average' ratings, there were no suggestions for improvements.

Fig. 8.1 - Overall, rating of the Conclave experience?
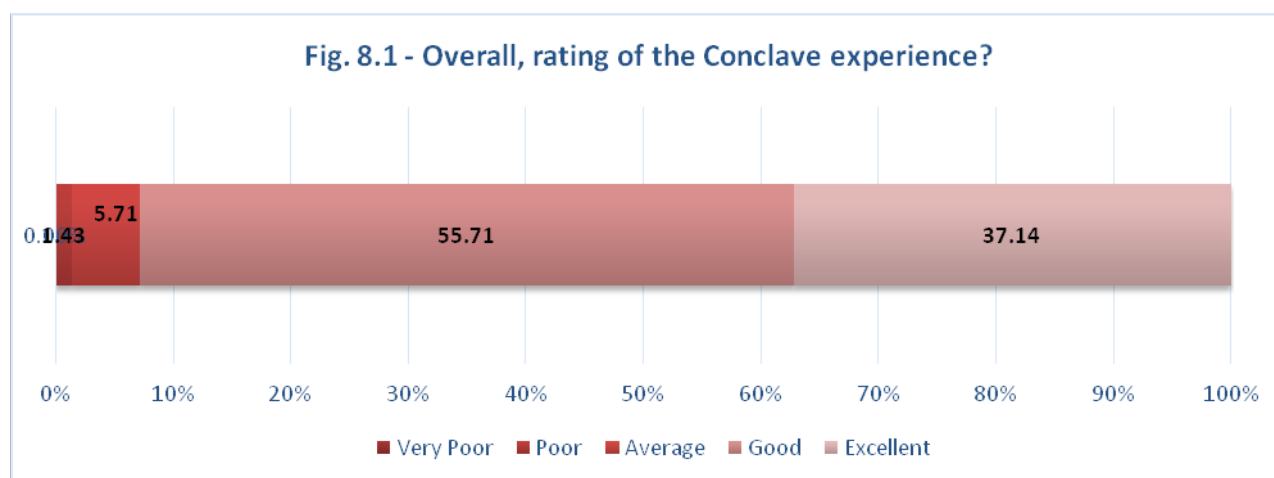
Table 8.1 – Ratings on the level of interaction, coordination, venue and materials/information

Parameters	Very Poor	Poor	Average	Good	Excellent
Level of interaction among participants	0.0	0.0	21.4	54.3	24.3
Event organizers/coordinating staff	1.4	0.0	10.0	50.0	38.6
Venue	0.0	7.1	8.6	54.3	30.0
Materials/information	0.0	4.3	20.0	52.9	22.9

Over 88% rated the role of event organizers/coordinating staff as 'excellent' (38.6%) and 'good' (50.0%), which was an improvement from Conclave, 2015 (72%) indicating that lessons from the previous Conclave have been taken into consideration in organising the event. Yet, 7.1% rated it as 'poor' as they found holding parallel session in two venues was inconvenient due to distance between the two venues, crowded seating arrangements, and logical support, making it difficult for them to attend the sessions in time and to make the Conclave interesting.

8.3.2. *Keynote Panels*

Over 91% of the respondents found that the plenary sessions were worthwhile to attend and reported that the sessions were engaging and interesting, especially sharing the South-Asian experiences. According to the participants, the keynotes provided an excellent variety of perspectives. However, around 9% of the participants rated the plenary sessions as 'average' but majority of them did not provide explanatory

comments. Among the participants 17% scored 'average' on the content part of keynotes again with no comments (Table 8.2).

Table 8.2 – Ratings for the Keynote Panels

Key notes	Very Poor	Poor	Average	Good	Excellent
Plenary sessions were worthwhile to attend	0.0	0.0	8.6	55.7	35.7
Content - information, clarity and level of detail	0.0	0.0	17.1	58.6	24.3
Usefulness	0.0	5.7	8.6	61.4	24.3

In general, participants found that the keynotes were very useful but expressed the hope to see more speakers from South-Asia as their experiences would help participants considerably.

8.3.3. Panel Presentations

More than 80% of the participants rated Panel presentations as 'good' and 'excellent' on questions regarding whether the panel sessions were worthwhile to attend or not, and the usefulness of the panels (Table 8.3). However, too many breaks/sessions and some off-topic discussions by the speakers were some of the reasons for a few participants to rate the panel discussion as 'average'. As commented by the respondents, more attention needs to be given by the Moderators to avoid informal interaction during the sessions among participants in order to engage the audience more actively.

Table 8.3 –Ratings for the Panel discussion

Panels	Very Poor	Poor	Average	Good	Excellent
Panel sessions were worthwhile to attend	0.0	1.4	17.1	54.3	27.1
Content – information and level of detail	0.0	1.4	20.0	60.0	18.6
Usefulness	0.0	0.0	15.7	58.6	25.7

8.3.4. Feedback on the Workshops

Overall, the participants were pleased with the workshop series. A total of 15 workshops were held and there was a variation in the number of participants (Table 8.4).

Table 8.4 - Workshops Participation

Sl	Workshop	Facilitators	Number of Participants
1	Promoting a Real World and Holistic approach to Impact Evaluation (WS-1)	**Jim Rugh**	**11**
2	Frontiers in Participatory Evaluation (WS-2)	**Robert Chambers & Mallika Samaranayake**	**22**
3	Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)	**Sanjeev Sridharan**	**26**
4	Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)	**Arnab Dey**	**29**
5	Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)	**Jane Reisman**	**6**
6	Social Audit for Performance Improvement and Outcome Measurement (WS-7)	**Anuradha S Palanichamy**	**5**
7	Assessing coordination work using systems thinking and feminist approaches (WS-8)	**Priya Alvarez**	**4**
8	Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)	**Ami Henson**	**11**
9	Beyond Sampling: Best Practices in Survey Methodology (WS-10)	**Jackie Yiptong Avila**	**5**
10	Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)	**Jim Rugh**	**10**
11	Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)	**Nandita Bhan**	**16**
12	Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS-13)	**Natalia Kosheleva**	**28**
13	Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)	**Arnab Dey**	**8**
14	Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)	**Beryl Leach, Stuti Tripathi & Kanika Jha**	**18**
15	How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)	**Sonal Zaveri**	**7**

Of the 206 participants (respondents) of the Workshop Surveys, 43% rated the workshop experience as "Good" and 32.0% as "Excellent", distantly followed by "Average" ratings (20.39%), "Poor" (4.37%), while less than 1% of the respondents rated their workshop session as "Very Poor" (Fig. 8.2). Qualitative feedback also reflected the overall satisfaction with the workshops. Participants were happy and were of the view that the workshops were insightful and gave them a great learning opportunity. Comments like "I would regret if I have not attended the workshop", "I am more enlightened on gender equality aspects", "excellent content - extremely useful!", "learned about tools/methods to evaluate using participatory methods", etc. are few to mention.

Suggestions for Improvement:

- Better venue perhaps with efficient/effective air conditioning, seating arrangement (face to face) and participants should be informed prior what to bring with them before attending the workshop.
- More time for practical sessions along with a longer duration of workshop was also commented. This coupled with more practical sessions e.g. data application and more group activities. Some activities (hands on practices) and sharing the ideas from participants would have been better for understudying the topic more.
- Simplified version of materials with references, more tools for evaluation, and more in-depth analysis of success stories along with to have pre-made copies of materials for all participants.

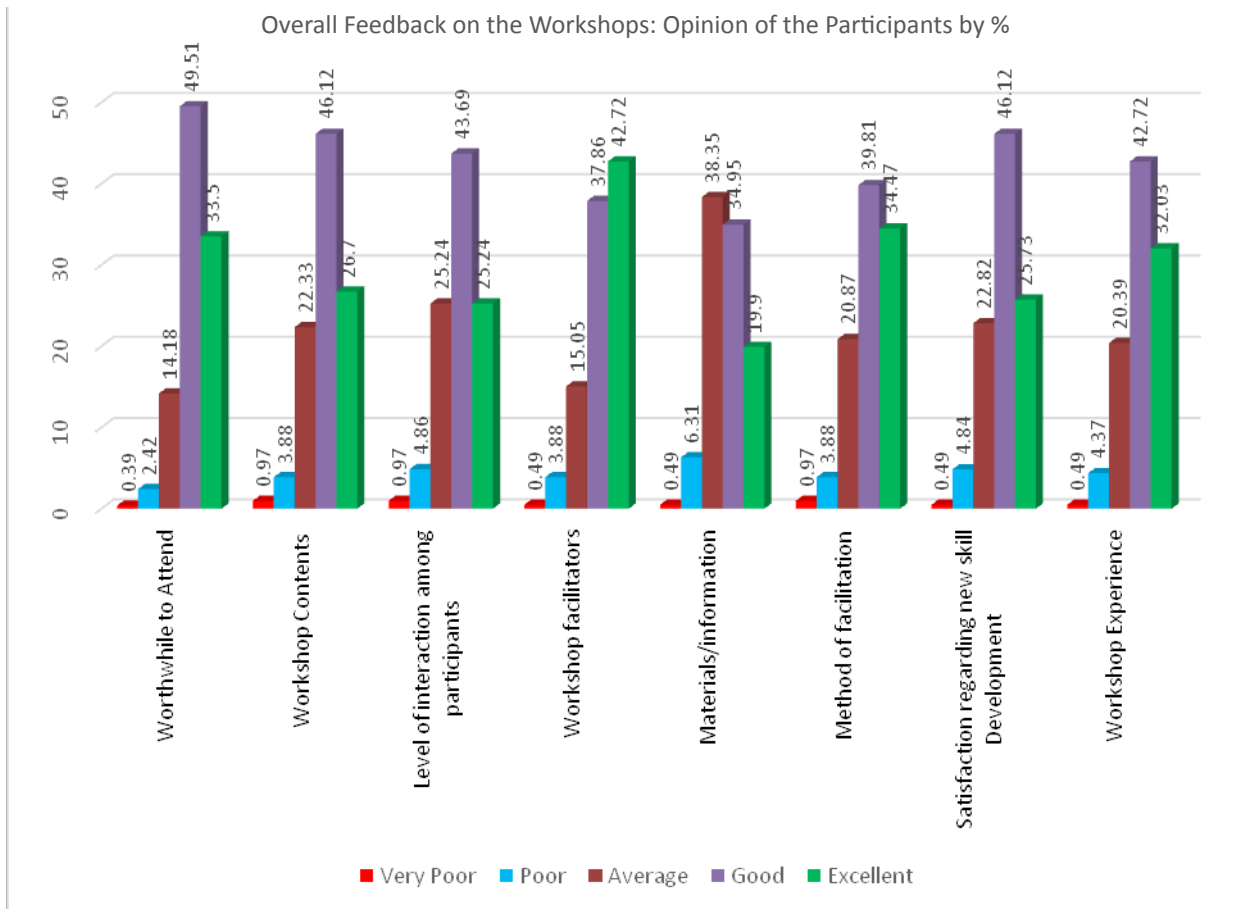Tables 8.5 onwards summarize the quantitative feedback for each workshop.

Overall Feedback on the Workshops: Opinion of the Participants by %

Table 8.5 - Overall rating of the workshop experience

Workshop	#	Very Poor	Poor	Average	Good	Excellent
Promoting a Real World and Holistic approach to Impact Evaluation (WS-1)	11				63.6	36w.4
Frontiers in Participatory Evaluation (WS-2)	22		18.2	4.6	40.8	36.4
Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)	26		7.7	15.4	42.3	34.6
Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)	29		3.5	6.9	44.8	44.8
Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)	6			16.7	50.0	33.3
Social Audit for Performance Improvement and Outcome Measurement (WS-7)	5			20.0	60.0	20.0
Assessing coordination work using systems thinking and feminist approaches (WS-8)	4					100.0
Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)	11			45.5	54.5	
Beyond Sampling: Best Practices in Survey Methodology (WS-10)	5			20.0	40.0	40.0
Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)	10				40.0	60.0
Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)	16		6.3	43.7	37.5	12.5
Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS 13)	28			50.0	28.6	21.4
Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)	8				50.0	50.0
Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)	18		5.6	27.8	44.4	22.2
How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)	7	14.3		14.3	57.1	14.3
Overall	**206**	**0.5**	**4.4**	**20.4**	**42.7**	**32.0**

Table 8.6 - Rating the workshops whether worthwhile to attend

Workshops	#	Very Poor	Poor	Average	Good	Excellent
Promoting a Real World and Holistic approach to Impact Evaluation (WS-1)	11				45.5	54.5
Frontiers in Participatory Evaluation (WS-2)	22		4.6	18.2	36.4	40.8
Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)	26		7.7	11.5	57.7	23.1
Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)	29		3.5		44.8	51.7
Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)	6				100.0	
Social Audit for Performance Improvement and Outcome Measurement (WS-7)	5			20.0	60.0	20.0
Assessing coordination work using systems thinking and feminist approaches (WS-8)	4					100.0
Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)	11			18.2	63.6	18.2
Beyond Sampling: Best Practices in Survey Methodology (WS-10)	5			20.0	40.0	40.0
Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)	10				40.0	60.0
Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)	16			18.8	68.8	12.4
Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS 13)	28			32.1	39.3	28.6
Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)	8				37.5	62.5
Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)	18		5.7	27.7	50.0	16.6
How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)	7	14.3		14.3	71.4	
Overall	206	0.5	2.4	14.1	49.5	33.5

Table 8.7 - Rating the content – information and level of detail of the workshop

Workshops	#	Very Poor	Poor	Average	Good	Excellent
Promoting a Real World and Holistic approach to Impact Evaluation (WS-1)	11			9.1	36.4	54.5
Frontiers in Participatory Evaluation (WS-2)	22		4.5	18.2	59.1	18.2
Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)	26		7.7	34.7	50.0	7.6
Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)	29		3.5	3.5	51.7	41.3
Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)	6			33.3	50.0	16.7
Social Audit for Performance Improvement and Outcome Measurement (WS-7)	5			60.0	40.0	
Assessing coordination work using systems thinking and feminist approaches (WS-8)	4				25.0	75.0
Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)	11		9.1	36.3	45.5	9.1
Beyond Sampling: Best Practices in Survey Methodology (WS-10)	5			20.0	40.0	40.0
Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)	10				30.0	70.0
Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)	16			50.0	37.5	12.5
Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS 13)	28		3.6	25.0	50.0	21.4
Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)	8			12.5	37.5	50.0
Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)	18		11.1	16.7	50.0	22.2
How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)	7	28.6		28.6	28.5	14.3
Overall	206	1.0	3.9	22.3	46.1	26.7

Table 8.8 - Rating the level of interaction among participants

Workshops	#	Very Poor	Poor	Average	Good	Excellent
Promoting a Real World and Holistic approach to Impact Evaluation (WS-1)	11				72.7	27.3
Frontiers in Participatory Evaluation (WS-2)	22			27.3	36.3	36.4
Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)	26	3.8	3.8	30.9	50.0	11.5
Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)	29		3.5	31.0	34.5	31.0
Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)	6			50.0	33.3	16.7
Social Audit for Performance Improvement and Outcome Measurement (WS-7)	5			40.0	40.0	20.0
Assessing coordination work using systems thinking and feminist approaches (WS-8)	4				25.0	75.0
Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)	11		9.1	9.1	63.6	18.2
Beyond Sampling: Best Practices in Survey Methodology (WS-10)	5				40.0	60.0
Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)	10				40.0	60.0
Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)	16			31.3	37.5	31.2
Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS 13)	28		25.0	39.3	28.6	7.1
Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)	8			12.5	62.5	25.0
Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)	18			27.8	50.0	22.2
How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)	7	14.3		14.3	71.4	
Overall	206	1.0	4.9	25.2	43.7	25.2

Table 8.9 - Rating of the workshop facilitators

Workshops	#	Very Poor	Poor	Average	Good	Excellent
Promoting a Real World and Holistic approach to Impact Evaluation (WS-1)	11				36.4	63.6
Frontiers in Participatory Evaluation (WS-2)	22		18.2	4.6	13.6	63.6
Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)	26	3.8		15.4	50.0	30.8
Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)	29		3.5		41.4	55.1
Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)	6				66.7	33.3
Social Audit for Performance Improvement and Outcome Measurement (WS-7)	5			40.0	40.0	20.0
Assessing coordination work using systems thinking and feminist approaches (WS-8)	4					100.0
Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)	11			45.5	54.5	
Beyond Sampling: Best Practices in Survey Methodology (WS-10)	5			20.0	40.0	40.0
Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)	10			10.0	30.0	60.0
Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)	16		6.3	31.2	37.5	25.0
Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS 13)	28			35.7	28.6	35.7
Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)	8				25.0	75.0
Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)	18		5.6	11.1	55.5	27.8
How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)	7		14.4		42.8	42.8
Overall	206	0.5	3.9	15.0	37.9	42.7

Table 8 10 – Rating of the materials/information distributed in the workshops

Workshops	#	Very Poor	Poor	Average	Good	Excellent
Promoting a Real World and Holistic approach to Impact Evaluation (WS-1)	11			9.1	81.8	9.1
Frontiers in Participatory Evaluation (WS-2)	22		4.5	36.4	40.9	18.2
Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)	26		7.7	38.4	30.8	23.1
Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)	29		6.9	17.2	55.2	20.7
Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)	6			50.0	50.0	
Social Audit for Performance Improvement and Outcome Measurement (WS-7)	5			60.0	40.0	
Assessing coordination work using systems thinking and feminist approaches (WS-8)	4				25.0	75.0
Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)	11			81.8	9.1	9.1
Beyond Sampling: Best Practices in Survey Methodology (WS-10)	5			60.0	40.0	
Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)	10			30.0	40.0	30.0
Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)	16		6.3	62.5	6.2	25.0
Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS 13)	28		17.8	42.9	21.4	17.9
Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)	8			25.0	37.5	37.5
Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)	18		11.1	33.3	27.8	27.8
How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)	7	14.3		57.1	28.6	
Overall	206	0.5	6.3	38.3	35.0	19.9

Table 8.11 - Rating the method of facilitation

Workshop	#	Very Poor	Poor	Average	Good	Excellent
Promoting a Real World and Holistic approach to Impact Evaluation (WS-1)	11			18.2	27.3	54.5
Frontiers in Participatory Evaluation (WS-2)	22		13.6	13.6	22.8	50.0
Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)	26		3.8	19.2	30.8	46.2
Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)	29		6.9	3.4	48.3	41.4
Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)	6			16.6	66.8	16.6
Social Audit for Performance Improvement and Outcome Measurement (WS-7)	5			20.0	80.0	
Assessing coordination work using systems thinking and feminist approaches (WS-8)	4				25.0	75.0
Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)	11		9.1	36.4	54.5	
Beyond Sampling: Best Practices in Survey Methodology (WS-10)	5				60.0	40.0
Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)	10			20.0	50.0	30.0
Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)	16		6.3	50.0	18.7	25.0
Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS 13)	28			42.9	32.1	25.0
Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)	8				37.5	62.5
Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)	18	5.6		16.7	50.0	27.7
How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)	7	14.3		14.3	71.4	
Overall	206	1.0	3.9	20.8	39.8	34.5

Table 8.12 - Rating the participants' satisfaction regarding new skills development from the workshops

Workshops	#	Very Poor	Poor	Average	Good	Excellent
Promoting a Real World and Holistic approach to Impact Evaluation (WS-1)	11			18.2	45.4	36.4
Frontiers in Participatory Evaluation (WS-2)	22		9.1	18.2	54.5	18.2
Bringing diversity into Impact Evaluation: Towards a broadened view of design and methods for impact evaluation (WS-3)	26		11.5	19.2	46.2	23.1
Data visualization for effective communication of monitoring and evaluation results using Microsoft Excel (WS-5)	29		3.7	10.4	44.5	41.4
Bridging the Worlds of Evaluation and Impact Measurement for Impact Investing and Other Market Solutions (WS-6)	6			16.7	83.3	
Social Audit for Performance Improvement and Outcome Measurement (WS-7)	5			60.0	40.0	
Assessing coordination work using systems thinking and feminist approaches (WS-8)	4					100.0
Improving Development Programme Results through Integration of Monitoring, Evaluation and Learning (WS-9)	11		9.1	45.5	36.3	9.1
Beyond Sampling: Best Practices in Survey Methodology (WS-10)	5			20.0	20.0	60.0
Strengthening capacities of Voluntary Organizations for Professional Evaluation (VOPEs) (WS-11)	10				50.0	50.0
Approaches to Developing Measures to assess Gender Empowerment and Equity (GE/E) (WS-12)	16			25.0	62.5	12.5
Systems, complexity, gender, environment, sustainable development: how do we put all these together in evaluation (WS 13)	28		3.6	42.8	32.1	21.5
Comprehensive Analysis of Equity using STATA for Evaluating Equity Effects and Improved Programming (WS-14)	8				62.5	37.5
Evaluating evidence uptake and use: tips for monitoring, measuring and reporting (WS-15)	18		11.1	33.4	38.9	16.6
How to frame Gender and Equity in Evaluation: A South Asia perspective (WS-16)	7	14.3		14.3	71.4	
Overall	206	0.5	4.9	22.8	46.1	25.7

8.4. *What Others said about the Conclave*

- *Conclave is an event where we, the professionals in evaluation field had an opportunity to meet each other, share our experience and gather new knowledge. Thanks to the CoE-SA management to organize such event. Our request is to continue organising Conclaves and to arrange it in different countries, alternatively!*

- *Thanks to CoE-SA management for arranging the Conclave in Bhutan. This is a great chance, and a 'Gift' for us to participate in this occasion. You see the numbers of participants from Bhutan and their interest to join in different sessions so eagerly! For most of us, this is the first time to join in such big gathering of Evaluators! ~ A Bhutanese Participant*

- *We are 'Honored' and so happy that our Prime Minister inaugurated the Conclave. I think this is also a 'Plus' point for CoE-SA to make it so and to highlight the importance of evaluation by The Prime Minister. ~ A Bhutanese Participant*

- *Thank you very much for bringing together such a lot of experienced people together – it really was an education for me to have listened to them and learn many things which I expect to practice.*

- *In my opinion, the speech on 'Evaluation' by the Prime Minister of Bhutan (in the Inauguration Session) is the best learning throughout the Conclave sessions. Please mention the key issues of his speech in your Conclave report, if possible. ~ A Bhutanese Participant*

- *I was at the Conclave in Kathmandu – and in my opinion this was even better organized and richer in content. I particularly liked the half-day workshops and the keynote Panels – I do not think what I learned at these events could be got from books.*

- *Thank you, and thank you for an excellently organized event – so rich and so diverse; this gave me an opportunity to make networks with Bhutan where I had no previous experience.*

- *This time there are not so many participants from Africa and Europe. I think next time you should look at that.*

- *The event was so well organized – thank you so much. The content was very rich and it was a rewarding experience to us. Our only wish is that we should have more time at the workshops, and also in Panels.*

- *Hats off to CoE for organizing this event – for me everything was perfect, and it was time well spent. I am richer at heart, brain and soul.*

- *Thank you for getting together some wonderful resource persons; I wish I had more time with them for one-to-one discussions. Overall, this is an experience I am unlikely to forget, and thank you for organizing this very well. And thank you very much for the excellent Conclave Programme book, which will be preserved in my collection of books.*

- *The Facilitators in the Workshops and Panel discussions are excellent, but the time is so limited in each session, you should allocate more time!*

- *The Conclave Programme book was excellent – thank you; it has all the information, and will be a valuable resource to look at in the future and to make connections with people who matter in the evaluation field.*

- *Whilst the discussions and workshops were very informative and educative, the event was well organized. The Programme Book was very informative, and unlike in many other conferences, you gave us the pocket programme – was very handy and valuable. Also your display of the programme at the Reception area was fantastic. Overall, well done – and thank you for your excellent, ever smiling event management team including the lovely Bhutanese staff.*

- *Whilst I congratulate you on organising an excellent event rich in content, I will be failing in my duty if I do not mention the very human face of the organisers, the Secretariat cramped in a small room and the event management team including the Bhutanese volunteers. My personal requests were promptly addressed to my full satisfaction – which I normally do not get at other conferences. A big THANK YOU SO MUCH.*

9. Annexes

Annex 1.1

Evaluation Conclave 2017

Well-being and Sustainable Development – New Frontiers in Evaluation
6-9 June 2017
Thmpu, BHUTAN

CALL FOR CONTRIBUTIONS

1.   Introduction

The Community of Evaluators – South Asia (CoE-SA), in collaboration with the Gross National Happiness Commission of Nepal and the Evaluation Association of Bhutan will be holding the 4th Evaluation Conclave in Thimpu, Bhutan from 6 – 9 June 2017 (both days inclusive).

Contributions are invited from interested individuals/groups/Organisations for the following events:

- *6 - 7 June 2017*: Pre-conclave workshops focussing on building skills in evaluation

- *8 9 June 2017*: Conclave focussing on sharing experiences on evaluations

2.   Themes/Strands

Conclave 2017 will focus largely on the relationship between well-being and sustainable development with a view to demonstrate the importance of evaluations in these areas. Conclave 2017 will be a forum for government, civil society, donors and evaluation fora to deliberate on a number of fronts, such as:

- **Use of innovative methods and tools in evaluations** [Use of innovative methods and techniques for conducting evaluations, collecting data and analytical representation; Innovative approaches to understand social changes.]
- **Fostering governance, accountability, credibility and transparency** [credible and transparent evaluations; observance of ethical norms relevant to different pluralistic cultural environments]
- **Gender and equity** [Ensuring good quality, equity-focused and gender-responsive evaluations and their use in decision-making]
- **Environmental sustainability** [wise use of natural resources and promoting environmental sustainability]
- **Poverty reduction** [Exploring the analytical underpinnings of programmes supporting poverty reduction, both income and non-income dimensions, and on the processes for engaging with stakeholders to support poverty reduction]
- **Inclusiveness and hard-to-reach** [Evaluation findings to generate learnings and to contribute to the evidence base on good humanitarian practices and building resilience in the most fragile and conflict-affected situations]
- **Partnership** [forging lasting partnerships in evaluations, including community/ stakeholder participation]

3. Contributions

The Contributions addressing the themes/strands can be in the form of following:

(a) **Organise a skills building or professional development workshop of 3 hrs (half day) or 6 hours (full day)** [6-7June 2017]

(b) **Organise a Demonstration of Skills of 1-2 hrs** [6-7June 2017]**:** Show how to use or apply an evaluation concept or tool, with hands-on-experiences.

(c) **Organise a pre-formed Panel of 1-1.5 hrs** [8-9June 2017]**:** Focussing on an issue related to the theme of the Conclave. We recommend that panel presentations should be confined to a maximum of four persons to enable discussion after the presentations.

*Those wishing to organize any of these events are expected to bear the cost of participation of resource persons. CoE SA will provide meeting halls and attendant services free of charge. Please complete the form (Annex 1) and send it to Ranjith Mahindapala <*coeconclavepapers@gmail.com*> by 31 January 2017.*

(d) **Presentation of Papers at Panels formed by the Secretariat** [8-9June 2017]**:**

Those who are interested in presenting a Paper at the Conclave on the themes indicated earlier should submit an Abstract as per the Guidelines attached (Annex 2). The Abstracts should be sent by email to <coeconclavepapers@gmail.com> **by 31 January 2017**. The Secretariat will review the Abstracts and will attempt to organize them to Panels, depending on the subject area.

4. Inquiries

Any general inquiries may please be sent to Ranjith Mahindapala, Executive Director, CoE-SA: <conclavecoe2015@gmail.com>.

Evaluation Conclave 2017
Guidelines for Workshops/Pre-formed Panel/Demonstration[1]

Proponent's name/address	
Contact person (name/email)	
Title of the Event	
Abstract (max 150 words)	
Target group	
Structure of the Event	

Please attach a brief résumé of about 100-150 words of each of the resource persons to be engaged in the event.

---

1 strike off as appropriate

Evaluation Conclave 2017
GUIDELINES FOR PREPARATION AND SUBMISSION OF ABSTRACTS
<u>**Template and Guidelines**</u>

Contents

TITLE
AUTHORS' NAME(S) AND AFFILIATION(S)
KEY WORDS
INTRODUCTION
MATERIALS AND METHODS
RESULTS & DISCUSSION
ACKNOWLEDGMENTS
REFERENCES

Abstract length

The Abstract should contain no more than <u>600 words</u>, or approximately <u>3-4 A4 text pages</u>. Given the length, figures and photographs should be avoided, unless unavoidable.

Title

The title should be concise but informative.

Author names and affiliations

Present the authors' affiliation addresses (where the actual work was done) below the names. If there is more than one author, indicate all affiliations with a lower-case superscript letter immediately after each author's name and in front of the appropriate address. Provide the full postal address of each affiliation, including the country name and the e-mail address of each author.

Present/permanent address: If an author has moved since the work described in the article was done, or was visiting at the time, a 'Present address' (or 'Permanent address') may be indicated.

Introduction

State, in summary, the objectives of the work and provide a short background with key information, avoiding a detailed literature survey or a summary of the results.

Material and methods

Provide sufficient detail to allow the work to be reproduced. Methods already published should be indicated by a reference: only relevant modifications should be described.

Results & Discussion

Given the limited length of the Abstract, Results and Discussion sections may be combined. Results should be clear and concise, and quantified as far as possible. The Discussion should explore the significance of the results of the study. A short conclusions and recommendations section can be presented at the end of the Discussion. These should be in the form of concise statements.

Keywords

Authors must provide 4 to 6 keywords below the Authors' name line.

Acknowledgements

Place Acknowledgements, including information on any grants that supported the work, plus institutional support or help from colleagues, here.

References

Again, given the limited length of the abstract, only the essential references should be cited. Please ensure that every reference cited in the text is also present in the reference list (and *vice versa*). Some citation examples are given below.

Andrews, M (1983) Evaluation: An essential process. *Journal of Extension* [On-line] 21(5). Available at:http://www.joe.org/joe/1983september/83-5a1.pdf

Arnold, M E (2006) Developing evaluation capacity in Extension 4-H field faculty: A framework for success. *American Journal of Evaluation,* 27(2), 257-269.

Boone, E (1985) *Developing programs in adult education*. Englewood Cliffs, NJ: Prentice Hall, Inc.

Abstracts (in a word document) should be sent to <coeconclavepapers@gmail.com>. The closing date is 31 January 2017.

Community of Evaluators – South Asia

15 December 2016

Annex 1.2
Working Groups and their Responsibilities

Programme Working Group

Responsibilities

- Provide overall oversight to the development of the programme of the Conclave and associated events;

- Identify plenary speakers for the Conclave and liaise with them on their participation;

- Identify skills development/professional workshop themes for pre-conclave component, and also identify workshop leaders;

- Work closely with the Paper and Panel Review working Group to integrate selected papers and panels in the overall programme; and

- Attend to any other matters germane to the programme of the Conclave and its associated events

Composition:
- Sonal Zaveri (Chair)
- Ratna M. Sudarshan
- Swapnil Shekhar
- Mallika Samaranayake
- Ranjith Mahindapala

Logistics Working Group

Responsibilities

- Provide overall oversight to the logistics of holding the Conclave and its associated events;

- In consultation with the Steering Committee, develop the agenda for the Conclave inauguration and oversee arrangements for the conduct of the inauguration, including preparation of a list of VIPs to be invited;

- Provide oversight to the Conclave Secretariat during the Conclave;

- Provide oversight to the work of the Event Manager, including but not limited to:
  o Matters relating to the site management, décor, workshop facilities, food and beverages during the events and other arrangements;
  o Decision-making and authorisations relating to urgent procurements of goods and services;
  o Maintaining the Reception Desk and Help Desk during the events;
  o Local transport.

Composition:
- Chelladurai Solomon (Chair)
- Mallika Samaranayake
- Ranjith Mahindapala
- Representative of the Event Management team

Finance Working Group

Responsibilities

- Provide oversight to financial management aspects relating to the conduct of the Conclave and its associated events;

- Guide the collection of registration fees for registrations completed in Nepal, and authorise disbursements of monies within Nepal for local expenses;

- Provide necessary assistance to tasks identified by the Logistics Working Group;

- Provide oversight to the preparation of an expenditure report at the conclusion of the Conclave;

- Attend to any other matters germane to the financial management relating to the Conclave and its associated events

Composition:
- Chelladurai Solomon (Chair)
- Bhabatosh Nath
- Ranjith Mahindapala

Paper & Panel Review Working Group

Responsibilities

- Provide oversight to the selection of papers and panels for the Conclave;

- Arrange review of abstracts for selection for presentation, and identify, in close collaboration with the Programme Working Group;

- Liaise with authors on any amendments/improvements required for the papers;

- Identify panels to be held during the Conclave, identify the leads and panelists, and liaise with them on their participation;

- Select posters for presentation during the Conclave, and provide oversight to their display in consultation with the Outreach Working Group;

Composition:
- Gana Pati Ojha (Chair)
- Bhabatosh Nath
- Sonal Zaveri
- Jagadish C Pokharel
- Rajib Nandi
- Robert McLean
- Brian Diener

Outreach/Social Media Working Group

Responsibilities
- Provide oversight to the Outreach and media work relating to the Conclave and its associated events;
- Guide press releases and press meets;
- Formal clearance of all communication messages including banners, flyers, posters, brochures and other branding and promotional materials;
- Approve all outreach materials;
- Approve design and contents of the Conference Kit
- Guide social media work;
- Attend to any other matters germane to communications and outreach relating to the Conclave and its associated events.

Composition:
- Khairul Islam (Co-Chair)
- Representative of Evaluation Association of Bhutan
  Other members will be identified later.

Fund-raising Working Group

Responsibilities
- Identify potential donors for Conclave related activities;
- Provide oversight to proposals for fund raising;
- Liaise with donors on any specific requirements of the donors
- Attend to any other matters germane to fund raising for the Conclave and its associated events

Composition:
- Mallika Samaranayake (Chair)
- Jo Puri
- Chelladurai Solomon
- Sonal Zaveri
- Ranjith Mahindapala

The Steering Committee

The Steering Committee is composed of the Chairs of the Working Groups, and the Board Chairman as the Chair.

The main functions of the Steering Committee were:

- Provide general oversight to the Working Groups, and provide a forum for harmonization of all inputs from the Working Groups;
- Facilitate inter-working group relationships;
- Provide guidance and decisions to Working Group work, as required; and
- Provide directions to any other matters germane to the conduct of the Conclave and its associated events

Annex 1.3

Evaluation Conclave 2017

6-9 June 2017
Thimpu, Bhutan
CALL FOR EXPRESSION OF INTEREST FOR EVENT MANAGEMENT

The Community of Evaluators – South Asia (CoE-SA) will hold the 4th Evaluation Conclave on the theme '***Well-being and Sustainable Development – New Frontiers in Evaluation***' from **6-9 June 2017** in Thimpu, Bhutan. The venue is yet to be decided. There are three components in this event, as follows:

- Pre-conclave professional workshops on building skills on evaluation methodologies (on **6-7 June 2017 <u><location to be identified></u>**): This component will have a series of half-day to full-day workshops and training events that will run parallel. Each group will be about 20 -25 people);

- Inauguration of the Conclave in the afternoon of **<u>7 June at <location to be identified></u>**: this will have about 150 people and will be about 2-3 hrs duration; say from 2 30 pm to 5 00 pm. The details are being worked out.

- The Evaluation Conclave on **8-9 June 2017 <u><location to be identified></u>**: this will be plenary key note addresses followed by panel presentations and round-tables on sharing experiences on evaluations, essentially small groups.

[**Note**: In addition, CoE SA may decide to hold press conferences, and the event manager will be requested to assist in those as well.]

The CoE-SA is desirous of engaging an Event Manager for this event to undertake the management and co-ordination of all activities pertaining to the logistics of the event. The main tasks to be undertaken in close liaison with CoE-SA will be as follows:

PRE-EVENT ACTIVITIES

- Undertake pre-event logistics (including air-travel, if necessary, room allocation at the hotel(s), official visas etc.);
- Identify Vendors/Suppliers for tasks to be outsourced, under competitive bids and managing them, under the supervision of CoE-SA;
- Designing and preparation of the Conference kits that need to be distributed during the Conclave.

ACTIVITIES DURING THE EVENT

- Arranging and coordinating local transportation – including airport pick-up and drop - to work in close collaboration with the Logistics Working Group of CoE-SA;
- Establishing and maintaining the registration counter and registration of delegates and distribution of kits and other promotional publication;
- Organise the Inauguration of the Conclave (on 7 June afternoon);
- Layout and Planning of displays / brandings, stalls or exhibition areas in consultation with the Programme Working Group of CoE-SA;
- Other logistics; PA systems, projection, branding etc.
- Photography and videography;
- Select 10-15 local volunteers, who can speak English, for work during the event;
- Provide internet kiosks (or workstations) in consultation with the Logistics Working Group;
- Preparation of press releases; organizing press meets and managing the Media Desk
- General event management to ensure smooth functioning of the conference;

VENUE AND DISPLAY, HOSPITALITY

- Designing and Setting-up of the venue - includes designing of the main hall, break-away halls and kiosks/ stalls to work closely with the hotel and seating arrangements for all events;

- Display areas for promotional materials, books etc.

- Maintain a Help Desk at the venue;

- F & B coordination and liaison with the hotel;

- Designing of flyers, posters, banners, brochures, and other promotional materials and their printing/production;

- Provide logistics for display of posters, banners etc.

- Meeting rooms / Lounges - arrange seating configuration, facilities, acoustics, workshop aids and other set up in the break-away rooms;

- Ensure other basic amenities.

POST-EVENT ACTIVITIES

- Provide a report of the event together with all promotional materials- soft copies and printed materials;

- Photography and video submission.

Annex 2.1

Gross National Happiness Commission, Bhutan
Community of Evaluators - South Asia

INAUGURAL CEREMONY OF THE EVALUATION CONCLAVE 2017
7 June 2017
[Tshokhang Hall: Le Meridien Hotel, Thimphu]

Tea will be served in the foyer from 4 30 pm for arriving Guests.

17 15	Invitees take their seats
17 30	Arrival of the Chief Guest, Honourable Prime Minister of Bhutan
17 30 – 17 40	Traditional welcoming of the Chief Guest Marchang Ceremony
17 40 - 17 50	Welcome Remarks: **Mr Thinley Namgyel (***Secretary, Gross National Happiness Commission, Royal Government of Bhutan***)**
17 50 – 18 05	Introduction to the Conclave **Mrs Mallika R Samaranayake (***President, CoE, South Asia***)**
18 10 - 18 40	**Inaugural Address:** **Professor Robert Chambers, OBE (***Institute of Development Studies, University of Sussex, England)***
18 40 – 18 50	**Address by the Chief Guest:** **Honourable Prime Minister of Bhutan**
18 50 – 19 00	Vote of Thanks **Dr Gana Pati Ojha *(Vice President, CoE South Asia)***
19 00	Dinner

Annex 5.1

Comprehensive measurement to assess impact of public health programmes on Quality of Care: Examples from public and private health facilities in Uttar Pradesh and Bihar, India (PP-1) [Pre-formed Panel]

Conducted by: **Bill and Melinda Gates Foundation**

This panel will explore innovations in mechanisms and methods to assess impact of programmes to improve quality of care in public and private health facilities. The panel will reflect on the need to re-think research around quality-of-care (QoC) to increased demand for quality. Deliberations during the panel will draw from QoC studies in public and private health-care facilities in Uttar Pradesh and Bihar in India.

The panel will be a dialogue organized around a series of questions curated by the moderator along the following themes:

1. *Rethinking research to enhance demand for QoC – Clinical and Client focused measurements*

The discussion focuses on the need for research to enhance demand for QoC and rethinking methods and scope of current research focusing on Quality of Care. It will highlight adoption of mixed methods for a comprehensive measurement of quality to include clinical assessment of quality while keeping clients at the centre of research.

2. *Considerations of measurement frameworks to test pathways to enhance demand of Quality of Care*

The panelist draws from existing frameworks to measure QoC and highlights the need to adopt those frameworks to the current settings. While existing frameworks do include client perception of quality and their satisfaction, the discussion urges the need to include adherence to clinical quality and community engagements in measurement frameworks to comprehensively measure QoC.

3. *Comprehensive methods to assess quality of care: successes and challenges from a mixed-methods approach*

The panelist furthers the discourse on enhancing QoC and measurement framework through a comprehensive approach to measure Quality of Care. Success and challenges faced in using a mix of methods to assess quality of care in Uttar Pradesh and Bihar (India) are shared with the participants.

4. *From evidence to action: results to help shape programmes and evidence-based*

The discussion focuses on mechanisms to use evidence as a tool to strengthening the commitment of stakeholders to improve QoC and to help programmes to think more seriously about QoC and sharpen interventions to deliver services with quality. It reflects upon the effect of evidence based advocacy helps in improving demand for QoC and increasing priority for improving it.

Evaluating Health System Performance in Low Resource Settings: Innovations in Evaluation Design and Methods from Uttar Pradesh and Bihar, India (PP-2) [Pre-formed Panel]

This session will present innovations in evaluation design, methods, and evidence from evaluating complex health system interventions at scale in Bihar and Uttar Pradesh, India. The measurement work for scaled complex health and nutrition systems has required a shift from more traditional impact evaluation approaches. As the programs have evolved and moved to scaled and system approaches, the measurement questions have required quite transformative changes. Here the focus is less on designs meant to give certainty around more limited questions and levers, and, given the complexity and scale of systems change, oriented to providing clarity on progress and change. Core to the measurement systems are concurrent monitoring of program progress using rapid and externally validated population coverage surveys, quality of care (facility) assessments, and implementation process tracking. This is combined with modelling of outcome and process data to assess program intensity and variation to understand change AND its relationship (if not causal effect) to the program. The session will cover presentations on: (a) Evaluation designs (b) Systems strengthening measurements (c) Leadership and Motivation across various levels of government health, and nutrition systems (d) Quality of service delivery and outcomes.

The Panel will have the following areas covered:

- Explaining the challenges and innovations in evaluating complex health systems interventions.

- Outline the design of an embedded model of health system evaluation measuring for effectiveness, equity, and efficiency in Uttar Pradesh

- Outline the design and work of a concurrent monitoring system in Bihar and showcase innovations like use of LQAS, facilities-based tracking of delivery care and deaths, among others.

- Tracking quality and coverage of health services as part of the Technical Support Unit working with Health in Bihar, and the ways in which they seek to use data to promote decision-making

- Design of a complex health systems assessment OPM is carrying out in Bihar measuring across systems strengthening work across the pillars of the health system

Building Evidence for programming to contain Violence against women in South Asia (PP-2) [Pre-formed Panel]

Programming for violence against women (VaW) is often constrained due to difficulties in obtaining reliable data on prevalence and outcomes/impact of related interventions. SDG Goal 5 has also accorded a high priority to building evidence base for policy and strategy initiatives in this regard. Most countries in South Asia do not have violence surveillance systems in place. There are several platforms that collect VaW related data. It could come from Police records, protection officers, panchayats, NGOs/duty bearers, family counseling centers etc. These are often of poor quality. Wherever, service-based data are reliable, these statistics represent only those women who approach these sectors after experiencing violence. Further, in both service statistics; and population based surveys it is important to discuss how VaW is defined and measured.

There are also several region-specific legal, ethical, cultural and social issues which need to be constructed in definition and indicators proposed (by UN or other agencies) for VaW. It is necessary to discuss the challenges and difficulties of reaching a universal understanding of the definition and gathering data.

This panel will deliberate on gaps in exiting information (systems), region specific security, ethical, social and cultural contexts that need to be considered in definition and indicators, ethical issues in data collection and, regional cooperation for evolving indicators and strengthening data generating systems, in the context of South Asia. The key issues are:

1. Efficacy of existing service statistic systems and surveys in in generating information for programming for VOW under different

approaches viz,; rights based, system based, community based, and survivor centred approach

2. Key region specific legal, security, ethical, social and cultural issues that need to be constructed in the proposed (by UN and other agencies) definitions and indicators

3. Ethical issues in collecting data on VaW

4. Opportunities for regional cooperation for evolving indicators and strengthening data generating systems, in the context of South Asia

Empowering adolescents: Evidence from 3ie Improving Adolescents' Lives in South Asia thematic window (PP-3) [Pre-formed Panel]

UNICEF's regional program "Improving Adolescents' Lives in South Asia" aims at reducing and preventing child marriage through empowering adolescent boys and girls. To generate evidence on whether the program is generating impact on improving adolescents' lives, 3ie is supporting 3 impact evaluations in India, Pakistan and Afghanistan.

This panel brings together researchers and implementers to discuss the challenges in targeting adolescents and ways in which to measure their empowerment. The panel brings, particularly, the experiences from the impact evaluations in India and Pakistan. Results from the baseline data from the impact evaluation in Pakistan will also be presented, together with the different methods, qualitative and quantitative, used to capture the data.

Innovations in evaluation methods: Evidence from behavioral science interventions to promote latrine use in rural India (PP-4) [Pre-formed Panel]

Considerable strides have been made in India during the MDG period in tackling the problem of open defecation, but 61% of the 1.3 billion population still reports defecating in the open. Though the government of India has enacted a national sanitation program, guaranteeing toilets for all by 2019, latrine *construction* does not necessarily translate to latrine *use*. In order to generate a body of evidence on how to promote latrine use in rural India, where open defecation is most concentrated, 3ie awarded nine grants to

research teams for the design and implementation of low-cost, behavioural interventions conducted over three months in diverse geographies of rural India. The interventions were drawn upon behavioural science comprising psychology, sociology, economics, anthropology and other social sciences. The panel will showcase the results of the nine studies, highlighting innovative methods of incorporating behavioural science into evaluation.

Representing Liminality: Measurement of and with marginalized populations (PP-5) [Pre-formed Panel]

In anthropology, liminality is described as the temporary state during a rite of passage when the participant lacks social status or rank. In the evaluation context, many social groups occupy liminal status, and pose a challenge to our ability to measure and capture effects of our interventions. Groups such as migrants, tribals, particular groups of women, adolescents, and the economically marginalized, are among the most challenging to address. Interventions aimed at them ought to be evaluated – even though they are often

not –for particular programmatic impact as well as their contribution to a longer term agenda for change. A realist approach (Pawson 2004) may seem most suitable as it asks, "What works for whom in what context and in what respects, and how?" A creative mix of methods is in order, but might yet be only partially successful in generating evidence on impact of the program as the presenters discuss. Featuring designs, methods, and strategies to understand and address marginalization, the panelists will reflect on

the importance and challenges of applying theory-driven evaluation and the development of emergent theories of change; 2) the need for increased attention to heterogeneous needs and mechanisms, and 3) a call for a shift in focus from program-level solutions to systems-level solutions.

The Panel will cover the following areas:

- Implementing a time-use survey to understand rural women's participation in productive and care work.

- Scaling up a programme that works through collectivizing women in rural Bihar, and the experiences of most marginalized women.

- Collectivize women from tribal communities for empowerment and livelihoods, and intentionally mainstreaming gender concerns to enhance women's role in agriculture.

- Challenges of evaluating a drop-in that serves the needs of individuals who are often homeless and experiencing complex and co-occurring disorders, including mental illness, addiction, and disability. Understanding the different needs and expectations of individuals who have "fallen through the cracks" of the current social and health systems has encouraged a fundamental rethinking about the role of program-level interventions, like a drop-in, and how they work within the larger system.

When Innovative Finance Meets Sustainable Development: How to Measure the Impact (PP-6) [Pre-formed Panel]

Development finance is undergoing a fundamental transformation and donors must leverage increasing amounts of private capital to achieve the Sustainable Development Goals.

To evaluate innovative finance programs, you need to understand how private capital can be structured for sustainable development; and you need to know what tools and indicators are available to measure social and environmental returns on investment.

It's time for clarity. This session will explain the most common innovative financial mechanisms used today, including loan guarantees, development innovation

bonds (DIBs), social innovation bonds (SIBs), and green bonds. By the end of the session, participants will understand how these mechanisms catalyze private capital and contribute to sustainable development. Participants will also understand how these mechanisms spread investment risks across donors, private sector, and individual investors.

This session is intended to familiarize participants with the five most frequently used reporting standards and measurement tools to quantify social and environmental returns on investment.

Role of a Learning Agenda in Evaluation Planning to Drive Strategic Decisions (PP-7) [Pre-formed Panel]

This Panel session will present innovative ways to create and use a learning agenda to drive evaluation planning and decision making. The Panel will discuss best practices, participatory approaches, and research methods designed to identify evidence gaps and provide a road map to expanding and using knowledge from evaluation to increase opportunities for learning, knowledge sharing, and informed decision making. The presenters will use examples of working with the U.S. Agency for International Development in Washington and Uganda and the U.S. Department of Agriculture on learning agenda development to showcase how

agencies can benefit and how evaluators and other key stakeholders can be engaged and contribute to the process.

Triggering Social Enterprise Startups (SE) (PP-8) [Pre-formed Panel]

There has been a growing necessity to be entrepreneurial in delivering social benefits, where the 'social mission' is knitted/combined with a financially sustainable 'business model'. Responding to this situation a study was carried out in Bangladesh and India during the years 2015-16, the primary objectives were: to bring out the 'essentials' of successful social enterprises that operate in India and Bangladesh and to promote an 'alternative approach' to development mission which is sustainable.

The study has been conclusive that the business opportunities and innovative ideas used by the social enterprises were socially relevant, economically viable and implementable. Their business strategies engaged the major stakeholders into a win-win situation, which was crucial to become a successful social enterprise.

The study covered 3 phases: "Case study" methods were used for the 1st and 2nd phase covering 14 steps like literature review, setting criteria for identification of social enterprises, etc. The 3rd phase drew out triggers for start-ups with 2 modules: the 1st module is on 'Start-up Readiness' - to trigger business ideas, to get rid of myths and fears that are obstacles to start-ups etc. The 2nd module is on 'Pre-launch Business Planning' - to skill the starters in business planning - productizing, market feasibility, governance & management etc.

The presentations include: a consolidated cross analysis of the 12 social enterprises; case studies, and Start-up Readiness and Pre-launch Business Planning.

Resilience measurement – From Concept to practice, lessons from the ground (PP-9) [Pre-formed Panel]

With resilience becoming centre piece of interventions cutting across varies thematic areas and stakeholder levels, measurement and evaluation of resilience has also witnessed an evolving and dynamic ecosystem of methods and practices over the last few years. The Evaluation Conclave (2015) panel presented early experiences of establishing resilience measurement frameworks for three programmes namely:

- Rockefeller Foundation's supported Smart Power for Rural development (SPRD);

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

- Climate and Development Knowledge Network (CDKN)

In the last two years, SPRD, BRACED and CDKN have witnessed application of methods and emergence of evidence as a result. The present panel will therefore move the discourse forward by sharing how the methods worked in practice, challenges faced and programme's uptake of lessons generated. It will also demonstrate the broader applicability of a resilience across different contexts (a) climate change and disaster, and (b) market led interventions.

Engaging with evidence: Do financial inclusion programmes have an impact on poverty reduction? (PP-10) [Pre-formed Panel]

Access to basic financial services - savings, credit, insurance and payment can help spur economic activity and improve the lives of the poor. However, evidence from interventions that aim to improve access to finance to the poor in low and middle income countries are limited.

This panel will share some of the recent evidence from rigorous impact evaluations in South Asia. There are

three broad key themes that this panel will discuss: the ultimate impact of financial inclusion interventions on income, consumption, health, education, self-employment, business activities, and livelihoods; and challenges in evaluating real world, large scale financial inclusion programmes, and the lessons for the government, civil society organisations and policy makers on implementation and evaluation challenges.

The Panel discussion will be based on three areas, as follows:

- How does access to financial services through community institutions impact livelihood indicators (income, consumption, health, education, self-employment, business activities)?

- What is the state of livelihoods? Lessons from National Rural Livelihoods Mission's financial inclusion strategy.

- Does microfinance lift people out of poverty? Evaluating the developmental impact of micro-finance.

The Paths of Human Economy (PP-11) [Pre-formed Panel]

At a time when globalization has got into the verves and veins of economy of each country and the social life of every nation, the very idea of social development, economic progress and cultural growth has become interdependent. Nothing could be alone in this interdependent world. We cannot accomplish social-politico-economic-cultural development by excluding nations or human races. At the same time, each of the nations has to recognize the uniqueness of other because each one follows diverse paths for development and sustainability.

Economy is not only centered on money but also on humanism. Hence, the development of a nation, now, depends on the development of other nations that are the lings in the chain of globalization. Each nation has

to stride towards development and its sustainability by holding its hands with the partner nation or nations. One cannot rush forward leaving others stay behind. We have to achieve economic development interdependently and help each other follow the Paths of Human Economy.

The work presented, *The Paths of Human Economy,* is from authors from four continents viz. Latin America, Asia, Europe and Africa fully engaged in realizing the human-centred development initiatives and its sustainability, where the people have their control over governance and share the values of democracy, transparency and collative participation by creating space for growing and changing their reality.

Innovative Tools for Measuring Gender Norms (PP-13) [Pre-formed Panel]

The study *Evaluating a School-Based Gender Sensitization Program in India* is a randomized evaluation of a secondary-school-based attitude-change program aimed at promoting gender equality, reducing son preference in reproductive decisions, and improving girls' school enrolment. The premise is that a promising way to reduce sex-selective abortion and other forms of gender bias is to shift the attitudes and norms of teenagers. The intervention is led by Breakthrough, an Indian NGO, and targets female and male students in Classes 7 to 9. The impact of two years of exposure to the program in 150 treatment schools in Haryana, the state with the most skewed child sex ratio in India was measured. The study covered government schools in four districts of Haryana – Rohtak, Sonepat, Panepat,Jhajjar. Based on power calculations (80% power and statistical significance at 5% level), a sample of 45 children per school from approximately 300 schools was required (of which 150 are treatment schools and 150 are control schools) assuming a 10% attrition rate (40 children per school for the analysis) between the baseline and 2016. A 10% attrition rate was anticipated for the long-run fertility measures,

but lower attrition for the attitude measures was expected. This power calculation assumes an intra-cluster correlation (ICC) of 0.07, which is based on calculating the intra-cluster (intra-village) correlation of a proxy for son preference from the National Family Health Survey (NFHS) for 2005-6: A dummy variable for the respondent's ideal number of sons being higher than her ideal number of daughters (using rural areas in both Haryana and Punjab to increase sample size) The main outcomes are gender attitudes, gender-related behaviours, and school enrolment. In addition, the study is powered for long-term tracking to measure impacts on marriage and fertility. Clustered Randomized Control Trial methodology was used for the survey along with the School Survey, Household Survey, Student Survey, IAT Survey. The Baseline survey was completed in December 2013; the intervention commenced in April 2014.

The Panel discussion will cover the following:

How imperatively necessary it is for an organization to use the scientific tools for a robust monitoring system. The need of innovative tools to measure the change in

gender norms is needed and how the survey findings can be disseminated to a larger audience for improved policy making thereby leading to an effective and result-seeking implementation strategy.

How innovative tools are used to capture data (real time data) on social norms which will have a profound impact on changing the existing perceptions and beliefs, influencing gender norms. Implementing the Commcare package helped the data collection, tracking and monitoring more scientific.

How the program was designed to address the social norms and capture the changes.

Learning from impact evaluations of community engagement approaches and programmes (PP-14) [Pre-formed Panel]

A wide variety of approaches and programmes have been used to engage communities for making them in-charge of their own development. This panel discussion will draw on specific examples to take stock of what we are learning from the impact evaluations of community engagement approaches and programmes. The discussion will focus on the theory of change of participatory interventions, the appropriateness of different evaluation methods and indicators used for assessment, and lessons learned from the existing evidence on the effectiveness of community engagement approaches and programmes.

The Panel will cover the following areas:session has three panelists: Santanu Pramanik from, Sudip Mahapatra from and Radhika Menon from 3ie.

Public Health Foundation of India's ongoing impact evaluation of a novel community engagement approach called SALT for improving immunisation coverage in Assam, India. SALT stands for Stimulate, Appreciate, Learn and Transfer. The findings of the baseline survey and lessons learned on designing and implementing the impact evaluation will be shared.

PATH's ongoing impact evaluation of an innovative community-led video intervention to improve immunisation coverage in Uttar Pradesh will be presented. The findings from the baseline survey and experience of developing an appropriate impact evaluation design (including qualitative research and process monitoring) and refining outcome indicators for this participatory programme will be shared.

3ie's evidence synthesis report on the impact of community-driven development programmes (CDD) in low- and middle-income countries will be presented. The review synthesises the lessons learned from impact evaluations of 23 CDD programmes in 21 countries.

Equity-Focused Evaluations: From Results to Reshaping a Programme? (PP-15) [Pre-formed Panel]

This panel will explore how the multiple processes and impact results from equity-focused evaluations can help revising and reshaping an intervention. The specific interest of this panel will be on gender equities and will explore what the results and knowledge of program processes tell us about how future versions of the programme and its components need to be sustained, modified, abandoned, or better connected to formal or informal systems. Two examples of equity-focused evaluations from India and one each from Chile and China will inform the dialogue in this panel.

This panel will contribute to the evaluation literature by arguing that a summative focus on equity needs to be complemented with knowledge of process and perhaps even a developmental evaluation focus for the results of an equity-focused evaluation to be meaningful.

The discussions of this panel are structured along these four themes: 1) evidence that supports equity-focused results; 2) testing assumptions of an equity-focused theory of change with mixed methods design; 3) analytical frameworks that connect programme processes to equity outcomes; 4) the basis of the recommendations for reshaping the intervention.

This Power point –free Panel will be a dialogue organized around a series of questions: around evidence for equity outcomes, testing assumptions from the theory of change, analytical frameworks to connect processes to equity outcomes, and the basis of recommendations. The Panel will seek to compare experiences across India, Chile and China. Lessons from Bihar, Uttar Pradesh, China, and Chile will help draw

insights on the tension between programme-level interventions and the need for system level approaches to address inequities

The panel will be structured along the following themes:

(a) *The theory of change of each of the interventions:*

The Panel will start with discussions of theory of change for each of the interventions. The theory of change needs to incorporate: (i) a clear understanding of mechanisms by which the intervention can impact health outcomes and the contexts that are necessary for the interventions to fire; (ii) key assumptions and risks as well as support factors that are necessary for the intervention to work. The contingencies and support conditions that are necessary for the intervention to work One of the advantages of developing a more elaborate theory of change is that it sets the stage for being able to more precisely identify the contributions of the intervention in a more theoretical framework.

(b) *Develop framework of inequities:*

The focus of most theories of change tends to be on effectiveness. A framework of inequities has to describe why marginalized groups who often face co-morbid conditions are going to disproportionately benefit from an intervention. In addition, it is unlikely that a program by itself will have the leverage to impact health inequities. Instead a 'causal package' in which a program is only one input of many might need to be in place for equities to be impacted. Further a framework of inequities needs to identify the" boundary partners" who might also have roles to play in impacting inequities. Each of the panelists will briefly discuss the framework of inequities for each of the interventions

(c) *Exploring intersectionalties in health inequities from a solution space:*

Health inequities are rarely the product of a single factor. Rather different categories of variables can interact to disproportionately impact individuals in terms of health outcomes. Intersectionality is defined as "a theoretical framework for understanding how multiple social identities such as race, gender, sexual orientation, SES, and disability intersect at the micro level of individual experiences to reflect interlocking systems of privilege and oppression." Much of the work on intersectionalties has focused on the problem space of health inequities. Our interest in this panel is exploring the "solution space" of such intersectionalties. In other words, are there mutually reinforcing "interlocking systems" that can also lead to reductions in health inequities? How has the intervention helped create such "interlocking systems"?

(d) *Studying heterogeneities in impacts (and the contextual specificities of impacts):*

The WHO Commission for the Social Determinants of Health recommends both a focus on structural determinants as well as on contextual specificities: "For this reason, policy action on structural determinants is necessary. To achieve solid results, SDH policies must be designed with attention to contextual specificities, which should be rigorously characterized using methodologies developed by social and political science". There is often a lack of clarity at the outset of an intervention on the type of contextual specificity that might matter for interventions. Evaluations can serve to help build knowledge of such contextual specificities. The Panel will discuss models that can help understand knowledge of such contextual specificities.

Innovative methodological approaches to monitoring and evaluating health interventions at scale, using livelihood-based community groups (PP-16) [Pre-formed Panel]

Mobilizing communities through women's self-help groups has emerged as a promising medium to break social hierarchy, empower women and improve livelihoods. This panel will discuss the approaches and challenges to monitoring and evaluating large-scale community-based programs that are integrating health, nutrition and sanitation programs in Uttar Pradesh and Bihar, India.

The panel will highlight innovative methods that have been employed to monitor and evaluate the integration of health, nutrition and sanitation programs. Some of the innovative methods include: utilizing community

members to collect monitoring data at regular intervals; setting up a credible and robust management information system in a low-resource setting; utilizing unique multi-dimensional and multi-level measurement approaches to assess the impact and cost-effectiveness of programs at the system as well as beneficiary level; and documenting an RCT that is measuring the impact of a participatory learning and action implementation approach will be presented.

The 90-minute panel will cover four areas, as follows:

- Innovative multi-dimensional methods that have been employed to measure the impact and cost-effectiveness of integrating health, nutrition and sanitation programs within self-help groups on women and their young children's lives across Uttar Pradesh and Bihar. This presentation will document the innovative methods used to capture change that has occurred at the systems level as well as the beneficiary level as a result of the interventions,

- Challenges of setting up a credible and robust management information and periodic outcome monitoring system for a health, nutrition and sanitation program in a non-health, i.e. livelihood, platform in Bihar.

- Efforts made to build and sustain community members' capacities to collect monitoring data at regular intervals and sustain the use of these data for program planning in Uttar Pradesh.

- Innovative approaches used in an RCT to measure the impact of a participatory learning approach used to inform women in self-help groups on better health, nutrition and sanitation practices as well as government services, in Bihar.

Insights into the innovative approaches that have been successful in capturing processes and impact across the experiences, while highlighting the elements that can be replicated in other settings.

Use of evaluation for decision-making and policy influence related to Implementation of the Sustainable Development Goals (PP-17) [Pre-formed Panel]

Across Asia, the SDGs will provide a galvanizing frame for evaluations of all aspects of sustainable development. And those evaluations should not only assess results, but also support improvements toward the realization of the global goals, in the context of South Asian countries. This panel brings together representatives from IDRC supported policy research projects in South Asia to discuss their experiences evaluating national and sub-national public policies and programs to assess cumulative and synergistic results and the opportunities for policy research institutions to support the process of implementing the Sustainable Development Goals by analyzing baseline data essential to establish realistic targets, monitor SDG implementation and evaluate progress.

This group of panellists have extensive experience evaluating government policies and programs focused on improving inclusivity of social and economic outcomes. Examples will focus on improving practices and building resilience in the most fragile and conflict-affected situations, ensuring good quality, equity-focused and gender-responsive evaluations and using innovative methods and techniques for conducting evaluations, collecting data and analytical representation. Drawing on practical experience of research and policy engagement in diverse contexts, panellists will share experiences of the opportunities and challenges of using evaluation as a tool to influence the implementation of the Sustainable Development Goals, in both policy and practice.

The Panel discussion will focus on the following key questions:

- Can evaluations catalyze learning, influence policies and enhance implementation of the SDGs by national governments?

- What are the factors that influence the use of evaluations by decision makers?

- How government programs and policies can be adapted to strengthen social and economic outcomes for women?

- What can be done to enhance use of evaluations in SDG?

The Panel will use specific examples of projects from South Asia to evaluate the effect of government or community funded programs that are intended to strengthen social and economic outcomes, with a particular focus on inclusion and women's economic empowerment. Researchers use experimental methods combined with qualitative research to assess how effective these programs have been in improving women's economic and social outcomes, and how research teams engage proactively with practitioners and key stakeholders so that the evaluations results can be integrated into current and future policy development processes. The examples will include:

- Evaluation of a province wide skill development program to see if trainings actually lead to higher incomes and better jobs in Pakistan.

- Evaluation of a low cost incentive program to delay child marriage to see if it led to higher economic outcomes for women in Bangladesh.

- Evaluation of a community organised day care program for poor rural households to see if this can improve health outcomes for children, and women's socio-economic outcomes and India.

- Evaluation of government programs to increasing employment options for disadvantaged groups in India.

- Evaluation of government programs to change labour participation, in particular gender roles in the labour force in Pakistan.

Measuring and Evaluating Empowerment for Adolescent Girls: Process and Innovations (PP-18) [Pre-formed Panel]

Adolescence is a critical phase for girls – a formative period where their decisions, behaviors and outcomes can affect not only their futures, but also those of their children, families and communities. There is a growing recognition of the importance of involving and empowering adolescent girls for effective, sustainable health and development programming. With the increased body of programming, there are also significant strides being made in measurement and research on adolescent girls' education, health, safety, and economic empowerment.

This session will present experiences, creative strategies and innovations in measurement and data collection methods focused on the empowerment of adolescent girls. It will draw on the experiences and research of experts engaged in the field of measuring adolescent and youth empowerment. The panelists will share insights, technical details and specific tools for monitoring and evaluating adolescent girls programs and priorities. The session will help tackle important questions such as: How does one move beyond sex-disaggregated data to truly measure empowerment and changing norms at the community and school level? What is the process of creating new measures or

adapting existing measures to the South Asian context? What are the current innovations, and their limitations, in measuring empowerment for adolescent girls?

The session will cover presentations on the following: a) Theory and practice of developing and testing measures for adolescent empowerment 2) Reliable and innovative measurement tools 3) State-of-the art survey and data collection methods, and limitations 4) Key findings and evidence emerging from such tools and methods 5) Experiences and existing gaps in measurement and evaluation of the empowerment of adolescent girls.

The panellists will draw on their expertise and involvement from various studies such as the Youth Survey in UP & Bihar and evaluations of programs such as ICRW's Planning Ahead for Girls' Empowerment and Employability (PAGE), Plan-It Girls and Breakthrough's *Taaron ki Toli*. Their insights on surveying adolescents at scale in different parts of South Asia will help participants incorporate creative strategies and strengthen the M&E of their programming to address adolescent girls' priorities.

Evaluating SDGs in no one left behind lens (PP-19) [Pre-formed Panel]

This Panel is for participants to understand importance of "evaluating Sustainable Development Goals (SDGs) in no one left behind lens". The workshop will bring the key learning perspectives of different stakeholders including evaluation professionals, public sector, private sector and the parliamentarians. The workshop is based on the guidelines: *Evaluating the Sustainable Development Goals With a "No one left behind" lens through equity-focused and gender-responsive evaluations* published by UN Women, EvalPartners in collaboration with other partners.

The 2030 Agenda for Sustainable Development comes together with a follow-up and review mechanism to ensure the SDGs are systematically monitored and reviewed to help countries implementing the 2030 Agenda to ensure "No one is left behind". The follow-up and review mechanisms also call for inclusiveness, participation and ownership. This is why equity-focused and gender-responsive evaluation is needed. This transformative kind of evaluation can help countries to identify structural causes of inequalities through deeper analysis of power relationships, social norms

and cultural beliefs. Integrating equity-focused and gender-responsive evaluations will provide strong evidence to ensure national voluntary reviews of SDGs are leaving no one behind.

The Panel addressed:

- Importance of evaluating SDGs

- Importance of country led evaluations

- How to ensure leaving no one behind in the SDGs process

- How to incorporate "no one left behind lens" in national evaluations

Use of innovative methods and tools in evaluations – Health Care (PP-21)
[Panel formed by the Secretariat from accepted Abstracts]

Developing an Index to Evaluate Effectiveness of Sanitation Program in India

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Key words: Human development, Sanitation, Toilets, Gender equity, Impact, index.

Introduction:

In recent times, sanitation has emerged as one of the key determinants of the quality of life. It is held that human Development is more closely linked to access to water and sanitation than any other need including health, education, or access to energy. Also, it has been recognized that the sanitation go much beyond mere cleanliness, encompassing health status of people particularly of children, social and gender equity, security of women and many other factors. Investment in the provision of sanitation yields an average economic return of $9.1 to $1. Appreciating that a vast majority of people in developing countries are still lack access to basic household sanitation, it has been identified as a key SDG (Sustainable Development Goals) by the UN.

In India, Government has a launched a time bound program to create toilet facilities in every household. It has also launched a strong media and behavioural change communication campaign to promote use of toilets. To assess the reach and effectiveness of toilet program it is desirable to go beyond physical outputs (number of toilets built/percent population covered) and incorporate components like proportion of toilets maintained/ used by the community, its benefits for women and children and, its impact on health status of people.

This paper presents the framework of an holistic index termed as *Sanitation Index* being developed for evaluating toilet program taking India as a case.

Methods and Material:

For selection of variables for this **Index,** a systematic review of the evaluations of toilet/sanitation programs was undertaken. However, there were very few independent evaluations. In most instance program progress reports by Government agencies or large population or health surveys (where toilets related issues were covered) were available. On the basis of this review, following parameters are considered for this index.

- **Reach and effectiveness of the interventions/ program**: Policy and political commitment (expenditure on incentives/subsidy for construction of toilets, audio, visual and print media coverage), mainstreaming (clubbed with benefits given under other developmental programs particularly affordable housing, agricultural loan etc.), population covered (proportion of rural and urban households have functional toilets), monitoring and oversight (monthly/ quarterly progress report received and reviewed) .

- **Appropriateness and affordability of technology:** Cost effective and user friendly, widely available, whether appropriate in local contexts (like scarcity of water, recycling of excreta).

- **Socio-cultural acceptability:** Appreciation of usage and benefits (proportion of villages have become open defecation free, proportion of rural/ urban households maintaining/using toilets etc.) social relevance (appreciation of benefits of toilets particularly for women and children, construction and use of toilets among backward and lower castes), culturally acceptable (building and using a toilet in the house has become a norm).

- **Outcomes and impact**: In terms of lowered morbidity associated with lack of sanitation [decline in prevalence of diseases like- Diarrhea, Malaria, Trachoma, Japanese encephalitis. Hepatitis-A etc.], family expenditure on medical care for these diseases, improved quality of life particularly of women (in terms of convenience, time saved, safety/ security) and improved general hygiene conditions.

Results and Discussion:

Given that in different societies/countries, standalone and cumulative contribution of these factors will be manifested differently, challenge would be to identify the most wide/common contributors/ variables affecting/acceptable to most. Similarly, we have also taken a call on relative contribution/weight-age of every one of these factors in the index.

To determine the relative contribution/weight of these variables to the index, a principal component factor analysis will be attempted. Loading of different variables on the principal component will be used to determine the relative weights of different variables in the index.

State is taken as the unit of analysis (for several variables district level data are not available).

Note: This analysis is in progress at this point of time. Review process is completed. A broad list of parameters to be used is drawn up. We are presently collecting state wise data (from secondary sources) on these parameters. It is rather early to provide information on relative role/loading of different variables in the sanitation index.

Impact evaluation of a community engagement approach in improving immunization coverage

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Keywords: community ownership, experimental design, equity in coverage, intervention-control contamination

Introduction

Although demand-side interventions have been demonstrated to be effective in increasing vaccination coverage in low- and middle-income countries [1], most of the existing immunization related interventions are geared towards addressing supply side challenges [2-4]. Community engagement approaches to improving immunization can address demand side barriers while also mobilizing the community to advocate for better service delivery [5, 6]. Existing community engagement programs mostly focus on communication, and the communities are not actively involved in the planning, monitoring and surveillance activities [7]. But participatory engagement of communities can help identify barriers to desired outcomes and thus might lead to sustainable solutions in a manner which a top-down approach can never achieve. The objective of this study is to assess the impact of a novel community engagement approach in improving immunization coverage rate which has remained stagnant over the last 5-6 years.

Materials and Methods

This community engagement intervention is being implemented in Assam, a north-eastern state of India. Three districts, Kamrup rural, Bongaigaon and Udalguri, were selected for the study using stratified random sampling so that they represented Assam with respect to vaccination coverage and related outcomes and their socio-demographic correlates.

The community engagement intervention is formally known as SALT - Stimulate, Appreciate, Learn, and Transfer. SALT is a strength-based approach and relies on power of appreciation. When people realize their own strengths, it stimulates them to take action. This approach goes beyond participation and focuses on community ownership. Another key aspect of this intervention is that it focuses on families and not pregnant women or mothers thus avoiding the gender and equity issues which can hinder immunization.

Primary outcome variables are coverage rates of different vaccines under the national immunization program. In addition, inequalities in access to and utilization of essential health services, and outcomes that lie along the causal path, including knowledge, attitudes, and practices among mothers and other community members will be examined.

A randomized design is considered to causally relate the observed changes in immunization coverage to the intervention. Cluster randomized design is appropriate here as opposed to individual or household level randomization as the intervention is intended for implementation at the village level.

Ninety villages are required for each group i.e. the intervention and control groups to have 80% statistical power to detect a difference of 8 percentage points in immunization coverage between the 2 groups, at 5% level of significance. These calculations are based on the assumption that 15 children 6-23 month old and 10 children 12-23 month old are recruited from each village to assess the outcomes.

Baseline data was utilized to randomize villages to the intervention and control groups. Randomization post baseline survey enabled the stratification of villages and to randomize within a stratum, based on up-to-date and detailed village-level indicators. The strategy of randomization within a stratum guarantees balance between intervention and control groups with respect to potentially important covariates at baseline.

Although cluster randomized controlled trial, by design, minimizes the risk of intervention-control contamination as compared to individual level randomization [8], it does not eliminate contamination. Contamination is possible specifically in the context of our intervention. When communities take action, they may also motivate other communities to take action. To mitigate potential spillovers between intervention and control villages, we ensured that the intervention and control villages are sufficiently far from each other.

Results / Discussion

In the proposed intervention communities play a role in all aspects of the causal pathway- facilitators of the SALT approach stimulate local communities in the mobilization of their own strengths to address their concerns, and accompany them through systematic learning from action. This innovative community engagement approach has not been used to increase immunization coverage rate in India. Moreover, majority of the studies that focus on engaging communities to increase immunization coverage in other context, do not use experimental approaches.

Acknowledgements

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Can mentoring nurses improve Nursing Quality of Care? An evaluation of a Nurse Mentoring Program at Primary Health Centres in Bihar, India

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Keywords: quality of care, mentoring, nurses, maternal and child health, evaluation, Bihar

Introduction

Increasing institutional deliveries is an important health system goal in India. This has led to the government investing in both demand, and supply side (strengthening public sector health facilities) interventions. Unfortunately, the quality of clinical care that women receive at public facilities has received less attention. This study evaluates a nurse mentoring program in the state of Bihar, India where nurses at select Public Health Centres (PHCs) are exposed to a nine month mentoring program in basic emergency obstetric and newborn care. The aim of this study is to evaluate the impact of mentoring nurses on their knowledge and practice in conducting deliveries.

Materials and methods

The study was conducted, between August and October 2016, in the state of Bihar, where nurses at 400 PHCs received nine months of mentoring, in a phased manner. Using a quasi-experimental post-test design with a comparison group, the mentored and non-mentored nurses were compared. Nurses were evaluated using clinical vignettes on their skills in managing normal deliveries, postpartum haemorrhage, severe pre-eclampsia and neonatal resuscitation. Deliveries by these nurses were also observed. Descriptive statistics and regression analysis were used to evaluate the effect of the mentoring program.

Results & Discussion

Our findings indicate that the mentoring program had a positive effect on improving overall nurse skills. Significant improvements in skills were observed for management of postpartum haemorrhage and neonatal resuscitation. No significant differences were observed between General Nursing and Midwifery (GNM) and Auxiliary Nursing Midwifery (ANM) nurses. Importantly, because of mentoring, ANM nurses improved skills significantly more compared to GNM nurses. However, overall performance was low – mentored nurses average score was 58 out of 100 overall. In terms of improvements in practice, we observed positive improvements in the quality of deliveries at mentored health facilities, though the improvements were statistically significant only on some indicators.

Mentoring nurses can significantly improve their skills and quality of care. Importantly, mentoring can facilitate task shifting where the less qualified ANM nurses can be trained to perform as well as the more qualified GNM nurses. This suggests that in areas where it is difficult to get better qualified health workers, those with less formal qualifications can be trained to provide quality services.

Keywords: leadership and management measurement, health sector, India

Methodologies to measure Leadership And Management Competencies in a Primary Healthcare Setting in Developing Countries

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Introduction

The purpose of this study was to use innovative and inventive quantitative and qualitative research methods to measure leadership and management (L&M) competencies and practices, in the context of a primary health system in Bihar, India. This study was a component of a large-scale evaluation of a health systems strengthening project, called Bihar Technical Support Project, in the state of Bihar, India.

Materials and Methods

This study attempted to operationalize and contextualize a framework, originally designed by the Management Sciences for Health to develop leadership-training programmes in low- and middle-income countries, for measuring core L&M competencies at the district and sub-district levels in Bihar. A combination of self-reported and external peer-reported behaviors and practices, using a structured Likert scale with 24 items, were used to create composite average scores for L&M competencies and practices, carried out by individual managers and management teams at the district and sub-district levels in Bihar. Reliability and validity of the scale were tested and factor analysis was used to create composite scores. These quantitative data were complemented with a concurrent qualitative study, based on in-depth and key informant interviews, to understand in greater depth how and when effective leadership and strategic management were displayed. Furthermore, direct observations were made, using a structured checklist, to assess individual and team initiation for decision-making and problem solving at administrative meetings and on routine days at health facilities/during outreach activities.

Results and Discussion

Results from factor analysis of a 24-item scale found two domains of core leadership and management competencies, aligning with the original framework and explaining about 90% of variance. Findings from the study suggest that managers find leadership and management tasks related to use of data for decision-making, identifying challenges for starting a new programme and engaging with stakeholders from different departments/sectors, more challenging. However, ratings reported by external peers suggested that, on average, the level of challenge experienced by managers was twice as much as that indicated by their self-reported ratings. This gap in the competency score was examined further for variations across type of managers, location, length of tenure, educational qualifications and trainings received.

Although leadership and management overlap and are often used interchangeably, the key difference between the two is that while leadership is concerned with setting strategic vision and high-end goals, management's role is to ensure effective organization and utilization of resources to achieve results and meet these goals. Moreover, in most primary health care settings there are multiple levels of leadership and management ranging from the community to the central government. At each level, the roles of leaders and managers differ and encompass, among other functions, supervision, capacity strengthening, team-building, planning, budgeting, and identifying the need for change using relevant data. In order to understand changes in organizational culture that could further improve system performance, it is essential to develop innovative and robust measures of leadership and management competencies at each level of a health system, and observe how they interact with one another and the institutions in place.

Use of innovative methods and tools in evaluations – Poverty and Gender (PP-22)
[Panel formed by the Secretariat from accepted Abstracts]

Theory of change framework and appropriate boundaries in evaluation: an empirical perspective

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Keywords: Education, Theory of Change, Gender equality, Evaluation boundaries

Introduction

In simple terms, a theory of change (TOC) presented as a part of a programme document allows the evaluator to explore whether the assumptions of the programme and the intended impacts, have been achieved in the manner that was originally envisaged. However, few government programmes present a TOC. This paper discusses the construction of a TOC for the Sarva Shiksha Abhiyan (SSA), Government of India's flagship, time-bound programme for achievement of Universalization of Elementary Education (UEE), in operation since 2000-01. An evaluative research study was conducted to try and assess through field observations whether, to what extent, and in what ways the cumulative impact of SSA interventions has been able to advance girls education and gender equality outcomes in selected contexts, and to construct a TOC accordingly (Sudarshan, 2016).

Materials and Methods

In addition to reviewing relevant data and policy documents, fieldwork was conducted in three states, assisted by selected NGOs working in these areas. These were Rajasthan (with historically, low education indicators and poor indicators of female empowerment assessed by such indicators as age at marriage and gender gaps in literacy and education); Uttarakhand (with high overall educational indicators and lower gender gaps in literacy and education, yet with some areas identified as educationally backward); Delhi (an example of the context of education for urban poor children).

In each place one or two upper secondary schools (i.e. with classes 6-12) were used as 'nodal' points around which the sample was selected. The sample includes persons representing different stakeholder perspectives, including past and present students of the selected schools, girls and boys from the ages of 12/13 onwards, the teachers, principals, education officers, parents, and other relevant stakeholders including the partner NGOs. In all approximately 250 persons were met.

Initially, the `implicit` TOC was developed based on the programme document, especially the gender equality objectives. A change model was then developed based on empirical observations in the areas studied. This paper draws out some implications of the study for programme evaluations.

Results & Discussion

The study suggested that in order to understand observed educational and gender equality outcomes in each place, it was necessary to look beyond the education system and look at the interaction between school education, various forms of learning outside the school, work opportunities and higher education/vocational training opportunities. These interactions were mediated by the generalized influence of culture/norms on the one hand, and location, on the other.

From an evaluation perspective, the key learnings include the need to extend boundaries for evaluation. Thus, for an education programme look beyond the education system as other sectors, particularly work and livelihood, influence gender equality outcomes of education. Similarly, in addition to the pre-identified actors around schooling (students, teachers, educational administration, parents, etc.), independent civil society actors could wield considerable influence. Each context has its own specific environment. However, if the commissioner of evaluation does not suggest extending boundaries it may pose a challenge to the evaluator.

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Using systems thinking and feminist approaches for assessing system-wide coordination

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Introduction

In 2015, UN Women undertook an evaluation of its coordination role, within the UN system, to advance Gender Equality and the Empowerment of Women (GEEW). The evaluation showcases key parameters for assessing system-wide coordination, and highlights the ways in which coordination can be analysed and operationalized. In addition, the evaluation combined two innovative approaches: systems thinking & feminist theory.

This is a timely evaluation as the integrated nature of the 2030 Agenda for Sustainable Development demands much tighter global policy coherence than what can be provided through the current Compartmentalized multilateral system with its emphasis on institutional distinctiveness.

Materials and Methods

Systems thinking helps to illuminate complexity and is founded on the understanding of relationships within the system, the understanding of the boundaries of the system and the engagement with multiple-perspectives within the system. Feminist theory is concerned with the power relations and construction of identities that determine one's roles and responsibilities in a society where there is inequality between women and men.

The integration of systems thinking did not require specialized methodologies and thus this approach was melded into more traditional evaluation techniques. Feminist and gender-responsive approaches to evaluation, call for systematic and systemic participation of stakeholders with an emphasis on giving voice to the most vulnerable groups and individuals.

Results and Discussion

Why system-wide coordination is both challenging and essential? The evaluation concluded that UN Women's coordination mandate faces the complexity of coordination efforts within the UN system due to existing incentives and mechanisms impeding joint action, such as UN system internal vertical accountability within entities and competition for resources. The adoption of the Agenda 2030 may provide an opportunity and incentive to overcome the persistent gap between rhetoric and practice and to re-assess notions of partnership, coordination, and coherence in the UN system.

What are the system boundaries? Who is in and who is out? Efforts are needed to foster transformative change in gender power relations within an inherently non-transformatory context. The evaluation recommends UN Women to draw more systematically on the important external "check" on the UN that can be provided by civil society in terms of eliciting honest critiques of the UN system.

How to identify the results of coordination? Despite the noted progress, the evaluation found very limited evidence that improved UN system capacity for GEEW has been systematically translated into more or stronger GEEW-related activities or results.

To what extent is coordination a shared responsibility? UN Women's strategic positioning for UN system coordination is shaped not only by its existing assets, but also by the extent to which the potential value addition of its coordination efforts is recognized and/or demanded by UN partners. The evaluation found that reputation and authority (moral, financial, or mandate-related) often become the key levers that facilitate coordination.

How transformational is it to "walk the talk"? Neither the UN nor UN Women are leading by example with regard to gender equality. While UN Women has set some positive practices as examples for other UN entities, it does not yet consistently model GEEW principles. As a result, the evaluation recommends UN Women to become a "model" entity in the UN.

Evaluative insights on the support provided to Research for Development

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Introduction

What are the most promising ways for Research for Development (R4D) programmes to support R4D effectiveness? What are the common constraints or pitfalls of such programmes? How might they do better at creating favorable conditions and opportunities for supported research, to inform policy processes, organizational programming and community action? This presentation will share insights on the above mentioned issues, gleaned from publicly available R4D evaluation reports as well as a series of evaluations our team has conducted of R4D initiatives and of the support provided by funders and institutions managing such initiatives in recent years.

Methods

The presentation will be based on: i) Literature review and meta-analysis of publicly available R4D programme evaluations; ii) Meta-analysis of evaluation reports undertaken by team members over the last few years; iii) Observation of R4D programmes, and iv) Ethnographical reflections on participation in R4D work.

Results and Discussion

As the nature of development assistance evolved with changes in the global context, so have R4D initiatives. This presentation will share and elaborate upon the following preliminary insights:

- In addition to R4D funding, researchers tend to appreciate additional and ongoing support provided by some R4D programmes (e.g. methodological support). The type and extent of available support is not always made clear to R4D researchers, resulting in under-utilization and unclear expectations, among other things.

- R4D researchers generally cherish opportunities for experience-sharing and learning among the research communities. South-South experience sharing is especially appreciated by researchers. Such spaces for learning and experience sharing are either not always made available, or else their process design does not allow for, or privilege, such experience-sharing and learning.

- Pathways for R4D policy and practice to influence are numerous, and depends on a multiplicity of factors. A few of them are, feeding research into policy environments, working/partnering with civil society organisations and/or the private sector, strategically using traditional and social media, and building on pre-existing relationships. Yet, R4D researchers are not always equipped to pursue and plan for scaling up, and would benefit from targeted training and institutional support, among other things.

Insights shared as part of this presentation should be of interest to those funding, managing, implementing and more broadly participating in R4D programmes. They are meant to encourage the cross-pollination of experience from around the world, towards contributing to more effective and dynamic R4D programmes, where all participants are in fact partners to the endeavours.

End Line Assessment of Main Kuch Bhi Kar Sakti Hoon-Season 2

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Introduction

Population Foundation of India (PFI) launched a transmedia initiative, titled *Main Kuch Bhi Kar Sakti Hoon – I, a woman, can achieve anything* **(MKBKSH)** on national TV (Doordarshan) and radio, in 2014. MKBKSH aims at increasing girls' and women's agency by promoting gender equality, women's empowerment and access to healthcare. The dominant themes that are discussed include age at marriage, family planning, domestic violence, gender equality, substance abuse and mental health.

In December 2016, PFI commissioned a third-party evaluation of MKBKSH-Season 2 to assess the programme's impact on achieving the intended results, as measured through outcome indicators, and also to study its efficiency and effectiveness. The findings are presented in this paper.

Methodology

The evaluation methodology was quasi-experimental with propensity score matching. A counterfactual group was maintained for all categories of respondents (currently married women, men and mothers-in law) in two states, the differential impacts between the two were measured. The evaluation used a mixed methodology design integrating quantitative and qualitative data. The endline evaluation was conducted in 7 districts of Bihar, and 9 districts of Madhya Pradesh.

Results and Discussion

As per Doordarshan, MKBKSH has set a new record for edutainment shows by managing a reach of over 400 million. The programme received over 1.7 million IVRS calls from viewers/listeners.

A wider audience for the serial within the family allows for newer safe spaces for discussions and the propensity for knowledge to be translated into practice and behaviour in the long run. Over 75 and 85 percent of married women and men, respectively, watch the serial with their spouses.

The serial has triggered discussions on various themes, both within the family and within the community. Gender-based discrimination was one of the most engaging themes of the serial.

Among the stakeholders, married women were the most knowledgeable on family planning methods. Women who viewed the serial were more knowledgeable than non-viewers. The mothers-in-law (MILs) too have better knowledge of contraceptives than married men and youth.

Of the married women, 68% percent have initiated conversations with their spouses on family planning, while 54% percent said it is highly likely that they can initiate such conversations in the next 6 months.

A 34 percent of men exposed to the programme and 30 percent not exposed to the programme said, it is very likely that they will be using modern contraceptives in the next 6 months. Nearly 52 percent of the women said it is highly likely that they will be using contraceptives in the next 6 months

Of the youth respondents, 64 percent believe that the woman has the right to decide the number of children she will have; 66 percent of viewers as opposed to 60 percent of the nonviewers, hold the same view. And 71 percent of the youth exposed to the serial and 69 percent of youth not exposed to it, believe that the space between two pregnancies should be at least 3 years.

Married women (28%) exposed to the programme vis-à-vis married women in the control group (23%) showed the best gender attitude, based on indices comprising:

➢ Attitudes on Gender Roles

➢ Attitudes of Marriage and Pregnancy

➢ Perceptions on Gender-based violence

➢ Perceptions on Gender-based discrimination and son preference

Gender and equity [PP-23]
[Panel formed by the Secretariat from accepted Abstracts]

Working towards environmental justice impacting grassroots women's lives: Impact evaluation report

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Keywords: environmental justice, participation, governance, gender discrimination, impact evaluation

Introduction

Today, environmental justice has emerged as a new concept to address environmental problems at the grassroots level, from the perspectives of the affected and less privileged communities or individuals of a society, by various agencies in the development sector. There are several discriminatory and unjust practices that range from disproportionate sharing of ecological benefits to unequal access to resources. Nepal might have a long history of doing conservation and environmental protection through people's participation, but due to weak governance, meaningful participation especially targeting women are found to be inadequate. This evaluation report relates to environmental justice as environmentalism of women to their livelihood security through the access to resources, decision making power and achieving a clean and healthy environment.

Materials and Methods

In order to conduct this evaluation, the main task was to assess the level of impact interventions in integrating gender issues through environmental justice programs. This study used quantitative and qualitative methodology, adapting World Bank guidelines on moving out of poverty (The World Bank, 2009), where focus group discussions and field observations among others, are used to collect information on history of the community, incidences making women's livelihood worst off or better and linked with social cohesion, social belief and gender norms, social economy having an effect in gender issues for equality, and mobility having an effect on decision making practices. Especially focusing on women's issues, vulnerability mapping was done to verify the climate change impacts, and recommended some strategies.

Results and Discussions

Concerning gender equality and inclusion practices, the FGD among women indicated that 80% of women respondents were better off now than 10 years ago, and had more opportunities and capacity to raise their level of involvement and participation in income generation and decision making. Most respondents (80%) said they were empowered through capacity building. Given women's enhanced participation in decision making, most women respondents (70-80%) felt that the increase in women's involvement in development and community should be assessed. They also said that as women's mobility and role generally varies according to the class and caste structure, their customary and traditional practices should be documented and taken into consideration in impact evaluations. However, it was also mentioned that gender-based discrimination in different forms exist and starts right after birth and continues throughout life. "*Chhora paye khasi, chhori paye farsi*" is a popular saying in Nepali which literally means, "a woman delivering a son gets to eat a goat while a woman delivering a daughter gets a pumpkin".

Women respondents viewed several climate change hazards such as floods, landslides, increase in pests and diseases as having an adverse impact on physical and natural features, and economic prospects of livelihoods making poor farmers more vulnerable. Major impacts of climate change observed in 10 years were seasonal changes from normal to unpredictable weather, increase in hail storms, flooding, water logging during monsoons and drought. So far, the environmental justice programs here in Nepal and the study sites had not focused adequately on gender issues. Clearly, more work was needed to study and develop gender focused strategies to address livelihood issues, conceptualize environmental justice and deal with the limiting factors that restrict equal participation of men and women in the development sectors. Maybe baseline being a weak part of the institution could not verify the strength of this institutions gender focused intervention and measure the impact.

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Innovative use of technology in reducing Gender Based Discrimination (GBD) in four districts of Haryana, India

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Key words: gender-biased sex selection; gender-biased discrimination; CommCare

Introduction

Gender-biased Sex Selection (GBSS) and Gender-biased Discrimination (GBD) are global issues that refer to discriminatory attitudes towards men and women, and affect the life of both genders. The majority of women experience GBSS and GBD; approximately 70% of women worldwide encounter discrimination in their lifetime.

In order to reduce the prevalence of discrimination, an innovative school-based sensitization program aimed to improve unbiased gender attitudes amongst students in the 11 to 15-year age group. The program is designed and implemented by Breakthrough. The intervention engaged secondary school students (male and female) and teachers to challenge dominant gender perceptions and behaviours.

This paper deals with the innovative tools and methods used for the evaluation process, which delivers fast and real time data of the Project, named as, Gender Bias Discrimination, implemented in all four districts (Sonepat, Panipat, Rohtak and Jhajjar) of Haryana.

Material and Methods

Breakthrough implemented the intervention in 150 government schools across all four districts of Haryana. One of the innovative technologies Breakthrough used is CommCare. CommCare, a web based mobile application, widely adopted in low-resource settings, was used to collect data from the schools. Along with CommCare, a series of IVRS (Interactive Voice Recognition System) services have been conducted, with students as well as with their parents, to create awareness among them about the program.

Results and Discussion

To assess the impact of the project outcomes, a dipstick was conducted using **CommCare** with a *Five Likert scale* (5%) attitudinal set of questions to check major key points and to collect real time data.

Some findings show that 90% of the students recognized various forms of gender-based discrimination. According to 95% male and 80% female respondents, discrimination practices are not followed in their households. While 45% believed that their communities are conservative and regressive towards women, the remaining 55% believed that their village community has become more gender sensitive.

Ninety percent of the students have attended the sessions on a regular basis. Of all the respondents, 74% of the students could easily recall the understandings given to them (80% in Sonipat, 75% in Panipat, 70% in Rohtak and 70% in Jhajjar).

Conclusions and Recommendation

The use of innovative tools in evaluating Gender-based Discrimination was a time saving and robust approach. This technique automates data collection, minimizes errors that occur while collecting and processing manually, gives timely feedback to the field workers and expedites evaluation.

The advantage of CommCare lies in its ability to reduce the time taken for data submission, on average, from 10 days to 1 day. As soon as the data gets filled in the mobile application, it is saved on the tablet. In

addition, the application allows remote monitoring and supervision, which makes it possible for the department to intervene if data collection activities are irregular, and provide support when they encounter problems in the field.

Clearly, the technique saves time, facilitates the project evaluation process, and provides accurate data and pertinent information that helps us to see the impact.

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Impacting social norms to improve sex ratio at birth in Haryana

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Key words: Gender biased sex selection (GBSS), sex ratio, son preference

Introduction

India, with over 1.2 billion population has a long standing tradition of son preference that has kept the sex ratio highly skewed. In 2011, the sex ratio of India was 940 females per thousand males with Haryana having the lowest sex ratio of 879 females per thousand males; the two districts in Haryana that had the lowest sex ratios were Sonepat (856) and Jhajjar (862) (Govt. of India,2011). Daughter disadvantage is pervasive in Indian society, particularly in Haryana, which actually shows a decreasing trend in the population of women and is a cause for great concern.

The practice of GBSS is rooted in patriarchy. The origins of GBSS can be traced to the practice of female infanticide that was rampant in many cultures throughout history. Breakthrough's GBSS project has been working with diverse sets of stakeholders in Haryana to build knowledge and capacities of various stakeholders to jointly work towards improving perceptions and mindsets of communities to take initiatives to reduce such discrimination.

This paper aims to assess the impact of social norms to improve sex ratio at birth in Haryana. The Specific objectives of the study are:

• To assess the community's and other stakeholders' behaviors, perceptions and attitudes on various issues related to gender equality

• To assess the community's and other stakeholders' knowledge and attitudes towards GBSS.

• To identify measures that can be taken to improve adverse child sex ratio

Materials and Methods

The sample for the study comprised of men, women, youth and various stakeholders. A sample of 119 individuals and 21 groups was selected randomly from the intervention area and data were collected through interviews and focus group discussions.

Results and Discussion

A key finding of the study is that men and women are aware of most rights that women should have but social norms restrict their implementation. The inherent belief in economic value of the male child continued to persist.

The major reasons given by women and men for son preference and daughter dispreference were continuity of lineage, sons as support during old age, crimes against women, dowry, increase in the number of ultrasound clinics and ineffective implementation of laws.

The mother of the son plays a very important role in deciding whether to have a boy or girl in the family.

In Haryana the birth of a girl child was not as welcome as that of a boy child. About 44 % of the respondents from the rural areas mentioned that they received information about GBSS from personal friends and private doctors.

The community and other stakeholders were aware that boys outnumber girls and the consequences of the falling sex ratio.

Conclusion

In conclusion, it can be said that there is a strong linkage between GBSS and patriarchal norms and practices, gendered access to rights, economic reasons

and ineffective legal framework. Hence, there is the need for a longer and more consistent intervention.

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Can greater awareness improve migrating experience? An impact assessment of BRAC's Safe Migration Programme

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Keywords: poverty, propensity score matching, food security

Introduction

Labour migration is a controversial policy arena, despite its potential to benefit both the sending and receiving countries. Migration has been advocated in Bangladesh as a means of increasing foreign income by exporting surplus labour, and migration from Bangladesh is on the rise. However, lack of awareness and formal migration governance leads to illegal migration without legal documents. Forced to return, these people struggle to reintegrate into their community (Siddiqui, 2004). The Government has relentlessly pursued establishing a clear migration governance system, supported by various international organizations. BRAC, the largest NGO globally, initiated the Safe Migration Programme (SMP) to help migrants avoid exploitation. SMP's key objective is to disseminate knowledge and information to generate awareness and thus improve migration experience; this study aims to assess its impact.

Materials and Methods

Original intention was to evaluate the SMP impact by applying the difference-in-difference technique in a Randomized Control Trial (RCT). Difference-in-difference technique was expected to enhance our understanding of the change and establish that the change was the result of the intervention.

The latest phase of the SMP was implemented in 36 unions; of these 3 unions each were randomly assigned as the control and treated unions. A total of 150 and 180 households were surveyed from the treated and control unions, respectively. Household members from categories such as 'prospective migrants', 'already migrated', 'migrated but deceived', 'migrated and returned' were surveyed as respondents. However, during the follow-up endline data collection in 2015, majority of the baseline households could not be traced. These households had either migrated abroad or elsewhere within country. This posed a major methodological constraint in assessing impact. Hence, to assess the SMP impact, the endline survey addressed beneficiary and non-beneficiary migrants from the same area, even though the validity of the findings might be limited. But as there was no significant difference between the baseline cohort and endline cohort, the outcome differences are likely to be a direct attribute of SMP. To ensure the similarity between two cohorts, Propensity Score Matching (Rosenbaum and Rubin 1983; Heckman, Ichimura and Todd 1998) was applied using co-variates of working members and students ratio of household, monthly expenditure, asset holding, condition of households, etc.

This research procedure would be of interest for the evaluation community. Though, this assessment was originally planned as an RCT, given the study participants' dynamics, the same population could not be resurveyed. Hence, a quasi-experimental method was adopted, separately, for each round of data, and the differences between the matched sets was taken as a measure of the impact.

Results & Discussion

Impact of the SMP was observed through direct and indirect causal chains. As direct impact, the SMP had successfully improved networking skills and knowledge as well as non-dependence on fraudulent agencies. An indirect impact was betterment through improved socio-economic status. Overall, the impact findings suggest that the SMP contributes significantly to poverty reduction by improving the socio-economic status of the beneficiary migrants and developing their knowledge, which will reduce victimization in future.

Acknowledgments

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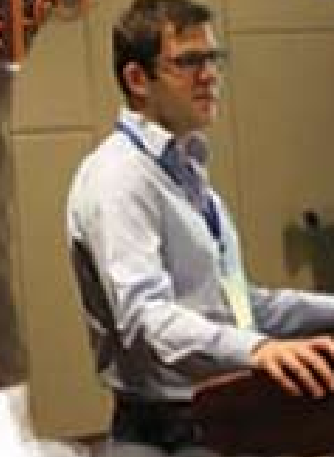
Poverty reduction, Inclusiveness and hard-to-reach [PP-24]
[Panel formed by the Secretariat from accepted Abstracts]

Delivering benefits to the poor: a framework for integrated climate response at the local level

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Introduction

This paper introduces a framework developed by UNDP to better design, target and evaluate climate response at the local level. It recognizes that any local climate action must be grounded in a broader development and poverty context. The framework is centred around local planning and budgeting processes and outlines the capacities (finance, human resources, technical and political) and processes (planning, budgeting and M&E) that need to be in place and strengthened at local level.

The framework is divided into four components that broadly align with the systems and processes of a local governance system:

- Functional capacities across local government bodies.

- Core processes – this is consolidated to three categories: planning, budgeting, and monitoring and evaluation. For these processes to be effective, a strong coordination mechanism is essential.

- Local development periodic plan – this is the main output of the local governance processes. Its core characteristic is that it is climate sensitive, risk-informed, and reflects budget realities. It is supported by a monitoring and evaluation framework.

- Local actions

Applying the framework will help to ensure that climate finance reaches the poor and that climate programming results in improved well-being of the poor and vulnerable.

Materials and methods

The steps required to apply the framework are:

1. Conduct a mapping of the capacities, processes and plans that are already in place.

2. Conduct complementary analysis of the climate-gender-poverty considerations relevant to the local context that can be addressed within the current capacities, processes and plans.

3. Identify co-ordination platforms to bring relevant stakeholders together to discuss the existing development plan.

4. Identify priority actions that can help to augment existing capacities and processes to achieve the plan.

5. Develop indicators for monitoring and evaluating implementation of the plans and identify the feedback loops.

Results and Discussion

The framework was applied to map existing tools developed by different development actors. The framework was used by UNDP to guide a climate governance program in Bangladesh. The framework components also formed the basis of a regional urban resilience program targeting primary and secondary cities in the Asia-Pacific, by UNDP Bangkok Regional Hub (BRH). In reviewing these applications it became evident that the following principles should underpin climate finance/climate programming actions:

1. Strong participatory action that allows all local stakeholders to contribute, and for poor to voice their needs.

2. Complementarity between climate action and the overall development plan/poverty reduction actions.

3. Effective prioritization of actions that deliver a win-win for poverty reduction and climate goals.

4. Continuous learning and application of knowledge and evidence generated through feedback loops.

Furthermore, the following actions are recommended to improve climate programming:

• Support harmonized reporting. The design of reporting, M&E and accountability systems for climate finance should be simple and streamlined to local processes, as much as possible.

• Provide upfront funds for local capacity building. Upfront investments in capacity building to strengthen functional capacities of local governance actors.

• Supporting existing coordination mechanisms (such as local development committees, climate change working groups, project steering committees, etc.) can facilitate multi-stakeholder interaction from an early stage.

• Technical support can be extended to strengthen local processes and integrated programming.

Acknowledgements

From facts to figures: An innovative approach to measuring resilience - experience of Anukulan/BRACED Project in Nepal

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Keywords: resilience, composite score, BRACED, Anukulan

Introduction

Anukulan/BRACED is a UKAid funded three-year (2015-2017) project implemented by International Development Enterprises (iDE) and its consortium partners. The overall goal is to improve the well-being of poor people, especially women and children, despite their exposure to climate-related shocks and stresses. The project is being implemented in six districts in Nepal: Kailali, Kanchanpur, Dadeldhura, Doti, Bardiya and Surkhet.

A key performance indicator of the project is "number of people whose resilience to climate extremes and disasters has improved as a result of Anukulan/BRACED support (KPI4)". Anukulan defines improved resilience as, the increased ability of a community, in a complex socio-ecological system, exposed to climate shocks, stresses and extremes to anticipate, absorb, and adapt. This paper discusses how resilience has been measured in the Anukulan project, and also presents the achievement made in improving the resilience of the households with which the project is working.

Materials and Methods

Anukulan has developed a composite index to measure the improvements in resilience at household level. This index is computed through a set of five interlinked domains, namely, poverty level (reflecting adsorptive capacity), dietary diversity (reflecting absorptive capacity), access to climate smart services and technology (reflecting adaptive capacity), access to improved water sources (reflecting adaptive capacity), and access to early warning systems (reflecting anticipatory capacity). Indicators for this index are binary measures (1 for "Yes" or 0 for "No") that when totaled will give a "resilience score" ranging from 0 to 5. Households that score at least 4 are assumed to have access to a sufficient combination of inputs and support mechanisms to sustain livelihoods in the face of climate extremes, and therefore these households will be considered "resilient."

Anukulan administered a baseline survey and a mid-term review (MTR) to assess resilience improvement. As project interventions were at both Village Development Committee (VDC) and household levels, a complex sampling design was conceived to evaluate household-

level interventions. Intra-household surveys were conducted among representative, randomly selected project and control households.

The baseline survey sample size was determined as 600 households drawn from 20 VDCs (10 treatment and 10 control VDCs; and 30 households per VDC), across six selected districts. VDCs were sorted alphabetically, and VDCs in each district were divided into two clusters based on their geographic proximity. So, where two treatment VDCs are required from one district it would be one per cluster. Treatment VDCs in each district were selected by generating a random number in Excel. Once a treatment VDC was identified a neighboring VDC was selected as the control VDC based on the assumption that neighboring VDCs have similar characteristics.

The VDCs surveyed for the baseline were purposively selected for the MTR to enable, as far as possible, following up on the baseline households.

Results and Discussion

The average household resilience score has increased to 2.6 from a baseline value of 2.2 corresponding to 21% of households being resilient compared to the 12% baseline value.

The MTR conducted 1.5 year years after implementing the Anukulan/BRACED Project shows that the percentage of resilient households has increased from 12% to 21% in October 2016 and the average household resilience score has increased from 2.2 to 2.6.

The following Table provides comparative information related to the five domains of resilience.

Domain	Baseline Information	MTR Information
Poverty Incidence	22 % of HHs	20% of HHs
Dietary Diversity	50% of HHs	50% of HHs
Access to Climate Smart Technologies and Services	22% of HHs	26% of HHs
Access to Improved Water Sources	60% of HHs	96% of HHs
Access to Early Warning Systems	13% of HHs	28% of HHs

The composite resilience score and the percentage of resilient households were computed based on the information derived for the five domains of resilience.

Acknowledgements

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Do group-based livelihood programmes have an impact on poverty? An Evidence Gap Map

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Keywords: livelihoods, self-help groups, micro-enterprise, micro-credit, micro-finance, rural, financial inclusion

Introduction

Evidence Gap Map (EGM) are thematic collections of impact evaluations and systematic reviews that measure the effects of international development policies and programmes. These maps present a visual overview of available evidence from completed and ongoing studies and systematic reviews in a sector or sub-sector in terms of the types of programmes (or interventions) evaluated and the outcomes measured. This EGM reviews all group-based rural livelihoods programmes, in low and middle income countries (LMICs), to learn what *(initiatives/actions/strategies/outcomes)* makes

programmes work, and why. Livelihood programmes typically include financial inclusion, self-employment and skill training that target the poor. This assessment of available information becomes critical in the wake of many LMICs adopting large-scale public policies that advocate the promotion of livelihoods through groups.

Methods

The EGM synthesizes all available evidence on group-based livelihoods promotion activities, financial access and vulnerability reduction in LMICs. The EGM framework was developed after a thorough literature review and consultation with a number of stakeholders. The framework is a matrix with 13 intervention categories as rows and 23 outcome categories as columns. The authors used a systematic and non-

systematic search strategy, employing livelihoods-related search terms to search 24 databases.

Results and Discussion

The framework for this EGM was developed based on a review of related academic and policy literature. The studies reviewed were identified through a comprehensive search of published and unpublished literature. Based on rigorous inclusion/exclusion criteria, more than 26,000 titles were screened and finally, 120 counterfactual based studies and systematic reviews were included in the review. The results of the systematic search showed that most of this evidence focuses on microfinance related interventions that may or may not be bundled products. Across all the evidence, the most studied outcomes are income, consumption, expenditure and assets. Outcomes least studied are interest rates, migration, occupation and financial literacy. Most of these studies focus on short-term outcomes and not long-term impacts. It is also worthwhile to note that while most of the evidence looks at the causal impact of the intervention, little is known about the actual implementation of the programmes. More rigorous evidence is needed on programme implementation that can accurately inform policy.

Are Parliamentarians Successful Advocates for Evaluation? (PP-25) [Pre-formed Panel]

The panel is to highlight importance of parliamentarians' role in advocating for "equity-focused and gender-responsive evaluation" in the context of Sustainable Development Goals (SDGs). The panel will bring the key learning perspectives from different countries in South Asia. The panel chair will make introductory remarks and panel members make presentations with country experience. Then the discussant will highlight important technical aspects.

The parliamentarians' movement for evaluation has rapidly grown in past few years. Particularly during 2014-2015, regional parliamentarians' fora were created in Africa, East Asia, Latin America and MENA regions. The first ever parliamentarians forum; The Parliamentarians Forum for Development Evaluation (PFDE) was established in South Asia in 2013 (www.pfde.net). The Global Parliamentarians Forum for Evaluation (GPFE) was launched at the Parliament of Nepal in the context of historical EvalYear 2015. This is a result of the regional parliamentarians forums established since the South Asian Forum and many other related initiatives. The goal of the Global Parliamentarians Forum is to advance the enabling environment for nationally owned, transparent, systematic and standard evaluation processes in line with the principles of "No one left behind" and National Evaluation Policies with equity-focused and gender responsive lens at the country level that are aimed at contributing to good governance and sustainable development.

With success of establishing GPFE, parliamentarians' role in promoting an evaluation culture has become more prominent. The Sustainable Development Goals ensuring "No one left behind" and the Global Evaluation Agenda 2016-2020 reveal the need for redoubled efforts on advocacy for evaluation. In this context, the GPFE launched several initiatives to advance its agenda, namely:

1. Supporting countries to work on National Evaluation Policies with engaging parliamentarians. National Evaluation Policies are essential components of enabling environment for evaluation and parliamentarians as policy makers can play an important role in the process.

2. Use of web platforms and social media to bridge the gap between parliamentarians and the evaluation community and share great resources.

3. The "Parliamentarians for Evaluation" Campaign inviting parliamentarians around the world to advocate for evaluation. The Campaign aims to document and widely disseminate, brief videos with key messages from parliamentarians to strengthen an enabling environment and to create an archive of shared knowledge for the global evaluation community.

4. "Meet a Parliamentarian" webinar series to share parliamentarians experience in promoting evaluation with other parliamentarians and the evaluation community.

5. Capacity building of parliamentarians and parliaments on evaluation.

The Global Evaluation Agenda 2016-2020 http://www.evalpartners.org/global-evaluation-agenda was formally launched at the Parliament of Nepal on 25th November, 2015. It is clear that evaluation as a tool for effective governance is increasingly becoming respected and implemented. It is our collective hope and intention that by advocating for the many initiatives and activities outlined in the Global Evaluation Agenda and the attainment of all the SDGs, for the benefit of humankind. Each partner in the global community, including but not limited to parliamentarians, donors, governments, VOPEs, CSOs, media, private sector, will each have their roles to play. All the stakeholders are willing to work with parliamentarians to promote evaluation. Parliamentarians can play the role by demanding high quality evaluations to ensure accountability in all aspects. Parliamentarians can take the lead in promoting national evaluation policies and systems. We invite all parliamentarians and parliaments to join hands with us.

In addition to the overall outcomes of GPFE, this Panel will discuss the results of above- mentioned initiatives including a video show on parliamentarians being advocates.

Equity Focused and Gender Responsive National Evaluation Policies to Leave No One Behind (PP-26) [Pre-formed Panel]

The panel is to highlight importance of "equity-focused and gender-responsive national evaluation policies" in the context of Sustainable Development Goals (SDGs). The panel will bring the key learning perspectives of different stakeholders including VOPE (Voluntary Organizations for Professional Evaluation), government and the parliament. The panel chair will make introductory remarks and the panel member 1 will brief global experience regarding the topic. Then the panel chair will facilitate a "talk show" with panel members by asking couple of questions from them.

National Evaluation Policies (NEPs) refer to formal policies defining the purpose, responsibilities, functions and organization of the public sector evaluation function in a particular country. In some cases the NEP is legislated, while in other cases it may be defined in documents issued by a central government agency such as the Ministry of Finance or the Ministry of Planning. In most cases the NEPs mandate the responsibilities of public sector agencies to conduct evaluations of all or certain public sector programs on a regular basis. While some countries have a comprehensive and well established NEPS that covers all public sector agencies and with clearly defined strategies for selecting programs and policies to be evaluated and procedures defining how the results will be used, in many countries the NEPS is still at a relatively early stage of development or currently only covers certain sectors. However almost all NEPS lack *equity focused and gender responsive evaluation*.

The 2030 Agenda for Sustainable Development comes together with a follow-up and review mechanism to ensure the Sustainable Development Goals (SDGs) are systematically monitored and reviewed to help countries implementing the 2030 Agenda ensure "No one is left behind". The main principle of the 2030 Agenda is that no one should be left behind. The follow-up and review mechanisms also call for inclusiveness, participation and ownership. This is why equity-focused and gender-responsive evaluation is needed. This transformative kind of evaluation can help countries to identify structural causes of inequalities through deeper analysis of power relationships, social norms and cultural beliefs. Integrating equity-focused and gender-responsive evaluations will provide strong evidence to ensure national voluntary reviews of SDGs are leaving no one behind.

Over the past few years, as civil society has become more active in development evaluation, a number of VOPEs have begun to have a formal consultative role in NEPSs and often provided the technical expertise. They also play an important role in generating demand for evaluations. VOPEs' role expands to advocate for equity focused and gender responsive evaluation as well.

In September 2014, Parliamentarians Forum for Development Evaluation, with support from EvalPartners, held a regional consultation on national evaluation policies in South Asia. All eight South Asian countries attended the consultation where they prepared country work plans. By following up with countries, it revealed that 4 out of 8 South Asian countries currently have draft policies awaiting for cabinet approval. With this experience the 2nd regional consultation in Asia was held on 23 and 24 Nov in Hanoi back to back with the APEA conference where 17 Asian countries attended and prepared plans for the NEP process.

With the success of experience from two regional consultations, the partners are planning to technically support countries to work on equity focused and gender responsive national evaluation policies and systems in the context of SDGs. This panel is to bring experience of few selected countries from South Asia representing different stakeholders to share their views with the audience.

Annex 7.1

Gross National Happiness Commission, Bhutan

Community of Evaluators - South Asia

CLOSING CEREMONY OF THE EVALUATION CONCLAVE 2017

9 June 2017

[Tshokhang Hall: Le Meridien Hotel, Thimphu]

Tea will be served in the foyer from 3 30 pm for arriving Guests.

15 45	Invitees take their seats
16 00 – 16 10	Remarks: **Mr Thinley Namgyel (*Secretary, Gross National Happiness Commission, Royal Government of Bhutan*)**
16 00 – 16 10	Message to be read Looking Forward. . . linking to the Global Evaluation Agenda 2016-2020 **Mr Ziad Moussa (*President, IOCE & Co-Chair, EvalPartners*)**
16 10 – 16 20	Closing Remarks **Mrs Mallika R Samaranayake (*President, CoE - South Asia*)**
16 20 – 16 45	Presentation/Awards
16 45 – 17 00	Vote of Thanks **Dr Sonal Zaveri *(Secretary, CoE South- Asia)***

Annex 8.1

EVALUATION OF THE CONCLAVE, 2017
EVALUATION CHECKLIST

Skills Development Workshops

Date: Time: Venue:

Workshop Title:_____

Guide:

Please rate the following activities using the scale below.

[1= Very poor, 2= Poor, 3= Average, 4= Good, 5=Excellent]

1. Do you feel overall that this workshop was worthwhile to attend?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

2. How would you rate the overall content – information and level of detail of the workshop?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

3. How would you rate the level of interaction among participants?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

4. How would you rate the workshop facilitators?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

5. How would you rate the materials/information distributed?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

6. How would you rate the method of facilitation?

	1	2	3	4	5
	☐	☐	☐	☐	☐

Remarks _____

7. How would you rate your satisfaction regarding any new skill development from this workshop?

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

Remarks _____

8. Overall, how would you rate the workshop experience?

1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

Remarks _____

- In this workshop, any difference you have experienced

- Your thoughts to make a difference which would be still better

PLEASE RETURN THE COMPLETED CHECKLIST TO THE VOLUNTEERS

THANK YOU VERY MUCH!

COE

Evaluation Conclave

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Annex 8.2

EVALUATION OF THE CONCLAVE, 2017

EVALUATION CHECKLIST

We are happy to receive feedback from you about the conclave. Let us know how we can conduct our activities better. Thank you!

Directions:

Please rate the following activities accordingly.

[1= Very poor, 2= Poor, 3= Average, 4= Good, 5= Excellent]

About Keynotes

1. Do you feel that the keynote plenary sessions were worthwhile to attend?

   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

   Remarks _____

2. How would you rate the overall content – information, clarity and level of detail of the keynotes?

   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

   Remarks _____

3. How would you rate the overall usefulness of the keynotes?

   1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

   Remarks _____

• Which Keynote did you especially like?

• Any improvements suggestions to make these still better – seating, interactions, response from the panelists, etc.

About Panels

4. Do you feel that the panel sessions were worthwhile to attend?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

5. How would you rate the overall content – information and level of detail of the keynotes?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

6. How would you rate the overall usefulness of the panels?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

- Any improvements suggestions to make these still better – seating, interactions, response from the panelists, etc.

Overall

7. How would you rate the level of interaction among participants?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

8. How would you rate the conclave event organizers/coordinating staff?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

9. How would you rate the venue of the event? (in terms of food, location, seating)

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

10. How would you rate the materials/information distributed? (program, bag, other items)

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

11. Overall, how would you rate the workshop experience?

    1 ☐   2 ☐   3 ☐   4 ☐   5 ☐

    Remarks _____

12. Please share any suggestions you might have for improving the workshop or specific workshop sessions.

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