

EVALUATION OFFICE

EVIDENCE FOR CHILDREN

Developing national capacities for Country-led evaluation systems

A CONCEPTUAL FRAMEWORK

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1. Introduction

The Evaluation Policy and Executive Board Decisions request that UNICEF strengthens national capacities for country-led evaluation systems. UNICEF offices have been responding by implementing different initiatives: 120 Offices are strengthening Government's institutional capacity in monitoring and evaluation, 39 are strengthening an enabling national environment for evaluation and 56 are developing capacities of Government and partner's staff.

The conceptual framework presented here gives the rationale for engaging on national evaluation capacity development, by a) reiterating why it's important to support country-led evaluation systems; b) presenting a systemic approach for the framework which covers both demand and supply sides, whilst strengthening an enabling environment, institutional and individual capacities; and c) offering ideas on what UNICEF offices could and should do, in partnership with other UN agencies and major stakeholders, to support country-led evaluation systems.

This conceptual framework is a first attempt to guide UNICEF offices in strengthening good governance of public systems for children, by enhancing national capacities for country-led evaluation systems. It is complemented by the [recent books](#) published by UNICEF in partnership with WB, UNDP, WFP, ILO, UNIFEM, IOCE, IDEAS and DevInfo which offer a number of strong contributions from senior officers in institutions dealing with evaluation, and from senior Government representatives responsible for the national monitoring and evaluation systems in countries in Asia, Africa and Latin America. In addition, through MyM&E, a web 2.0 interactive platform (www.mymande.org) on country-led M&E systems which is managed by UNICEF, IOCE and DevInfo, in partnership with several other organizations, users can contribute to wiki, blogs and discussion forums, and attend webinars, watch videos, and access selected information on training, lessons learned and good practices. Last but not least, a [new page on Evaluation Capacity Development](#) in the Evaluation Office intranet will highlight concrete good practices and lessons learned from UNICEF offices.

2. WHY: Developing national capacities for country-led evaluation systems

From policies to results for children. Evaluation to strengthen good governance for children

In the last decades, international development has been evolving from aid-led to country-led approaches, acknowledging that national ownership and leadership is central to development. The ownership principle endorsed by UN General Assemblies, as well as by the *Paris Declaration* - and reiterated in the *Accra Agenda for Action* - states that countries should exercise effective leadership over their development policies and strategies. Donors should coordinate among themselves and align their strategies to national priorities, including by respecting countries' policies and systems, and helping strengthening their capacity to implement such systems.

These principles are translated into the development of MDG-focused National Development Strategies, including Poverty Reduction Strategies (PRS) and Sector-wide approaches. These shifts highlight the centrality of Managing for Development Results (MfDR), including by designing and implementing national M&E systems to ensure governance and financial accountability to transform national strategies and policies into results for children and women.

Within the efforts to implement National Development Strategies, much attention has been given to policy advice and formulation, as well as to policy (and budget) decision-making. However, it appears that the real challenge is in implementing policy reforms to “translate” policy statements into development results for children and women. Strengthening national social systems to implement policies is therefore paramount. For this, a strong country evaluation system is crucial to provide essential information and analysis. A strong evaluation system will help to ensure such policies are being implemented in the most effective and efficient manner; to review policy implementation and design; and, to detect bottlenecks and inform on adjustments needed to enhance systemic capacities to deliver results for children.

While more and more countries are designing and implementing national evaluation systems, technical capacity to develop evaluation systems which meet international quality standards is often weak. Therefore, national strategies to strengthen evaluation capacities are needed. These strategies should be comprehensive and integrated, addressing both the technical and political side, as well as the three different levels of capacity development: individual, institutional and the enabling environment.

UN General Assembly and UNICEF Executive Board request for UN and UNICEF to support national evaluation systems

In this context, there is strong demand by UN Members States for the development of country evaluation capacities. The UN General Assembly stated that national governments have the primary responsibility for coordinating external assistance and evaluating its contribution to national priorities. It therefore mandated the United Nations system to promote national ownership and capacity development, as well as to make system-wide progress in harmonizing evaluation practices. Resolution 59/250 encouraged the UN development system to strengthen its evaluation activities focusing on development results, based on the results matrix of the United Nations Development Assistance Framework (UNDAF), and to systematically use monitoring and evaluation approaches at the system-wide level and to use collaborative approaches to evaluation, such as joint evaluations. General Assembly Resolution 62/208 reaffirmed the importance of this promotional role and requested the “UN system to pursue and intensify its efforts to strengthen evaluation capacities in programme countries taking into account national conditions and ensuring respect for national ownership, strategies and sovereignty.”

The Executive Boards of UNICEF, UNDP and UNFPA, emphasize that programme countries should have greater ownership and leadership in the evaluation of all forms of assistance. They underlined, in particular, the importance of increasing the participation of national counterparts and strengthening national capacities in evaluation. The 2009 UNICEF Executive Board encouraged UNICEF to use country monitoring and evaluation systems, where available, to continue to incorporate capacity-building mechanisms into programme design and implementation, and to ensure that evaluations are responsive to national demand, as stated in the UNICEF Evaluation Policy.

Major international processes, including UN General Assembly resolutions, UN summits, *The Paris Declaration* and Management for Results frameworks, strengthened a wide consensus among countries, donors and international agencies, on the principle that systems to evaluate national development strategies, including policy reforms implementation, should be led and owned by countries. International agencies and donors should support the strengthening of country evaluation capacities. Thus, the two crucial questions are: what do we mean by capacity development, and what should a strategy to develop country evaluation capacities look like? The following section is an attempt to address these questions.

3. **WHAT: A conceptual framework to strengthen national capacities for country-led evaluation systems**

From Aid-led evaluation systems to Country-led evaluation systems

Country-led evaluation systems are systems in which the country (neither donors nor international agencies) leads and owns the monitoring and evaluation process, by determining:

- what policy or programme will be evaluated;
- what evaluation questions will be asked;
- what methods will be used;
- what analytical approach will be undertaken;
- how the findings will be communicated; and,
- ultimately how findings will be used.

Country-led evaluation systems serve the information needs of the country and, therefore, are an agent of change and instrumental in supporting the implementation of policy reform. This is possible because, being country-led, they build on the culture and values, as well as the political processes, of the country. Therefore, international organizations and donors should always make sure their own evaluation function strengthens rather than undermines national evaluation systems and capacities. This means that internal evaluation systems should increasingly be aligned to national ones, which in turn are prioritizing policy-level evaluations rather than project-level evaluations.

It should be noted that country-led evaluation systems are “country” led, i.e., not led exclusively by central governments. Local authorities and civil society should also be involved and contribute. For example, civil society organizations could play a key role in evaluating the performance of policy reform implementation through different means which allow them to articulate their voice. Professional evaluation organizations have a potentially significant role to play in ensuring CSOs have evaluation knowledge and skills. In the last 15 years this potential has grown as the number of national and regional professional evaluation organizations has increased dramatically, passing from a dozen in 1997 to more than 100 in 2010. Most of the new organizations are located in middle income and developing countries.

A context-specific capacity development

Capacity might be defined as the ability to define and realize goals, where defining goals entails identifying and understanding problems, analyzing the situation, and formulating possible strategies and actions for response. *Capacity development* is about creating conditions which support the appropriate actors in assuming the appropriate roles in this process of identifying problems and defining and realizing goals.

The above view encourages the use of a *systems approach* to identify, define and achieve goals. This means that it is necessary not only to look at actors at different levels and across sectors but also, crucially, to look at the network of relationships or connections between them. Such a viewpoint illustrates the fact that weaknesses in capacity at any level or with any key actor, whether at the community level, nationally, or

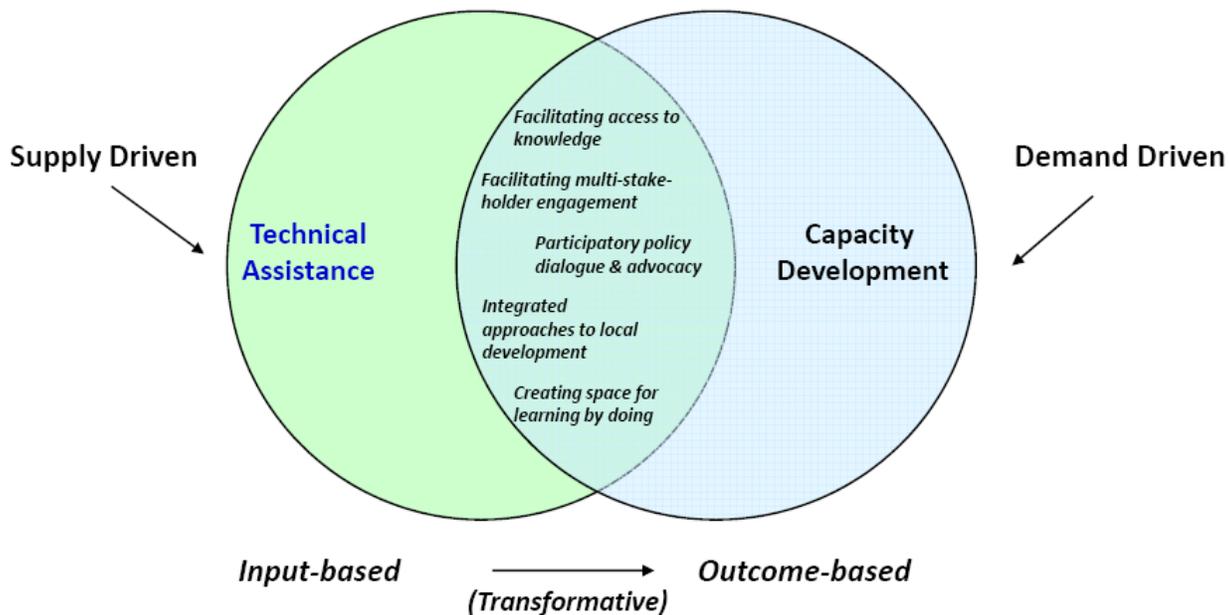
somewhere in between these levels, will affect the capacity of the whole system to deal with a problem in order to achieve a goal.

In addition, capacity must be understood in terms of a specific cultural, social and political context. Capacity must be understood as something that exists in different degrees at all levels of society – community/national, individual, household, institutional and system. Capacity can exist without outside intervention, though it may be constrained. This implies that one must first understand capacities or elements of capacity that already exist before engaging in any effort to build on or strengthen them.

Intentionality of capacity development

Capacity development implies intentionality to strengthen capacities. For example, technical assistance may strengthen country capacities only if it's clearly oriented towards this aim, by engaging country stakeholders in the evaluation process, creating space for learning by doing (i.e. in joint country-led evaluations), and facilitating access to knowledge. A capacity development-focused technical assistance is therefore demand-driven rather than supply-driven, and it focuses on the outcomes rather than the inputs of technical assistance.

Figure 1: The shift in paradigm to a capacity development approach



An integrated approach addressing supply as well as demand capacities

A distinction should be made between the capacity of policy-makers/policy advisors to use evidence and the capacity of evaluation professionals to provide sound evidence. While it may be unrealistic for policy-makers/policy advisors to be competent doers of evaluations, it is both reasonable and necessary for such people to be able to understand and use evidence produced by evaluation systems in their policy practice. Integrating evidence into practice is a central feature of policy-making processes. An increasingly necessary skill for professional policy-makers is to know about the different kinds of evidence available; how to gain

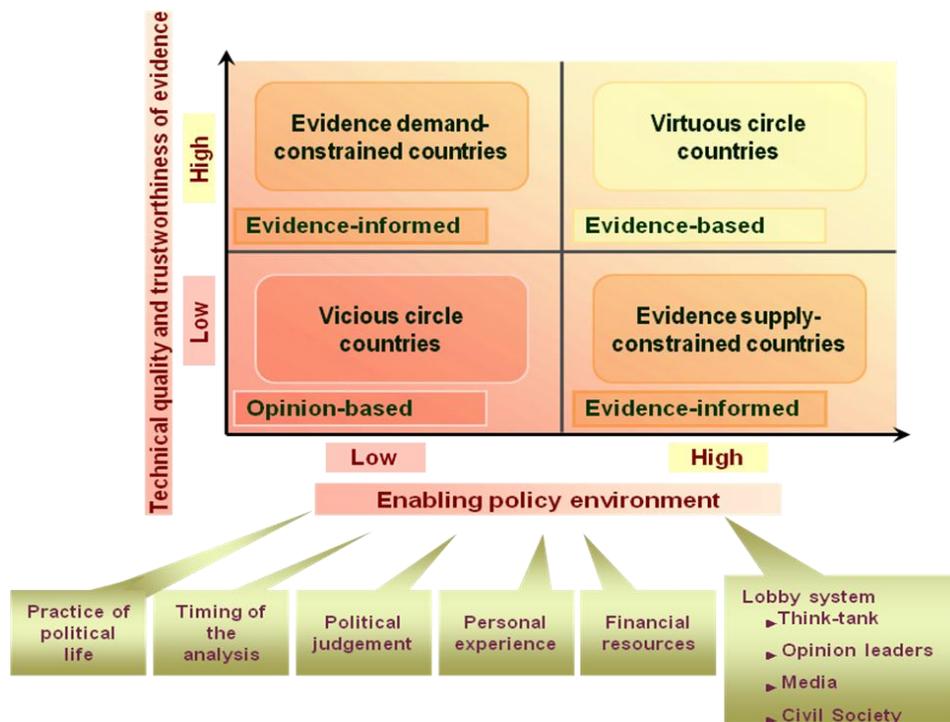
access to it; and, how to critically appraise it. Without such knowledge and understanding it is difficult to see how a strong *demand* for evidence can be established and, hence, how to enhance its practical application.

However, it is also important to take into consideration the fact that the design and implementation of policy reform is a political process which should be informed by evidence to the maximum extent possible. The use of evidence in policy reform and implementation depends on the combination of capacity to provide quality and trustworthy evidence on the one hand, and the willingness and capacity of policy-makers to use it on the other. The extent to which evidence is used by policy-makers depends, in turn, on the policy environment.

To strengthen an enabling policy environment, policy-makers may need incentives to use evidence. These include mechanisms to increase the ‘pull’ for evidence, such as requiring spending bids to be supported by an analysis of the existing evidence-base, and mechanisms to facilitate evidence-use, such as integrating policy-advisors at all stages of the policy implementation.

Parliaments and Civil society organizations may also play a major role in advocating for the use of evidence in policy implementation. Think-tanks, with the support of mass media, may also make evidence available to citizens, and citizens may demand that policy-makers make more use of it.

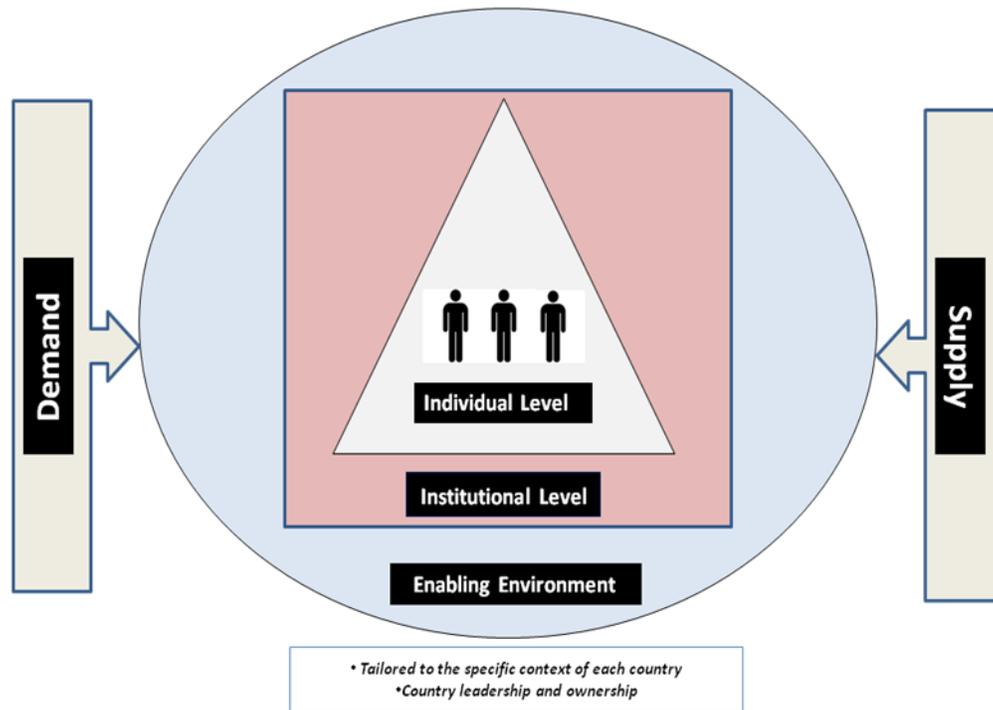
Figure 2: Capacity development framework addressing the demand as well as the supply side



A systemic approach to country evaluation capacities development

In the past, evaluation capacity development mainly focused on strengthening individual capacities. However, it is by now clear that capacity development should be based on a systemic approach that takes into account three major components: individual; institutional; and, external enabling environment.

Figure 3: a systemic and integrated approach to country evaluation capacities development



Individual Level

- Senior management capacity to:
 - strategically plan evaluations
 - manage evaluation for independence and credibility
 - use evaluation
- Identify and support leaders or natural champions
- Behavioural independence
- Professional competences

Institutional Level

- Strong corporate evaluation culture
 - evaluative (critical) thinking
 - protective environment
 - managers value and use evaluation
- Evaluation policy
- Set up/strengthen an evaluation unit
- Quality Assurance systems
- Independence of funding for evaluations

- System to plan, undertake and report evaluation findings in an independent, credible and useful way
- Mechanisms to ensure the use of evaluation findings and recommendations, including a Management response system
- Knowledge management systems

Enabling Environment

- Public administration committed to transparency and managing for results and accountability, through results-based public budgeting and evidence-based policy-making
- Legislation and/or policies, including public budget, to institutionalize evaluation systems
- Duty bearers have capacity to be accountable for results
- Rights holders have capacity and mechanisms to evaluate policy implementation, including by using participatory methods
- National evaluation professional organization exists
- National evaluation standards and norms

A country strategy for national evaluation capacity development should strengthen the **enabling environment** by supporting *Public Administration commitment to accountability, transparency and managing for results*, including by strengthening results-based public budgeting and evidence-based policy-making.

Legislation and/or policies to institutionalize national evaluation systems should be designed, adopted and implemented. A two-tier strategy should be put in place to strengthen the *capacity of duty-bearers (policy-makers) to demand and use sound evidence* while developing *rights-holders' capacity to demand and to assess policy implementation*, by putting in place systems and participatory mechanisms and processes to engage citizen groups, and to capture and utilize their feedback.

National evaluation organizations should be supported to enable them to foster national demand and supply of evaluation, including by setting national evaluation standards and norms.

At the **institutional level**, a strategy for evaluation capacity development should strengthen the corporate *evaluation culture* through institutional commitment to learning from evidence produced by evaluation systems. It should also support evidence-based decisions and demand for accountability, and establish a *protective environment* which removes repercussions on careers. Through a set of values and attitudes supporting *evaluative (critical) thinking* within an organization, individuals are more self-directed learners and use information to act; to take higher risks but, also to develop a greater sense of personal accountability and responsibility; and, to consult, coach, and support each other more. In this context, organizations with a culture of evaluation are able to develop innovative ideas and strategies; change more quickly according to variations in the external environment; and, increase efficiency and effectiveness by systematically using lessons learned to improve programmes and policies. There is less direction from top management and a much more positive attitude and self-accountability at all organizational levels.

An organization with a culture of evaluation has an effective, structured and accepted use of evaluation to support change and development. Managers *value and use evaluation* findings to test out innovation or assess progress towards expected results.

An *institutional framework to institutionalize the evaluation function* should be developed within the organization to ensure evaluation is part of the institution's governance and management functions, as well as to facilitate high-level management understanding of and support for the evaluation function. This should include assistance to develop an *evaluation policy*, which foresees the setting-up or strengthening of a *credible evaluation department*, including endorsement of *evaluation standards* and *quality assurance systems* (including peer review). A *diagnosis of existing* (or, if not existing, of the preconditions to develop it) *evaluation function and/or system*, which would include functional clarity, effective human and financial resources management and robust coordination mechanism, should be carried out to enable the crafting of a context-specific evaluation policy and system. The diagnostic would identify *bottlenecks* in the policy or system which could be addressed through targeted technical support with the intention of strengthening country capacity.

An institutional framework for evaluation should also secure the *independence of funding for evaluations*, at an adequate level, to ensure that necessary evaluations are carried out and that budget holders do not exercise influence or control over what is evaluated and how. Therefore, funding should be under the direct control of the head of the evaluation function, and should be adequate for a reasonable work programme. Such a framework should also *set out a system to plan, undertake and report evaluation findings in an independent, credible and useful way*, as well as to ensure the *use of evaluation findings, including through management response*. To increase objectivity in the planning and conduct of evaluation, systems are needed which increase the rigor, transparency and predictability of evaluation processes and products. Such systems can include more or less detailed process descriptions or guidelines for the design of evaluations, the conduction of evaluations and reporting on findings.

A good practice is to strengthen *knowledge management systems* in support of the evaluation function. Knowledge has traditionally been fostered at the individual level, mostly through education. However, seen from the perspective of the three levels identified above, knowledge should also be created and shared within an organization through an effective knowledge management system, and supported through an enabling environment of effective educational systems and policies.

At **individual level**, a capacity development strategy should strengthen *senior management capacity to strategically plan* evaluations (and to identify the key evaluation questions); to *manage* evaluation for independence and credibility; and to *use evaluation*.

Identifying and supporting leaders or natural champions who have the ability to influence, inspire and motivate others to design and implement effective evaluation systems is also crucial. Leadership is not necessarily synonymous with a position of authority; it can also be informal and be exercised at many levels. Therefore, the evaluation capacity development strategy should, especially in the initial stages, identify and support as appropriate, national and local leaders in the public administration, in inter-governmental monitoring, and in evaluation groups and national evaluation organizations.

On the supply side, a capacity development strategy should enhance *behavioural independence* (independence of mind and integrity; knowledge and respect of evaluation standards; agreed evaluation processes and products) as well as *professional competences* through formal education; specialized training; professional conferences and meetings; on the job training (such as joint country-led evaluations); and, communities of practice and networking.

4. HOW: UNICEF support in developing national capacities for country-led evaluation systems for children

UNICEF efforts should strategically complement and support efforts from the UN Evaluation Group (UNEG) and other UN agencies

As mentioned above, UN General Assembly Resolution 62/208 requested the “UN system to pursue and intensify its efforts to strengthen evaluation capacities in programme countries, taking into account national conditions and ensuring respect for national ownership, strategies and sovereignty.”

In response to the General Assembly resolution, UNEG contributed to the professionalization of the evaluation function in the UN system by elaborating a number of key documents including norms, standards, ethical guidelines and core competencies for different functions within the UN evaluation systems. In addition, it supported Delivery as One (DaO) pilot countries in designing and managing country-led evaluations.

A UNEG Task Force for Country Level Evaluations was established to position UNEG strategically within national evaluation capacity development initiatives being carried out by several stakeholders, including Development Banks and bilateral donors. Within this task force UNICEF, together with WFP, co-chaired the development of a concept note on possible roles for UNEG in national Evaluation Capacity Development. The paper is based on a survey carried out by an independent consultant, in January and February 2010, to identify and map Evaluation Capacity Development interventions by major players, including United Nations agencies, funds and programmes.

The paper recognizes that the challenge, given the diversity of structures, size and mandates of the UNEG member agencies, is to build on the experience of individual agencies, to strengthen coordination among them (and with others) and to enhance coherence in spite of the existing differences.

UNICEF efforts to strengthen national evaluation capacities for country-led evaluation systems should therefore strategically complement and support UNEG and UNCT strategies, while focusing on UNICEF mandate for children.

The minimum requirement: UN, including UNICEF, evaluation function to support – and not undermine – country-led evaluation systems

National public policies for children, and the related contribution of development cooperation, including UN and UNICEF, should increasingly be evaluated by good quality country-led evaluation systems. To reach this goal, each major stakeholder, including UNICEF within the UN system, should strengthen national evaluation capacities in a systemic manner, as described in the next section, and harmonize and align existing internal evaluation systems to the national ones.

A first step to strengthen national evaluation capacities, without investing significant additional resources is to ensure that the evaluation function of UN agencies, including UNICEF, help move towards country-led evaluation systems by:

- *Selecting topics of mutual interest.* The selection of policies or programmes to be evaluated and the evaluation questions to be answered should be relevant and respond to the knowledge gap of countries,

while addressing UNICEF's concerns (please see the box below). Therefore, country Government officials, local CSOs, and other relevant stakeholders should, as appropriate, be involved in the design of the evaluation. In the case of project-level evaluations requested by donors, the evaluation should be framed within a broader context, so that it contributes to evidence-based decision-making and/or policy influence whilst still meeting the needs of donors.

- *Implement evaluations jointly with Governments, as a first step towards country-led evaluation.* When planning and managing major evaluations, UNICEF offices should involve relevant stakeholders actively and early in the evaluation process. Relevant stakeholders should be equal partners in decision making processes, and the overall accountability for the evaluation process should be equally shared. Partners should also be equally engaged in responding to and following up on evaluation recommendations. Having direct responsibility for evaluation processes, including its design, strengthens ownership – a key element in determining whether or not evaluations are actually used.
- *Hiring local experts to the maximum extent possible.* Local experts should be hired to conduct an evaluation or serve as member of a reference group or steering committee to the maximum extent possible. The use of locally-based institutions as opposed to ad-hoc evaluation consultant teams can be particularly effective in ensuring long-term sustainability and moving beyond individual skill building towards strengthening institutions. In cases where local experts do not have adequate evaluation skills and experience to ensure a good quality evaluation process and output, a mix of international and local experts should be hired.
- *Not assuming there are weak evaluation capacities, even if none is immediately apparent.* When judging whether or not suitable national partners and local institutions are available to manage and/or conduct a joint and/or country-led evaluation, base your assessment on current facts rather than assumptions. Existing capacities are often underutilized or hidden due to low demand for evaluation from management or weak accountability systems. National and regional evaluation associations can be a good entry point for identifying and mobilizing local capacities.
- *Focusing on the use of evaluation.* If evaluation findings are not used, there will be little incentives to increase or maintain the capacities to produce them. UNICEF can strengthen capacities by supporting both process use and final use of evaluation findings, for instance by supporting national stakeholders in holding local workshops at several points in the evaluation process.
- *Being clear about the benefits and beware of the risks of evaluation.* The benefits of evaluation must be clear to convince staff and decision-makers in key stakeholders' institutions, including Governments, of its usefulness and raise the positive incentives for individuals and institutions to participate. Support for evaluation at the political and senior management level is critical: it sets the tone and helps ensure sustainability. As with all processes of change, there may be institutional barriers or individual resistance. In this case, a more active targeted effort may be needed (please see the next section)
- *Co-ordinating with other UN agencies and key international stakeholders.* UN has committed itself to better harmonize evaluations to avoid creating undue demands on Governments and national partners, overwhelming local capacities and pulling evaluation expertise away from country-led systems. UNICEF

should use available platforms, such as UNCT and donor coordinating systems, to coordinate with other UN agencies and major international stakeholders and work towards more collaborative processes.

- Using and supporting the use of *national evaluation standards for evaluation* and/or *UNEG standards* to avoid confusion and support harmonization, while enhancing the quality and credibility of evaluation processes and findings. This will lead to more consistent, and therefore effective, capacity development.

UNICEF's specific contribution to developing capacities for country-led evaluation systems for children within the UN system

In addition to the UN General Assembly resolution requesting the “UN system to pursue and intensify its efforts to strengthen evaluation capacities in programme countries” (TCPR, General Assembly resolution 62/208 of 2007), UNICEF Executive Board emphasized the importance of increasing the participation of national counterparts and strengthening national capacities in evaluation. UNICEF Evaluation Policy stresses that UNICEF is committed to strengthen national capacities for country-led evaluations systems. Therefore, UNICEF has a mandate to actively and intentionally strengthen national capacities for country-led evaluations systems.

UNICEF interventions in national evaluation capacity development should reflect the principles and concepts presented in this document, including the three levels of capacity development, and prioritize areas in which UNICEF has a specific mandate for children within the UN system. Therefore, UNICEF should cooperate with other UN agencies and major international stakeholders in supporting national evaluation systems, to ensure that appropriate evidence relevant to public policies for children is available and used in major national decision making processes, such as PRS and National Development Strategies, while supporting the evaluation systems of line ministries with primary responsibility for children's rights, such as Health, ECD, Education, Social Protection, HIV/AIDS, among others. This means that UNICEF should explore, in coherence with other UN agencies, new strategic partnerships with Governments stakeholders responsible for PRS and National Development Strategies, such as Ministry of Finance and/or Economy, Ministry of Planning, Prime Minister Offices, etc.

To enhance an enabling national environment for evaluation, UNICEF COs, ROs and HQ, in partnership with other UN agencies and key stakeholders, should strengthen the evaluation culture by acting as a 'neutral broker' facilitating dialogue between the demand and supply side of evaluations for evidence-based policy making, by:

- Organizing meetings and/or conferences *bringing together the demand side* (policy-makers, CSO, media) *and the supply side* (public administration, private sector, and academia) to discuss strategies to enhance the use of evidence generated through national evaluation system to influence public policies for children.
- *Support right-holders feedback mechanisms and systems*, by developing evaluation capacities of non-Governments stakeholders. Examples are the promotion of participatory evaluation processes and instruments strengthening child-friendly civil society networks, observatories and watchdogs institutions; Advocate for programmes to strengthen evidence-based policy-making; facilitate access to evidence by CSOs.

- Strengthen *policy-makers demand for M&E systems*, by enhancing the demand for evidence by Parliaments and Governments, including by supporting the establishment of Parliamentary Committees for children's rights.

At institutional level, UNICEF COs, in partnership with other UN agencies and key stakeholders, could support Governments in conducting a *diagnostic of the (existing or potential) country evaluation system* to determine the capacity and willingness to develop/strengthen a country-led evaluation system. This diagnostic could address key issues such as the presence or absence of champions in the government, the barriers to building a system, who will own the system, and who will be the resisters to the system. Therefore, the diagnostic could be a pre-condition to further actions to strengthen duty-bearers capacities in country-led evaluation systems by:

- *Targeting technical support based on bottlenecks identified in the diagnostic.* Technical support provided by COs should therefore be focused on bottlenecks areas most relevant to children, and based on UNICEF comparative advantage. Technical support could take different forms, including capacity development, knowledge management and other initiatives as described in this document.
- *Identifying and supporting local leaders for country-led evaluation systems for children, especially in the initial stage.* Local leaders to be targeted (being institutions and/or individuals in key institutions) could be Evaluation Departments in Governments, National Evaluation associations, Intergovernmental M&E groups (i.e. PRS M&E group), etc.
- *Seed/support a pool of local talent/national expertise in evaluation*, including by supporting National (or Regional in the case of ROs) Evaluation Associations and/or National (or regional in the case of ROs) Centers of Excellence. In partnership with IOCE and in coordination with ROs, EO should support global evaluation associations in creating or strengthening national and regional evaluation associations and enhancing national/regional valuation standards.

In addition, UNICEF COs, ROs and HQ, in partnership with other UN agencies and key stakeholders, should act as a 'knowledge broker' facilitating "south-south" generation and sharing of good practices and lessons learned on country evaluation systems, as well as mutual learning, by:

- *Identifying good practice in country evaluation systems in different settings* (different geographical regions, middle income and low income countries, etc) and facilitating *south-south knowledge sharing* among countries with identified "good practices" and countries that are developing and/or strengthening national evaluation systems. This can be done using web 2.0 technologies, such as webinars, as well as study tours, etc.
- *Develop and actively disseminate material*, including handbooks, to integrate Human Rights and Gender Equality perspectives within evaluations, as well as continuing to actively disseminate UNEG Norms and Standards and any other guidance document UNEG produces in the future, thus contributing to a strengthening of the evaluation culture in concerned institutions.

At individual level, UNICEF COs, ROs and HQ, in partnership with other UN agencies and key stakeholders, should *promote the professionalization of evaluation* by providing capacity development opportunities to selected individuals, such as national "champions" identified by the diagnostic and/or local potential talents in evaluation, including by: delivering training; supporting attendance at selected national and/or international workshops and conferences; and, facilitating on-the-job training.

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