

Embedding Evaluation in VNRs

21-23 July 2020, Virtual



Objectives of the module

Learning outcome

By the end of the training and support participants from African countries:

1. Realise the importance of VNRs in a broad frame of the 2030 agenda which talks of country-led evaluations with a follow-up and review processes and 2063 agenda (has a M&E framework)
2. Understand the importance of evidence-based Voluntary National Reviews (VNRs) that include evidence from evaluations including country-led evaluations as well as disaggregated data.
3. Understand the relevance of scaling up evidence from evaluations, to inform child and youth oriented national policies, as a means to accelerate progress towards the SDGs.
4. Have been supported to actually produce their VNR using evaluation evidence appropriately

Approach

- Support provided over the whole process of developing the VNR
- Blended approach with direct interaction, online support and participants working on their VNRs
- Focus on the use of doing of evaluative work in crisis situations
- Synchronous contact based on morning sessions of 4 hours, pm group work
- Supported by a VNR Guide in English, French, Spanish and Portuguese
- Interactive as possible with plenary, breakaway and in-country groups to maximise involvement and application
- Simultaneous French-English interpretation will be provided and some resource materials in both languages

Critical preparation

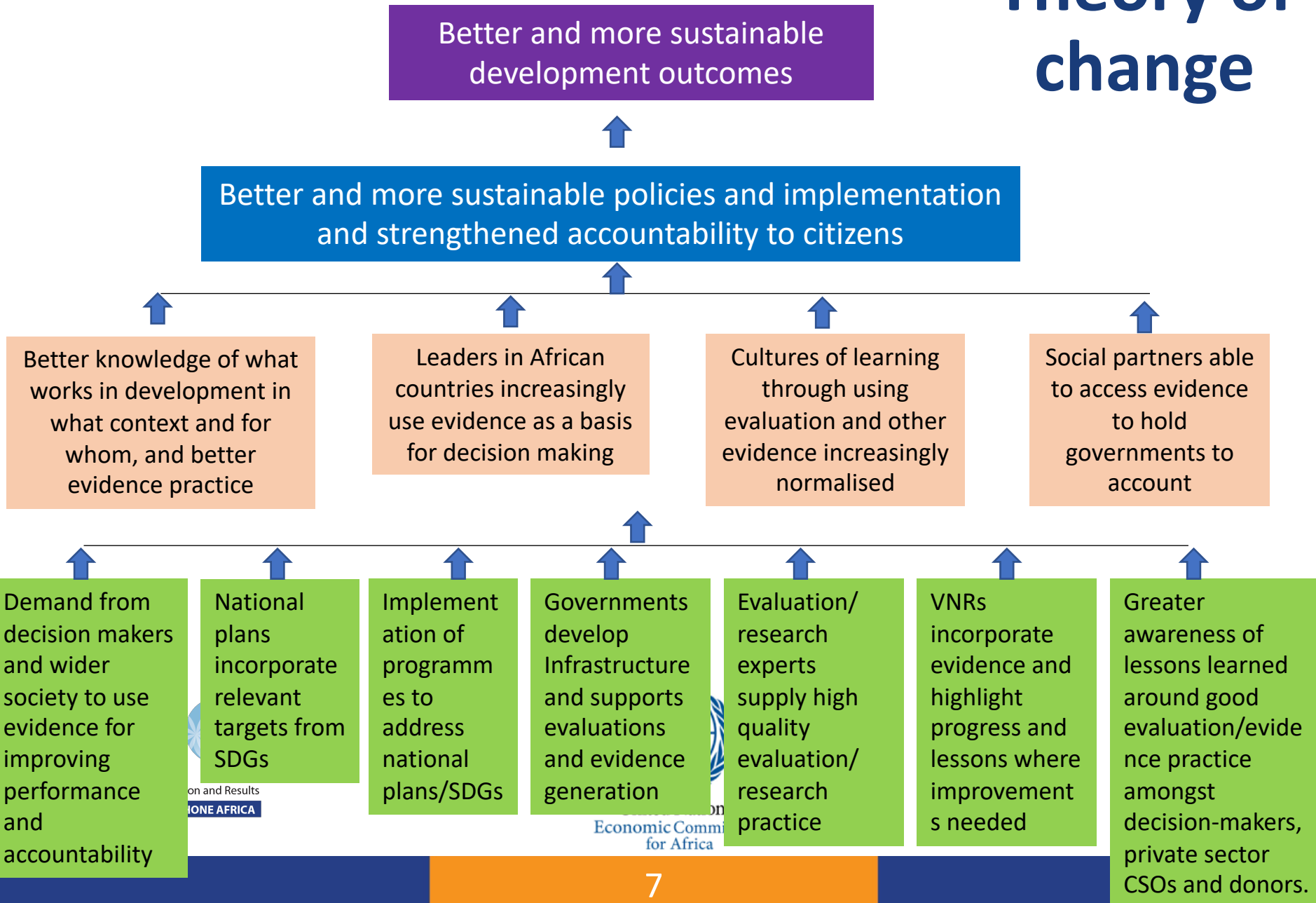
- Stage of preparation of country's VNR re theme 'Human Well-being and the SDGs – Recovering after the COVID-19 crisis':
 - the SDGs likely to be chosen for reporting in 2021 (proposed are 1-6, 8, 16 and 17 and as areas for acceleration – human health, wellbeing and capabilities, sustainable food systems and healthy nutritional patterns.
- Relationship between national development plan and the SDGs
- What monitoring the country does of the national development plan, and what of the SDG indicators
- Identified what repository of evaluations exists in the country , and what central authority is leading on evaluation
- To have read the following:
 - Guide to Using Evidence in VNRs – participants are expected to be familiar with what is in the guide when they arrive

Ideally also

- The domesticated indicators which will be used for reporting against the SDGs selected (if available)
- What is happening about a CSO report on the SDGs or plans for CSO involvement in the VNR process
- To have read the following:
 - Twende Mbele AEJ paper
 - One example of VNR from the four examples
 - EvalSDG briefing https://evalsdgs.org/wp-content/uploads/2019/05/11_briefing_paper-1.pdf

Unit 1: Grounding the course

Theory of change

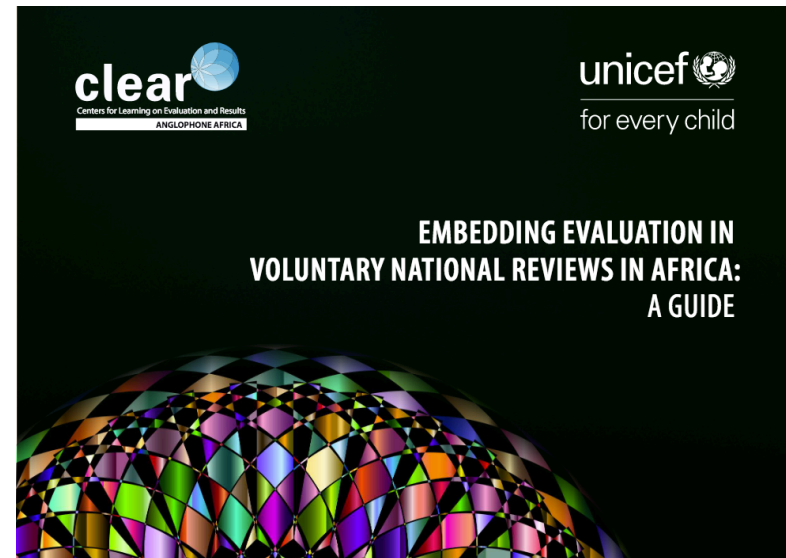


	21 July		22 July		23 July	
Learning objective	Participants grounded in the support process		Participant understand weaknesses of current VNRs and why evaluations can help		People understand how to access rapid evaluative evidence and have planned way forward	
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			12.10 Unit 5: Accessing evaluations and other evidence for the VNRs Searching for evaluations and other evidence			
13.00	Lunch		Lunch		Lunch	
14.00-15.30	Individual work - read VNRs with specific questions.		14.00-15.30	Group work - Searching for evaluations, and planning for evaluations	14.00	Country planning
					15.45	Post-test
					16.30	Closing

Where are countries at re the SDGs

The Guide on Using Evidence in VNRs

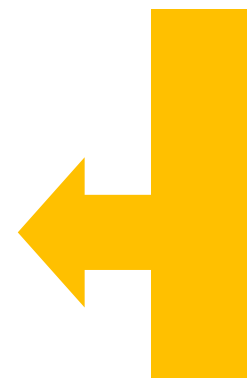
Intended for officers in African governments who are involved in developing voluntary national reviews (VNRs) of country performance against the Sustainable Development Goals (SDGs). It is also intended for agencies supporting VNR processes, such as UNICEF country offices, donors, etc.



Available in 4 languages

What the Guide covers:

1. Background
2. What is evaluation and why is it important (cover later)
3. How can evidence be embedded in the domesticated SDGs, Agenda 2063 and in reporting
 - Diagnosing
 - Planning and designing new policies and programmes
 - Implementing
 - Analysing achievements and outcomes
4. Different types of evaluation (later)
5. Other evaluative tools (later)
6. Evaluation ecosystems (later)
7. Applying this in 2019-21 VNRs



Diagnosing

- Identifying existing evaluations and research and using these results (will give you some lists)
- Synthesising results from existing research and evaluation (you heard about rapid synthesis yesterday)
- Undertaking new research and evaluation – rapid for 2019, deeper for 2020

Planning and designing new policies and programmes

- Developing theories of change for policies and programmes
- Reviewing the indicators, and the relationship between national plans, SDGs and Agenda 2063

Implementation

- Checking if suitable data is being collected, and disaggregated
- Consider implementation evaluations for 2020

Assessing achievements and outcomes

- Impact evaluations – and 3ie, JPAL can assist, as well as WACIE in Francophone West Africa
- Ensuring suitable data is available for measuring outcomes and impacts
- Note you can also do theory-based non-counterfactual impact evaluations

Indicative costs and timings of evaluations

Evaluation type	Indicative cost (US\$)	Indicative duration (to approval of report)
Diagnostic review	US\$100 000–200 000, depending on how much primary data needs to be collected US\$100 000–\$250 000, depending on complexity of evaluation	8-18 months
Implementation/process evaluation		
Outcome evaluation		
Impact evaluation	Over US\$500 000 if significant survey work needed	3-5 years
Rapid evaluation	\$40 000	2-3 months
Evaluative workshop	\$7000 plus cost of workshop and travel of participants	1 month including preparing for workshop, writing up

for Africa

Evidence synthesis

Evidence synthesis type	Indicative cost (US\$)	Indicative duration (to approval of report)
Rapid response service	\$2,200 \$6,000 \$8,500	3-day 10-day 30-day
Evidence map	\$20,000-\$40,000	3 months
Scoping review	\$20,000-\$40,000	3 months

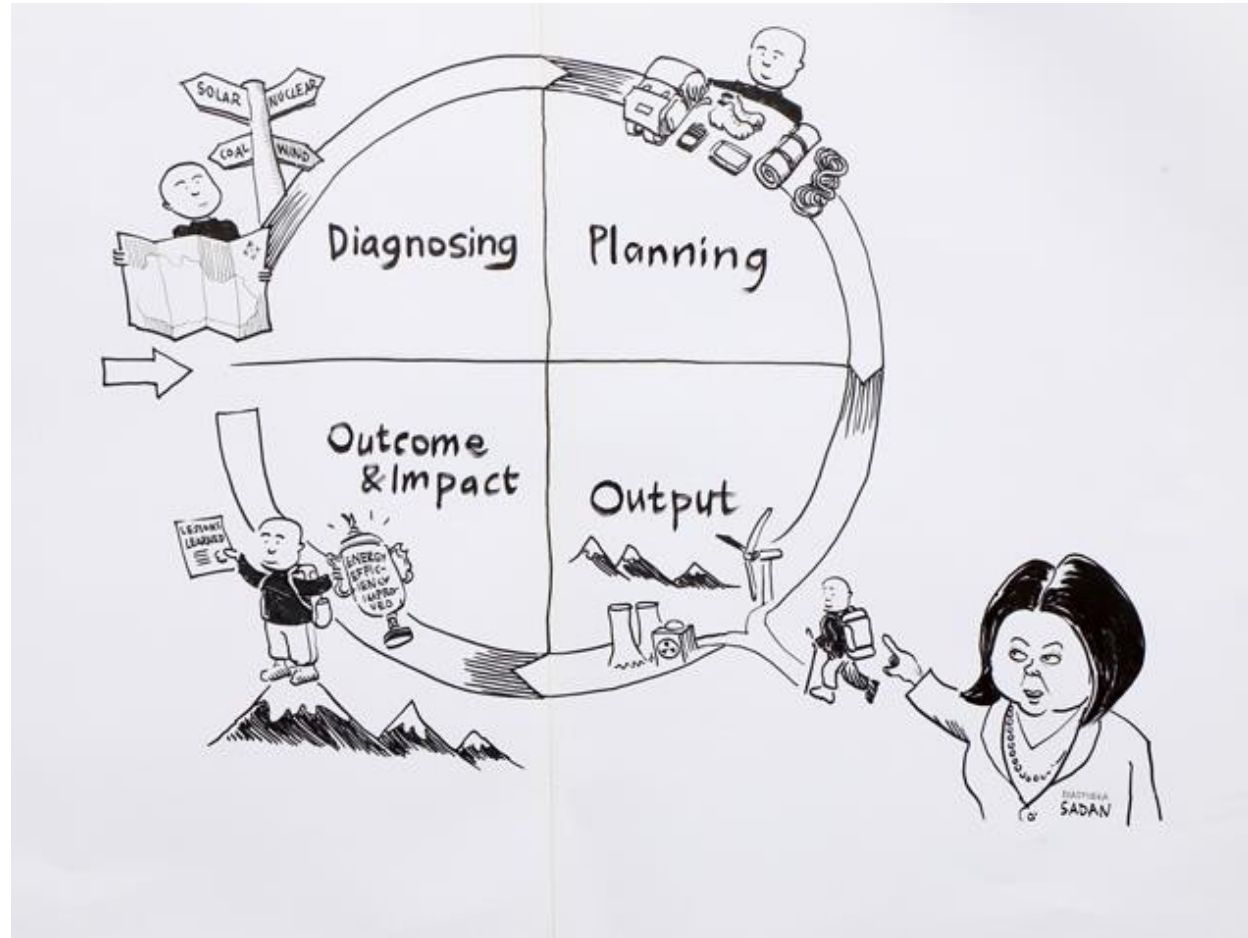
Section 5 - way forward for 2020

- This will be explored next



Unit 2: Establishing the basics – importance of evidence in VNRs

Importance of evidence for SDG reporting



Some key concepts

- **Evidence** is located in the world. It is the set of observable events or conditions that allow an argument to be built in support of certain statement.
 - **Knowledge** is located in the agents (both individuals and organizations). It is the set of information stored through experience or learning.
 - **Research (including evaluative research)**, on the other hand, is a process. A search for and generation of knowledge through intellectual activity characterized by innovation of ideas, the use of rigorous methods and the validation and critical judgment of peers
- Weyrauch 2016
- For SDGs all evidence/knowledge are important but not all evidence is equal
 - Focus on evaluation evidence and usefulness for SDG reporting

Scientific evidence vs Opinion

Science is defined by processes to reduce bias and maximise objectivity

Scientific evidence:

- Data that meet the standards of internal validity and external validity
- Key qualities: independence, objective, verifiable, defensible

Opinion:

- Statements and claims that do not meet the standards of evidence
- Key qualities: subjective, partial (selective), hard to verify

Standards for qualitative evidence

- **Contribution** - whether the study advances wider knowledge or understanding about a policy.
- **Defensibility** - whether the study provides an appropriate research strategy to address the evaluative questions posed.
- **Rigour** - how systematic and transparent is the collection, analysis and interpretation of qualitative data?
- **Credibility** - how well-founded and plausible are the arguments about the evidence generated?

Source: Spencer, L, et al, 2003, *Quality in Qualitative Evaluation*, London, Cabinet Office.

Quality of quantitative evidence

Internal Validity: Is the evidence scientifically credible?

i.e. the extent to which the design and conduct of the study/report eliminates the possibility of bias and so a ‘true’ reflection of the situation

- Is the sample size adequate to detect the ‘true’ situation?
- If comparisons are being made are the “treatment” and the “control” groups truly comparable?
- Is there evidence of bias, e.g.:
 - Selection bias?
 - Attrition bias?
 - Performance bias?
 - Reporting bias?

Quality of evidence

External (contextual) validity:

- Does the study have relevance to the wider 'real world' in which you are working?
- Is the sample in the study/report similar to the population you are dealing with?
- Are the outcomes in the study/report the same outcomes that are interest to your work?
- Are there any contextual factors mentioned in the study/report that would limit its relevance to your work?

There are different types of evidence

- Evaluation
- Published research
- Unpublished research (gov, NGOs, Dev Partners, etc.)
- Expert knowledge
- Stakeholder consultations
- Policy and programme evaluations
- Administrative data analysis
- Statistical data
- Beneficiary consultations
- Costings of policy options
- Performance expenditure reviews
- Economic and statistical modelling
- Research synthesis including systematic reviews

Note: Each SDG goal/target is most likely to be achieved by a range of policy/programmatic interventions, knowledge about performance in each will be in different sources. **Critical to triangulate**

Special note on evaluative evidence

- Evaluative evidence differs because its intervention (policy, programmes, systems, etc.) focused
- Works with a criteria
- Measures performance against agreed criteria
- Makes judgment about worth/merit of that which is evaluated
- Can provide evidence on performance (including outcomes) of specific interventions within a particular goal/target are working or not working
- Note: Tomorrow will look at this in detail

How can we use evidence?

Ways we can use evidence in SDG reporting

- **Instrumental:** Use findings and recommendations of specific evaluations to explain performance on goals/targets
- **Conceptual:** new knowledge gained from evaluation used to give richer picture, new insight on a policy area/goal
- **Process:** through process of engaging with evaluators in SDG reporting learn evaluation concepts, new information on policy area, etc. Over what time frame
- **Further influence:** lessons from evaluation during SDG reporting is used beyond the VNR report, links to changes in national policy or practice, influence gov to institutionalise eval, etc.

How do we guard against inadequate data and evidence?

- Evidence is **not complete** or perfect—need a broad range of good quality data and evidence
- **Triangulation** helps to check that data and arguments are validated across sources (eg survey and interviews) or across studies
- Evidence is often **contested**, so its important to understand the evidence and what its significance is
- Evidence may be **limited** e.g. it is context specific
- Its important to be able to **distinguish** between good and poor quality and to be able to weigh the balance of evidence
- **Build** evidence through the policy and implementation processes

The value of good evidence

- Create a **virtuous cycle** - scientific evidence is trustworthy ->> more is demanded ->> more is generated ->> country level capacity to demand and use expand/strengthen
- Increase **critical engagement** with complex social problems and solutions needed
- Less and less justification for **policymaking by intuition** or whim
- In certain contexts, good evidence can help to **depoliticise** important and difficult decisions

Be realistic - policy is not simply derived from evidence



What can we do to increase the use of research evidence in SDG reporting?

Making the case for evidence

You say your program works but why should I believe you?

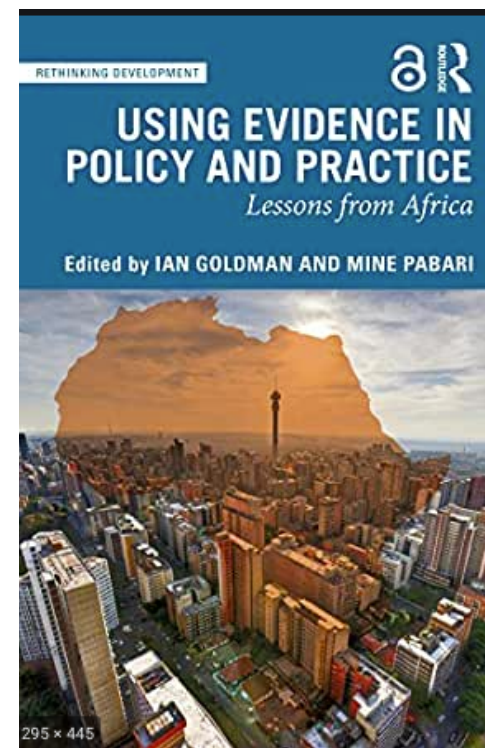


Because I have evidence.



freshspectrum.com

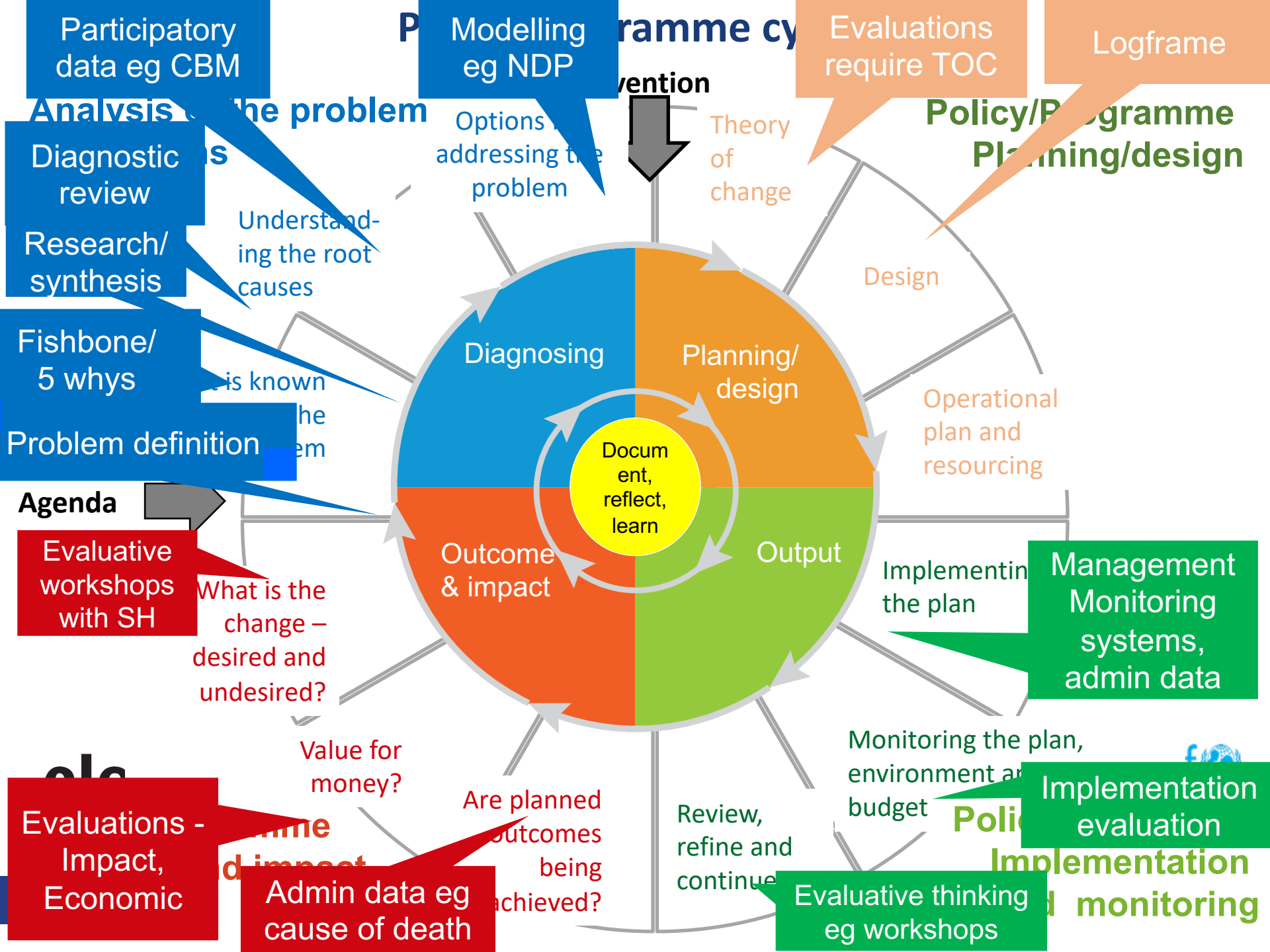
What is needed to ensure evidence use? 10 mins



www.routledge.com/9780367440077

What is the problem?

Programme being evaluated	Outcome needed from evaluation results			
	Close	Major changes needed	Minor changes needed	No changes needed
Early Childhood Development (ECD)		X		
Business Process Services Programme			X	
Grade R (reception year of schooling)		X		
Nutrition Programmes addressing under 5s		X		
Land Recapit. and Dev Prog (RECAP)		X		
Comprehensive Rural Dev Prog (CRDP)		X		
Export Marketing Investment Assistance			X	
Comprehensive Agricultural Support Programme		X		
Land Restitution Programme		X		
Government Coordination System (clusters/MinMECs/Implementation Forums)		X		
Micro Agric Financial Institution (MAFISA)		X		



Evidence contribution per policy cycle phase

page 58).

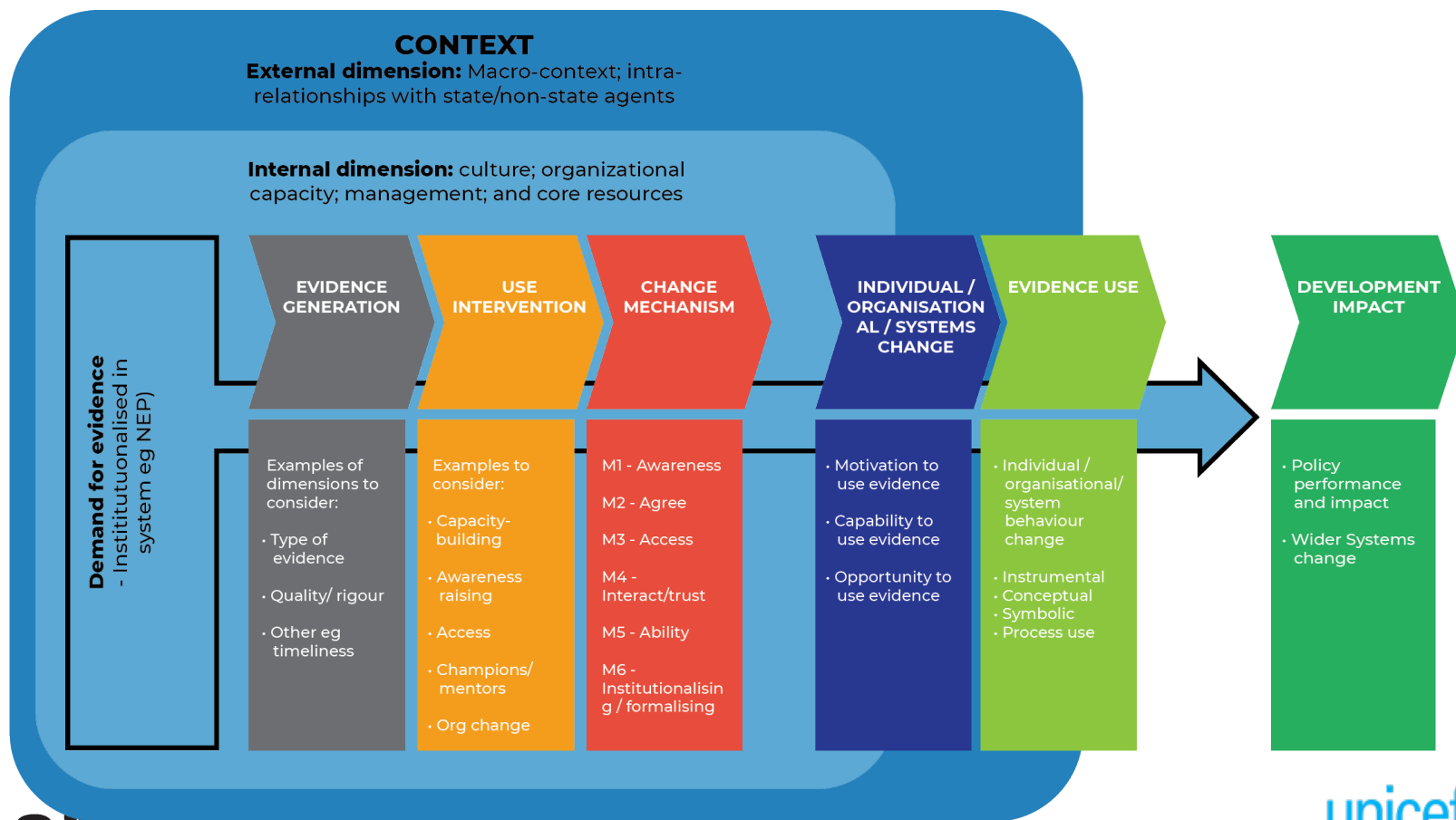
evidence

Table 1. Evidence contribution per policy cycle phase

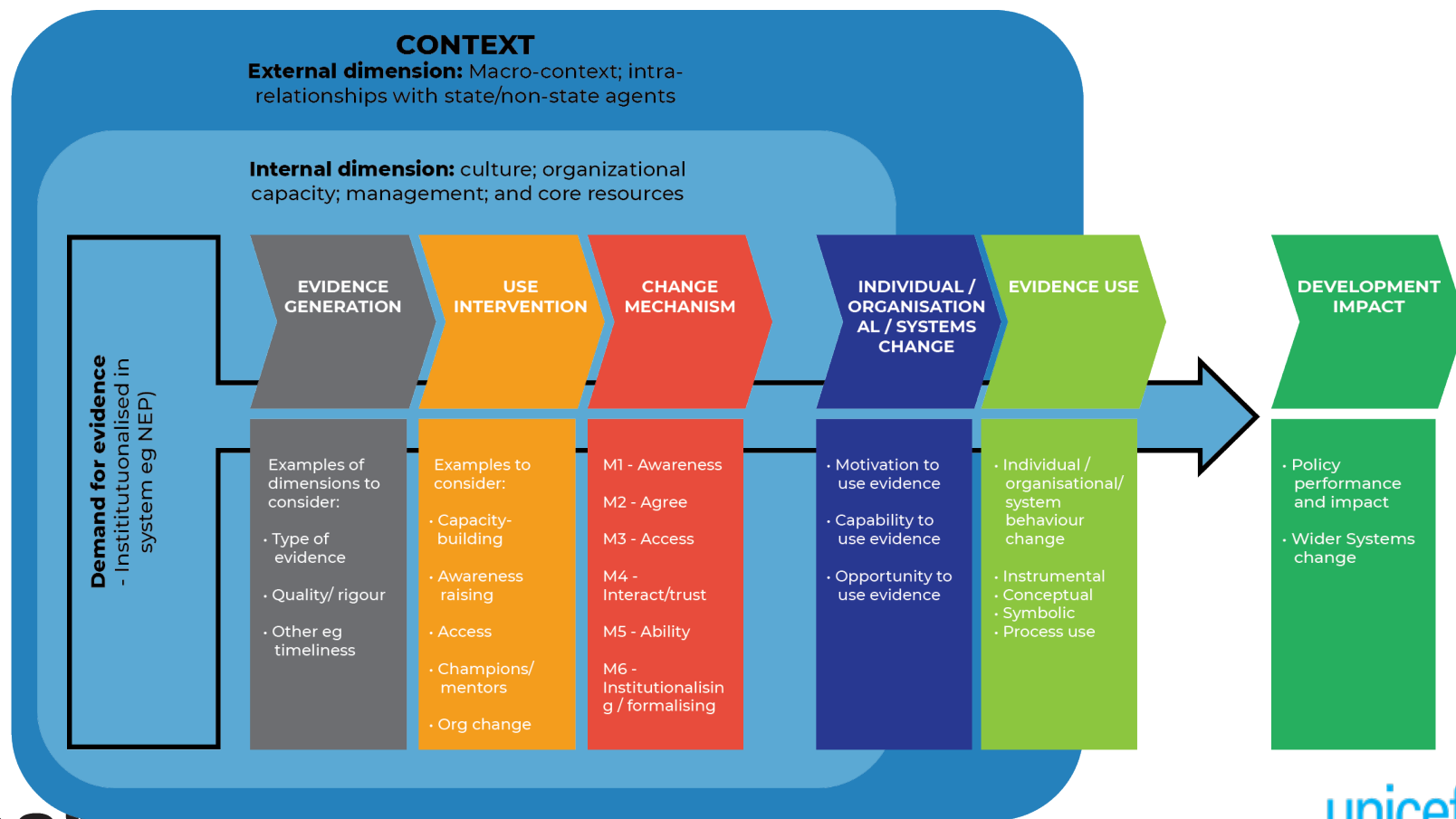
Stage	How evidence contributes
Inclusion in the agenda	Evidence helps to identify new problems or, through the accumulation of evidence, we are able to capture the magnitude of a problem so that the relevant political players are aware that they are facing an important issue.
Formulation	Once an understanding of a situation and the different courses of action are as detailed and complete as possible, policymakers may rely on evidence to make informed decisions about how to design and implement a policy (including the different aspects that define it). This includes knowledge of the instrumental links between an activity and a result as well as an intervention's expected cost and impact.
Implementation	Here attention is focused on operational evidence to improve the efficiency of initiatives. This may include analytical work as well as systematic learning with regard to technical abilities, expert knowledge and practical experience.
Monitoring and assessment	A process of comprehensive monitoring and assessment is essential to determine the efficiency of the policy implemented and to provide the basis for future decision making.

Source: Pollard and Court (2005).

Analytical framework/TOC



Analytical framework/TOC



Examples of ‘use interventions’ around the Diagnostic Review of Violence against Women and Children

Mechanism	Example of interventions to promote use arising in the cases
Awareness of the potential of evidence (M1)	Training senior managers in the public service in SA, Benin and Uganda on evidence (Goldman et al., 2019) Training and awareness raising on the potential and value of evidence (e.g. Rapid Response Services) Training of citizen groups in Ghana to analyse and utilise data to demand accountability and better sanitation services as well as in governance and accountability literacy more broadly
Agreement/ understanding/ commitment (M2)	Establishing dialogue processes to build agreement and commitment Use of evaluation steering committees to formalise partnerships
Access to evidence (M3)	Producing accessible short reports and policy briefs Workshops Knowledge repositories
Interaction and trust (M4)	Dialogue processes Knowledge brokering Workshops/ breakfast meetings Networks and communities of practice
Ability and confidence (M5)	Capacity-building (e.g. learning-by-doing, workshops, training courses) Coaching/mentoring Experiential learning Online learning
Institutionalising/ formalising (M6)	Use of management responses and improvement plans to formalise action Embedded support e.g. knowledge brokering Institutionalisation of NES Making public the analysis

Emerging lessons context is critical

Evidence use does not take place in a vacuum – context is critical..

Significance of the policy challenge/ question	Commitments made to international or regional agreements
	High levels of financial investments
	Legal requirement for legislative review
Catalysts of change	Crises
	Pressure from development partners
	Pressure from civil society
Broader political and socio-cultural environment	Timing, for example, proximity to election period
	Space for public participation and civil society engagement
	Level of interest and engagement of stakeholders
Institutional environment	Systems and processes
	Evidence champions
	Leadership
	Mandates and capacities
	Culture – Learning and accountability
	Linkages and relationships

Applying evidence use interventions to build capability and motivation

- **Passive provision** of evidence does not work
- The process needs **active facilitation** and **knowledge brokering**
- Establishing **formal structures** to manage the process and maintain ownership of stakeholders
- **Build capacity** of managers, decision makers and stakeholders
- **Package and communicate** the evidence simply and effectively
 - Ensuring evidence **relevant** to policy concerns, evidence stakeholders and wider context;
 - Going beyond simply describing a problem to providing **practical and realistic solutions**;
 - Evidence and recommendations being as **specific** as possible – the more generic, the less likely they are to be used;
 - Evidence recognising the **values** of its recipients.
 - In the case of Violence, disconnect in underlying values of researchers and public servants. Recognising this, researchers focused findings on systems and processes rather than beliefs and values – which, in turn, mitigated risks of rejection and enabled use;
 - Formats of reports being **readable and accessible**, e.g. 1/5/25 page for reports.
- Having an **evidence system** makes some of the elements automatic.

Allocation to VNRs

Nigeria	Liberia	Mozambique	Burundi	Madagascar

Introduction to the afternoon task

Please read the specific VNRs you have been allocated. Please answer the following questions which you will be asked to report on tomorrow:

- Where did you find good reference to **evidence in the VNRs**, including evaluations, disaggregated data or research (note the page numbers)
- The VNRs reported on progress against the SDG indicators and targets. Have they reported on **why targets were met or not met**? Find 3 examples.
- Have they reported on **how performance could improve**? What evidence was used to justify that?
- What examples are there of **evaluative processes and evaluations** being used in the VNR?
 - What was the evidence from the evaluations used for – to indicate an outcome (eg improvement in learning outcomes for children under X programme), to explain why policies or programmes are working or not, or to indicate how policies or programmes could be strengthened?
- How do you think using **additional evidence from evaluations** could have strengthened the VNR?
- Take lunch and be ready to rejoin at 15.30.

Embedding Evaluation in VNRs

Day 2

22 July 2020, Virtual



Notes

- Presentation from yesterday now on Moodle
- Will do another Moodle session at 15.30 today
- Meanwhile try and logon
- Videos on during discussions
- Remember to check the Guide



Programme for initial training



Participants list



Presentations for Day 1



Link to 3ie evidence portal



Link to UNICEF evaluation database



Resources for Initial course



Pre Training Test



Course Evaluation Form



Glossary

Unit 3: How evaluation and outther evidence is being used

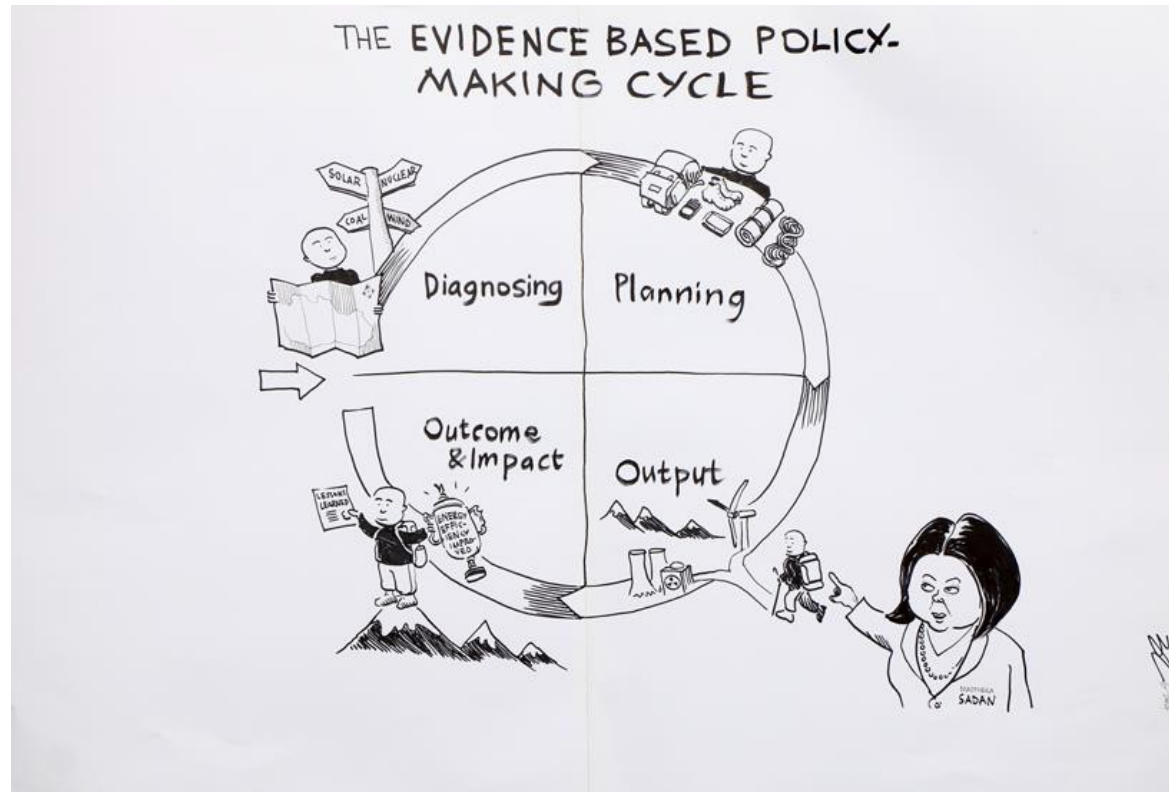
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					15.45	Post-test
					16.30	Closing
15.30-16.30	Moodle session Closing		15.30-16.00	Moodle session Closing		

Feedback on use of evidence (particularly evaluations) in VNRs

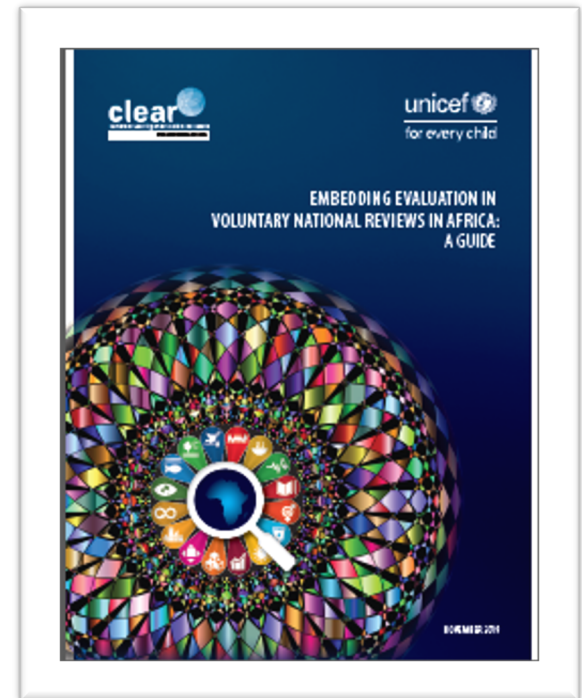
Will take each question and ask for examples:

- Where did you find good reference to **evidence in the VNRs**, including evaluations, disaggregated data or research (note the page numbers)
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Overview of evaluation



- Evaluation is **systematic assessment** of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institutional performance to **analyse the level of achievement of both expected and unexpected results and causality using appropriate criteria such as relevance, effectiveness, efficiency, impact and sustainability** to provide recommendations and lessons for decision-making. (P 17, Guide)
- An evaluation should provide **credible**, useful evidence-based information that enables the **timely** incorporation of its findings, recommendations and lessons into the decision-making processes of organizations and stakeholders. (P14 guideline)



Monitoring but evaluation



Monitoring (administrative) data; statistics etc. is necessary but not sufficient measures of progress against the SDGs



Data can show trends and performance in range of policy areas but cannot answer why; can show which SGD targets are being reached or not; where there is underperformance



Why?

In order to assess whether or not plans/policies/programmes are resulting in their intended outcomes and impacts, and the reasons for this we need to carry out **evaluations**



Evaluations involve deep analysis of issues such as causality, relevance, effectiveness, efficiency, value for money and sustainability. This knowledge can be a good basis for richer and meaningful reporting against SDGs

Without evaluation, there is no rigorous reflection on whether the right things are done in the right ways, what is or is not working and why so. Without this, there is a risk of repeating mistakes, wasting scarce funds and loosing impact on citizens.

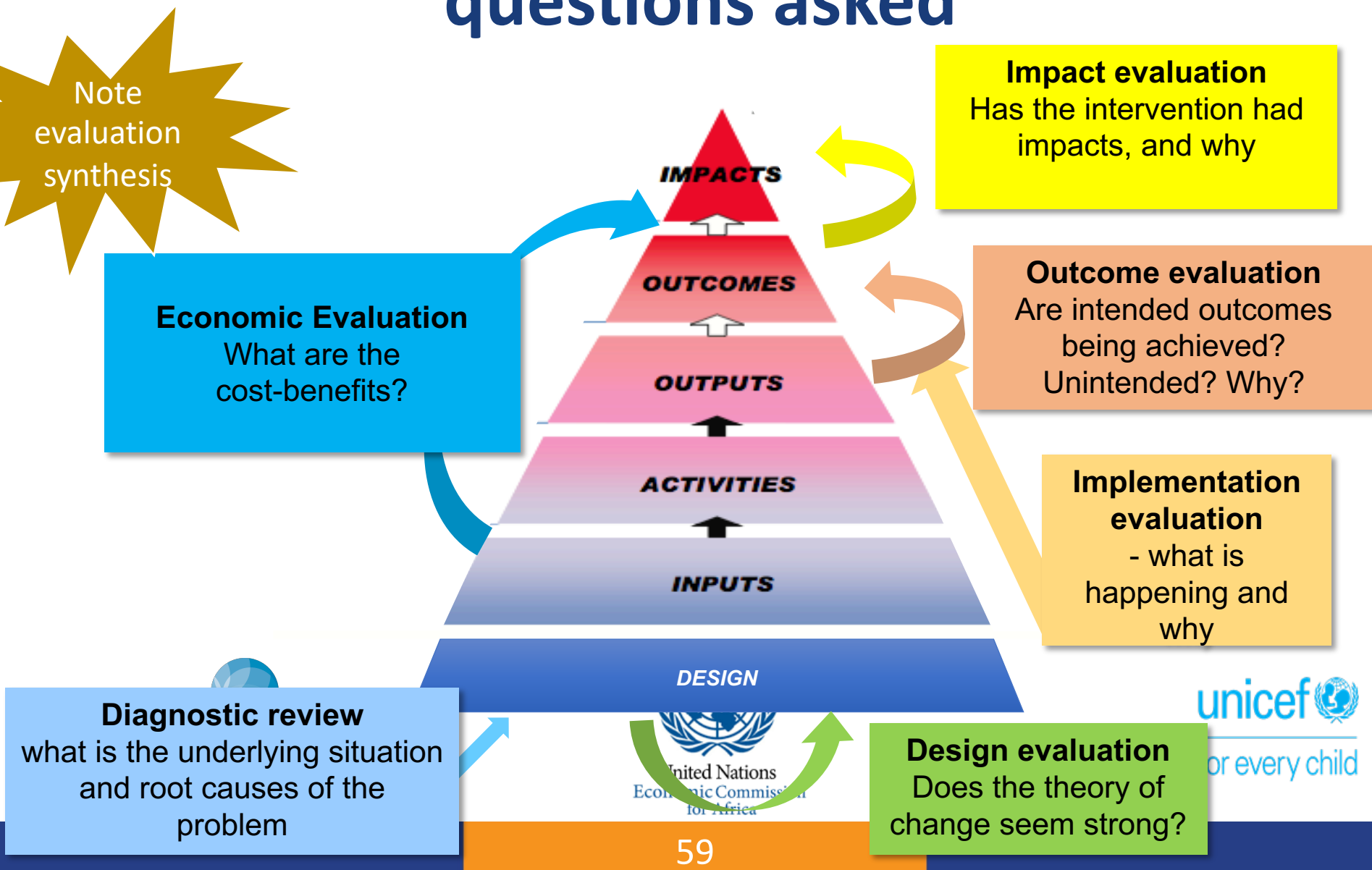
Guide, p17

Evaluative research defined by:

- **When they happen:** (Before) Ex-ante /Prospective evaluation or (after) Ex-post (or retrospective evaluation)
- Whether the **main purpose** is to make corrective measure (formative) or to judge performance (summative);
- **By the key question:** how is the intervention working (implementation evaluation), is the intervention having an impact (impact evaluation)
- **The main methodology used/design** (qualitative, quantitative, experimental, quasi-experimental, mixed method)
- **By approaches/Theory** i.e. empowerment, realist, etc.
- **Time available**, which defines the scale and degree of formality and rigour needed i.e. rapid, evaluative workshops
(P 19, guide)

Different types of evaluations p 28-33 of the guideline

Different types of evaluations by questions asked



Other evaluative processes

- **Rapid evaluations**

- rapid evaluation methods involve the testing of precise, shorter-term questions that focus on various aspects of program functioning and/or performance. They often include the use of iterative feedback loops during which data are analyzed and reviewed

- **Rapid Evaluation Methods**

- specifically in Health; use different health data to make initial assessments

- **Real Time evaluation**

- initiated as soon as a new crisis emerges or appears imminent; evaluators part of response teams

- **Evaluative workshops**

- Participatory workshops to critically assess programme/policy performance with stakeholders

Concluding thoughts

- Some evaluation will exist in the targets/indicators country is reporting against in the VNR
- Some might need to be commissioned
- Participatory evaluative exercises could be very useful where there is limited resources

Example of rapid evaluation and trade-offs



BETTER TOGETHER.

TERMS OF REFERENCE

An Assessment of the Western Cape Government's Humanitarian Response to Covid-19 – Food Relief Measures



Purpose of the Assessment

The purpose of this assessment is to assess the extent that the key drivers contributed to the Western Cape Government's food relief response and how this type of response could be upscaled in the future. The key drivers to be studied are data and technology, partnerships, and innovation.

Focus areas:

- Describing all **food relief measures** that have been deployed around Covid-19 within the WC Province since lockdown – including that of WCG and all other major players.
- Examine the **use and importance of data and technology** as a key driver for the food Relief measures including a description of what was put in place.
- Identify the role of the key **partnerships** leveraged to support the WCG food relief measures
- Identify **innovations** in how food relief was implemented.
- An examination of the **citizen response** to the food relief measures.
- Identification of **learnings and challenges**.
- Sustainability and upscaling of measures to address ongoing food insecurity, the value add of the key drivers, and the way forward.

Table 1: Outline of the project plan and deadlines for deliverables

Milestones	Proposed Deadlines	Progress
Finalisation of ToR	10 June	Completed
Exploratory interviews with the Key informants	8 to 12 June	Completed
Document review on progress reports, cabinet reports, JOC meetings	8 to 19 June	On track (ongoing)
Mini literature review and good practice in food relief (focus on distribution and partnership)	8 to 19 June	On track (ongoing)
High level Conceptual design (ToC) of food relief initiative	17 June	Completed
Final research matrix developed (revisit the matrix)	19 June	Completed
Data collection guides and Report structure developed	19 June	Completed
Data collection: NGO's, Municipalities, CoCT, WCG officials & Citizens	22 June to 7 July	Underway
Analysis of data	22 June to 10 July	Underway
Draft Report writing	13 July to 24 July	
Revisions and commentary	27 July to 31 July	
Final Report	31 July	

Example of rapid evaluation and trade-offs

- Decide DPME rapid eval or Venezuela, plus Benin examples
- To add

Other rapid methods using evaluative thinking

- Evaluative workshops (p34)
- Annual review models (p35)
- Particularly relevant for 2020 VNR

Unit 4: The role evaluations and other evidence can play

How one can use evaluations at different phases of policy cycle

Going to watch a video – questions in chat:

- **Diagnosing** the underlying problem a policy needs to respond to (or a problem underlying an SDG)
- Assessing **implementation** and feeding back into performance improvement?
- **Assessing effectiveness** of a policy or programme (that addresses an SDG)
- Feeding into **planning and budgeting** processes (which can include domesticated SDGs)

Nous allons voir un video – les questions dans le chat sont:

- **Diagnostiquer le problème** sous-jacent auquel une politique se doit de répondre
- **Évaluer la mise en œuvre** et contribuer à l'amélioration des performances
- **Évaluer l'efficacité** d'une politique ou d'un programme
- Renseigner les processus de **planification et de budgétisation**

Video on Diagnostic Review of Violence against Women and Children

How one can use evaluations at different phases of policy cycle

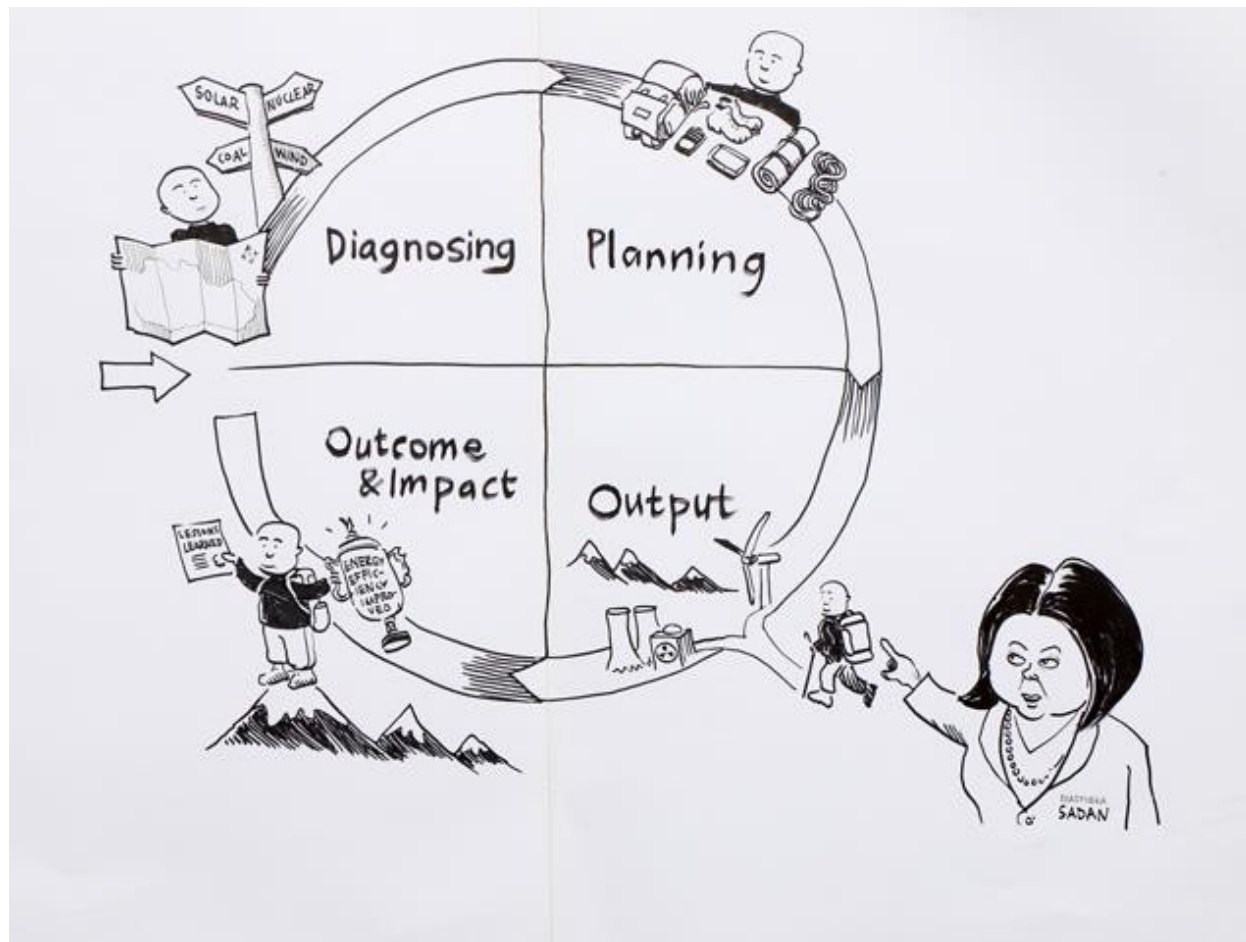
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Using Data



Some aspects of data

- Routine administrative data collected by public service
- Survey data eg census
- Data collected by private sector (eg around finances, addresses, geography)
- Social media data (interests)
- Citizen data eg social audits
- Quantitative/trends/qualitative

What is administrative data?

- Administrative data is information **collected during the process of and for the primary purpose of delivering a public service.**
- The vast majority of administrative datasets are therefore collected by public bodies, such as national and local government and certain parastatal organisations.
- Administrative data is therefore not collected primarily for research purposes and, as such, it differs in this regard from survey data (which typically is collected primarily for research purposes).
- Administrative datasets have relevance for the particular operational purpose for which they are collected e.g. payroll records for government employees
- However, despite not being the main purpose for which it is collected, administrative data holds great potential for social and economic research.

Examples of admin data collected in different sectors

Health: District Health System produces large data on health care eg prevalence of malnutrition, proportion of births attended by skilled health personnel)

Home Affairs: Causes of Death e.g. Suicide mortality rate, Marriage and Divorces, Migration by reasons for migration and tourism indicators

Basic Education: Education Management Information System, Annual National Assessments (ANA), Secondary school drop out rates by school quintile and gender; Proportion of schools with access to adequate infrastructure e.g. electricity; basic drinking water & sanitation, Learners' mathematics test scores,

Higher Education: Completion rates by type of post-school education and training, Drop out rates, Type of Qualification

Social Development : Social development data monitoring government social intervention strategies for indigent population

Challenges and limitations of routine data



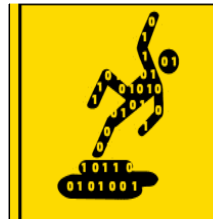
Not always up to date



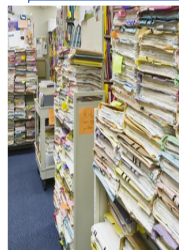
Some key variables could be missing



Can be subject to manipulation and political influence



Sometime poor quality



In some countries, paper based

Synthesising existing research

Research synthesis

- Review as much of the existing research as possible...
- **Systematic searching** electronic scientific databases & 'grey' literature
- **Critically appraise** the studies/evidence identified
- **Extract and analyse** the findings systematically
- **Summarise the findings and quality**
- **Document** how you have done it so it can be replicated

Highlighting a few types of reviews

- Scoping reviews
- Systematic reviews
- Realist reviews
- Rapid evidence assessments
- Evidence (gap) maps

DPME Evidence Map



	Institutional Right to Housing		Functional Residential Property Market				Good Governance				
	Habitat/Quality Living Conditions		Growth & Distribution of Value in the Property Market		Participation by Low/Middle Income	Poverty Reduction	Procedural Justice	Fiscal Sustainability	Town and Land Use Planning		
	Shelter/Houses	Municipal/Basic Services	Access	Affordability	Housing Assets Affordability	Integrated Settlements			Town/urban planning	Building regulation	land tenure
Regulation											
Policy & Legislation											
Plans/Projects											
Donor Funding											
Debt Financing											
Mortgage Finance											
Unsecured Lending											
Micro-Finance/Lending											
Savings (Household)											

Size of circle is no of studies

You click on the circle to see the studies

Size of circle is no of studies

You click on the circle to see the studies

Use of the Rapid Response Service in decision making

Health systems queries

- Financing, Governance
- Organization arrangements
- Implementation strategies
- HTAs

Time within - 28days



- Search strategy drawn and compared amongst team
- Search is done for the best available research evidence
- Evidence appraised, contextualized and summarized



<https://youtu.be/O9wwSUrFq1Q>

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Concluding thoughts

- Reporting on performance against SDGs requires using different sources of evidence and knowledge forms.
- Different forms of evidence need to be triangulated to build a richer picture and understanding of performance
- Collective sense making through evaluative workshops can be useful way to bring these different sources together to answer policy questions

Unit 5: Accessing evaluations and other evidence for the VNRs

Sources

We're building a new UNICEF.org.

As we swap out old for new, pages will be in transition. Thanks for your patience – please keep coming back to see the improvements.

Evaluation database

Introduction

Reports by Category

Reports by country

Reports by country

Burkina Faso

Our expertise ▾

Evidence Hub ▾

Our work ▾

Funding ▾

Welcome!

3ie provides a wealth of free knowledge resources through its online evidence hub. Learn more [about the repository](#) or [how to use it](#).

3762
impact evaluation
records

730
systematic reviews
records

22
evidence
gap maps

Search a phrase such as "Cash transfers"



Or [explore all records using filters](#)

Advanced Search ▾

Explore by Sector



Agriculture fishing and forestry



Education



Energy and extractives

[Our expertise ▼](#)[Evidence hub ▼](#)[Our work ▼](#)[Funding ▼](#)[Home](#) › [Evidence hub](#) › [Systematic review repository](#)

Systematic review repository

The systematic review repository is an essential resource for policymakers and researchers who are looking for evidence to inform social and economic interventions.

[Latest systematic reviews](#)

Campbell systematic reviews

Browse by subject area

- [Methods](#)
- [Business & Management](#)
- [Crime & Justice](#)
- [Disability](#)
- [Education](#)
- [International Development \(including Nutrition\)](#)
- [Knowledge Translation & Implementation](#)
- [Social Welfare](#)

[Learn more about Campbell systematic reviews](#)

Campbell evidence a

Coming soon – Campbell EGM synthesis product. Plain language summaries will be published on this website and full EGM reports will be available on Wiley Online Library platform.

[Learn more about Campbell EGM](#)

Campbell-partnered

Campbell has produced maps of evidence synthesis partnership with other organisations.

[See the Campbell-partnered EGM](#)

Group work – searching for evaluations

Go into the country groups. You have 90 minutes to work on the following tasks (14.00-15.30):

1. Someone must be a scribe (to type up notes and give to the facilitators).
2. Search and list evaluations you can find on the UNICEF database <https://www.unicef.org/evaldatabase/> Or the 3ie repository <https://developmentevidence.3ieimpact.org/> , or what relevant evidence maps or systematic reviews are there on the Campbell <https://www.campbellcollaboration.org/better-evidence.html> or 3ie repository.
3. Discuss what other evidence for the VNRs you could draw from for 2021 eg rapid evaluations, evaluative workshops.....
4. Meanwhile scribe prepares a report to share to cover:
 - The name of the country (ies)
 - Existing evaluations/systematic reviews/evidence maps you can draw from (3 and 4 above)
 - Evaluative work to plan for in time for 2021
5. You will feed back tomorrow on:
 - 3 evaluations you identified you can use in the VNR
 - Any rapid evaluations you identified that need to be conducted
 - Any other key actions you want to flag

There is no returning to plenary at 15.30.

Embedding Evaluation in VNRs

Day 3

23 July 2020, Virtual



FRANÇAIS	ENGLISH
Clarifying terms	Clarification de termes
Feedback from group work	Restitution des travaux de groupes
Building country evaluation maps	Élaborer une cartographie d'évaluations-pays
Evaluative work in crisis situations	Évaluations en situations de crise
Next steps and support process	Prochaines étapes et coaching
Introduction to group task on action plan to take forward their VNR, embedding evaluations in the process	Introduction aux travaux de groupes sur le plan d'action pour la réalisation des ENV en y intégrant les évaluations
Do post-test	Faire l'évaluation de fin de formation
Reminder on objectives	Rappel sur les objectifs
Checkout	Synthèse
Closing	Clôture

	21 July		22 July		23 July	
Learning objective	Participants grounded in the support process		Participant understand weaknesses of current VNRs and why evaluations can help		People understand how to access rapid evaluative evidence and have planned way forward	
9.00	Unit 1: Grounding the course Welcome/introduction Introduction to Theory of Change of course Stage of countries, domestication of SDGs 10.10-10.20 BREAK Intro to the Guide		9.00	Recap and outline of day Feedback on analysing VNRs Unit 3: How evaluation and other evidence is being used? Overview of evaluative processes 11.00-11.15 BREAK	9.00	Recap Clarifying terms Feedback on searching Building country evaluation maps - Uganda Evaluative work in crisis situations : - Synthesis - Rapid evaluations - Evaluative workshops 12.00-12.10 BREAK
10.50	Unit 2: Establishing the basics – importance of evidence in VNRs Intro to 2021 VNR Importance of evidence for VNRs 11.45-12.00 BREAK The case for evidence Intro to group task		11.15	Unit 4: The role evaluations can play Evaluation’s role in policy processes Other resources you can draw from		
			12.10	Unit 5: Accessing evaluations and other evidence for the VNRs	12.10	Unit 6: Planning for the VNR process Introduction to support process Introduction to country planning exercise for the afternoon
13.00	Lunch		Lunch			
14.00	Individual work - read VNRs with specific questions.		14.00	Group work - Searching for evaluations, and planning for evaluations	14.00	Country planning
15.30-16.30	Moodle session Closing		15.30-16.00	Moodle session Closing	15.30-16.00	Post-test Closing

An evidence and gap map of development evaluations conducted in Uganda 2000-18

White H, Lubanga T, Bless T. R, Kachero B, Otike C, Apunyo R, Kinengyere A, Saran A & Obuku E.

The Office of the Prime Minister
The Campbell Collaboration
The Africa Centre for Systematic Review & Knowledge Translation

Timothy LUBANGA

Commissioner, Monitoring & Evaluation, Office of the Prime Minister,
Government of Uganda

Training on VNR

Outline of the Presentation

- The Journey
- Why the Uganda Evidence Gap map
- The Mapping
- Aggregate Map
 - Well evidenced vs Less well evidence areas
- Authorship

THE JOURNEY: 1000 WORDS! 1000 MILES!



CONDUCTING SYSTEMATIC REVIEWS WORKSHOP

HELD 29-MAY-2017 @HOTEL AFRICANA

OPM, KAMPALA, UGANDA
EVALUATION WEEK 2017

KAMPALA, UGANDA
EGM WORKSHOP 2019



Andy Oxman, Aug 2013, Kampala, Uganda
- Facilitated inaugural training



Aug 2013 – Feb 2016

56 trained

- Botswana (3)
- Cameroon (1)
- Ethiopia (1)
- Ghana (1)
- Kenya (4)
- Rwanda (4)
- South Sudan (1)
- Tanzania (5)
- Uganda (35)

THE UGANDA EVIDENCE & GAP MAP

WHY THE UG-EGM?

Increase the ***use of evidence*** from ***existing evaluations***, by:

1. Raising awareness of the use of evidence in policy & practice
2. Initiating discussions around evaluation trends in Uganda
3. Systemic effects on evaluation transparency & quality.

To our knowledge this is the first country evidence and gap map. Uganda, has a national evaluation database, but the studies in the database were not mapped.

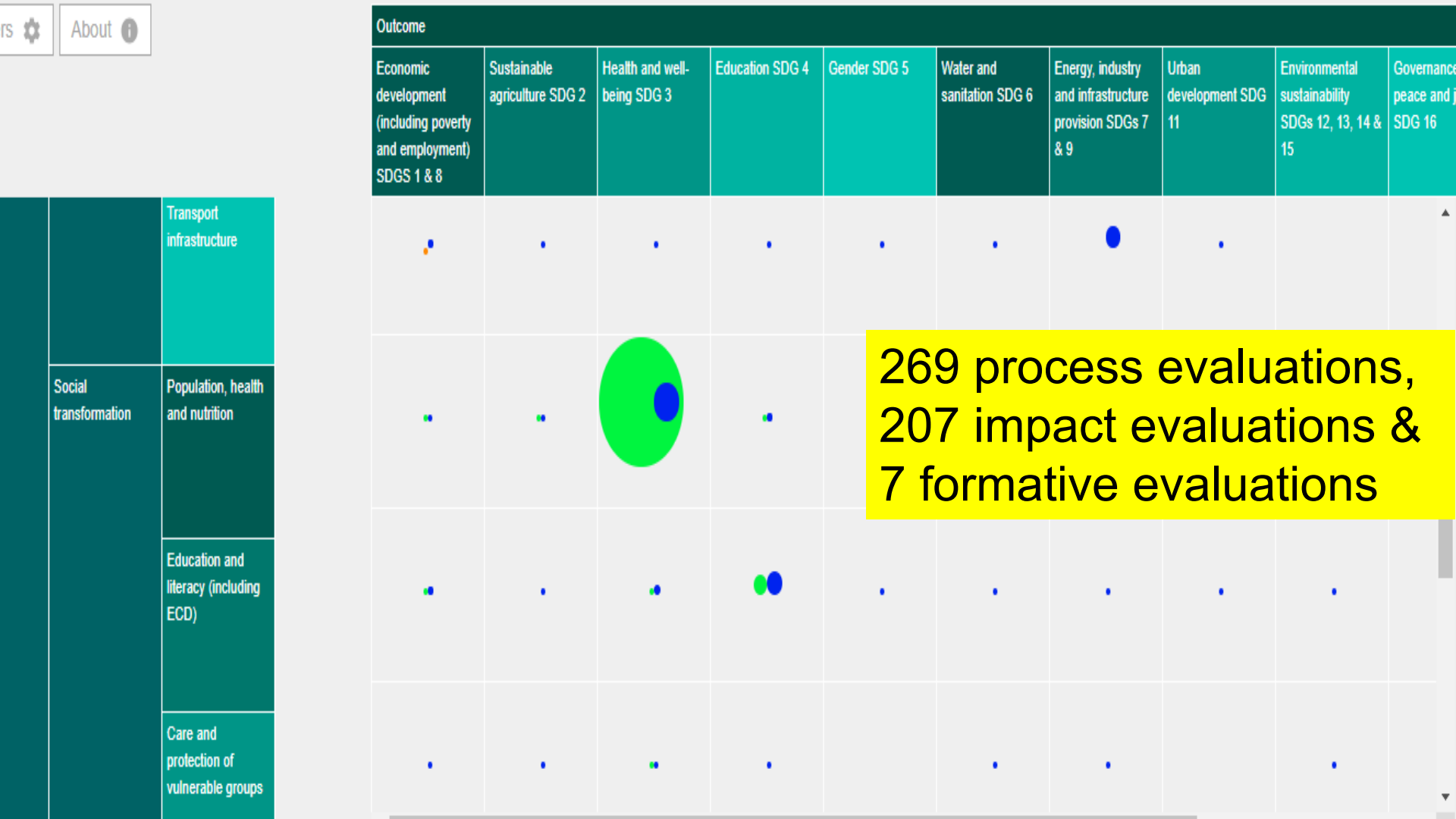
Stakeholders:

Government
Development Partners
Civil Society

The Uganda country evidence and gap map



Evidence and Gap Map of Development Evaluations in Uganda. (Includes 235 process evaluations, 203 impact evaluations and 1 formative evaluation)





X 24 References

Filter

Applying A Family-Level Economic ...
Fred M Ssewamala; Leyla Karimli; Ne...
January , 2016

Breaking barriers project : Kenya, ...
Adieri Bweibo ; Lander Ryan ; Kuber ...
May , 2010

Does International Child Sponsorsh...
Bruce Wydick ; Paul Glewwe ; Laine ...
April , 2013

Does Money Matter for Student Perf...
Martina Björkman ;
2007

Evaluation of Norwegian Developm...
Charles Abola ; Paul Omach ; Catheri...
May, 2009

Evaluation of the Education Sector ...
Matthias Jäger ;
January , 2007

Evaluation of the Irish Aid Uganda ...
Nick Chapman ; Charlotte Vaillant ; H...

Evaluation of the REPLICA project
Mark Lynd ;
April , 2007

Evaluation of the Uganda Country ...

Applying A Family-Level Economic Strengthening Intervention To Improve Education And Health-Related Outcomes Of School-Going Aids-Orphaned Children: Lessons From A Randomized Experiment In Southern Uganda

Children comprise the largest proportion of the population in sub-Saharan Africa. Of these, millions are orphaned. Orphanhood increases the likelihood of growing up in poverty, dropping out of school, and becoming infected with HIV. Therefore, programs aimed at securing a healthy developmental trajectory for these orphaned children are desperately needed. We conducted a two-arm cluster-randomized controlled trial to evaluate the effectiveness of a family-level economic strengthening intervention with regard to school attendance, school grades, and self-esteem in AIDS-orphaned adolescents aged 12–16 years from 10 public rural primary schools in southern Uganda. Children were randomly assigned to receive usual care (counseling, school uniforms, school lunch, notebooks, and textbooks), “bolstered” with mentorship from a near-peer (control condition, n = 167), or to receive bolstered usual care plus a family-level economic strengthening intervention in the form of a matched Child Savings Account (Suubi-Maka treatment arm, n = 179). The two groups did not differ at baseline, but 24 months later, children in the Suubi-Maka treatment arm reported significantly better educational outcomes, lower levels of hopelessness, and higher levels of self-concept compared to participants in the

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Aggregate map: well evidenced areas

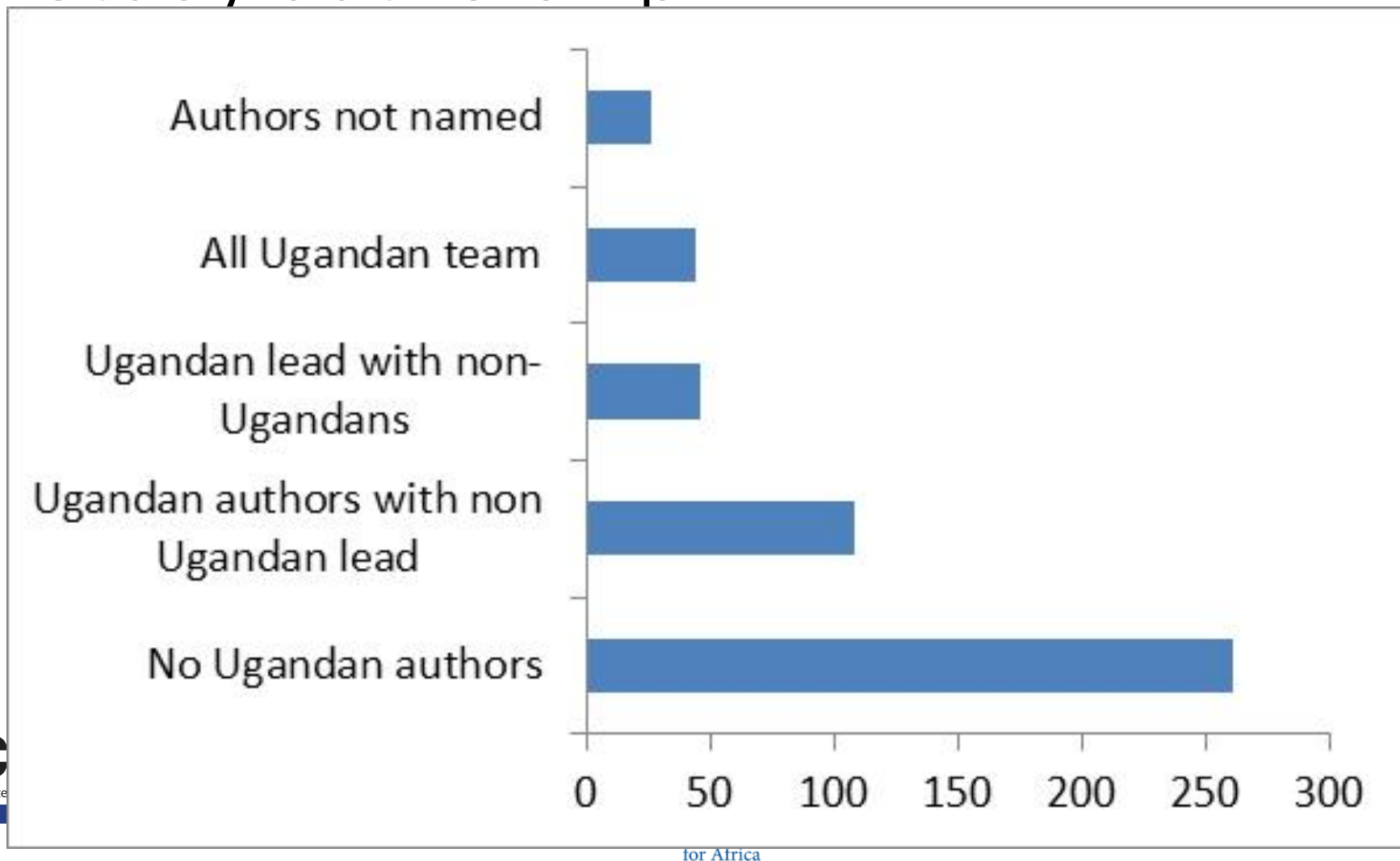
Code	Economic development SDGS 1 & 8	Sustainable agriculture SDG 2	Health and well-being SDG 3	Education SDG 4	Gender SDG 5	Water and sanitation SDG 6	Energy, industry and infrastructure SDGs 7 & 9	Urban development SDG 11	Environmental sustainability SDGs 12, 13, 14 & 15	Governance, peace and justice SDG 16	Global partnerships SDG 17	Inequality SDG 10
Macroeconomic policy	46	7	8	7	3	4	15	2	2	6	3	2
Economic development	34	21	12	7	4	11	39	7	6	8	1	2
Social transformation	16	6	110	29	15	6	3	3	31	11	2	4
Governance	11	3	11	10	5	4	3	2	3	30	1	4

SDG 1 & 8: Economic dev't & policy
SDG 3: Social transformation
SDG 7 & 9: Econ. dev't
SDG 12-15: Social transformation
SDG 16: Gov & Justice

Aggregate map: low evidence areas

Code	Economic development SDGs 1 & 8	Sustainable agriculture SDG 2	Health and well-being SDG 3	Education SDG 4	Gender SDG 5	Water and sanitation SDG 6	Energy, industry and infrastructure SDGs 7 & 9	Urban development SDG 11	Environmental sustainability SDGs 12, 13, 14 & 15	Governance, peace and justice SDG 16	Global partnerships SDG 17	Inequality SDG 10
Macroeconomic policy	46	7	8	7	3	4	15	2	2	6	3	2
Economic development	34	21	12	7	4	11	39	7	6	8	1	2
Social transformation	16	6	110	29	15	6	3	3	31	11	2	4
Governance	11	3	11	10	5	4	3	2	3	30	1	4

Study authorship



Asante Sana

End of presentation

Evaluative work in crisis situations

- Synthesising existing evaluations
- Rapid evaluations
- Evaluative workshops

Synthesising existing evaluations (p42)

Objective	The purpose of evaluation synthesis is to systematically distil and integrate data from a number of evaluations and other sources of evidence to draw more informed conclusions about a given question or to inform planning and policy-making and potentially the VNRs.
Implemented when	This is ideally implemented once an initial evidence base of evaluations has been created. This could be simply after identifying evaluations from the African Evaluation Database and 3ie databases.
Typical steps	1. Use the steps indicated for the evaluation repository to identify relevant evaluations for the particular question you have, or for the sector. 2. Obtain the reports, or at least papers on the findings. 3. Either commission a service provider or undertake a synthesis yourselves drawing out the common findings and lessons from these for your question/sector. 4. Develop recommendations from this body of evidence.
Resources needed	• Access to a set of evaluations, either from a repository or evidence map • Allocation of resources to commission someone to support the synthesis, and for your staff to be part of the process

Starting point

- A clear policy question
- An example linked to goal 1, target 1.2; indicator 1.2.2.

Question: How has the provision of fully subsidised housing by government contributed to addressing poverty and building assets for the poor?

Approach: realist synthesis

Background: Different evaluations/research suggested the SA housing policy had failed

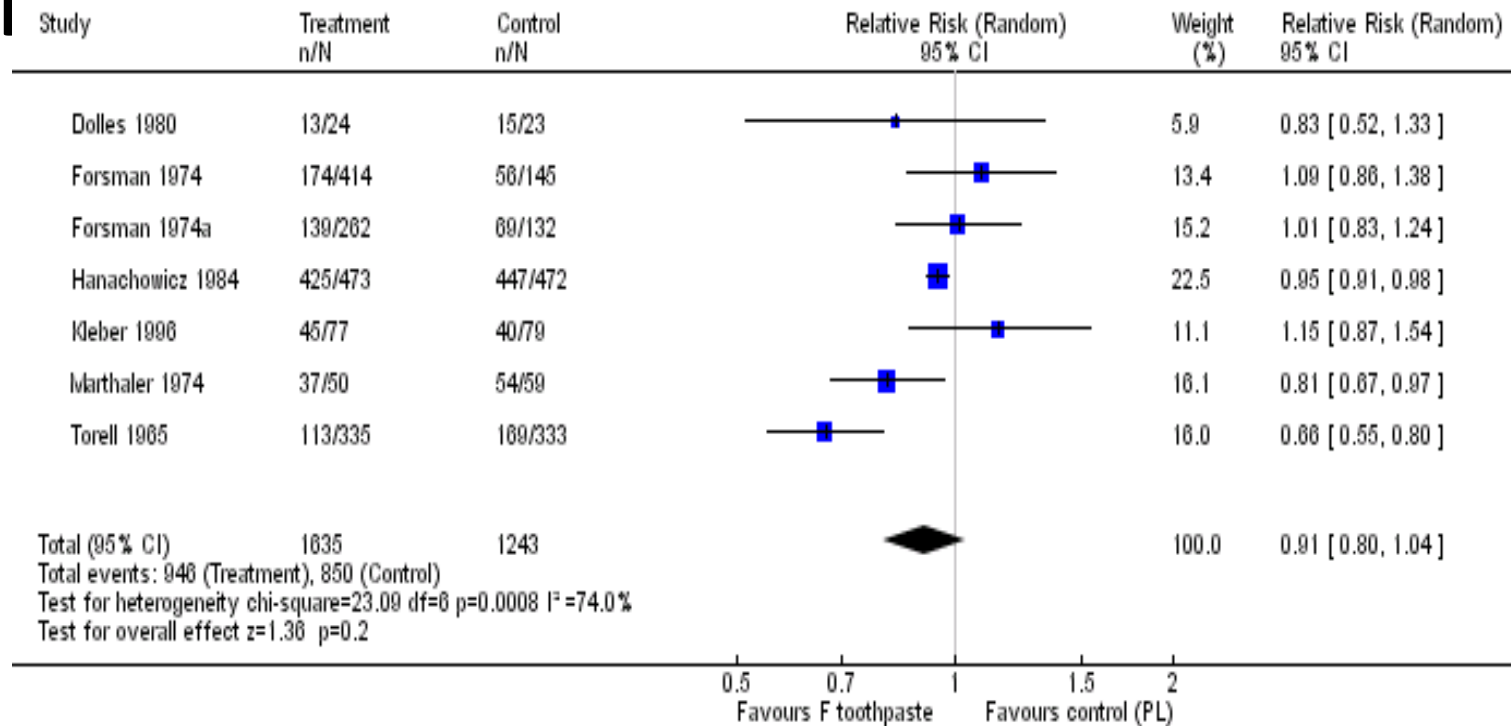
Main conclusion: Synthesis showed programme was working, parts were not working but was making significant contribution to address different dimensions of poverty, key element in asset building for the poor

Process involved

- **Defining inclusion criteria**- which evaluation to be included and which to be excluded (methods, period, location, etc.)
- **Systematic search** of evaluation (as in the case Tim presented) (academic, non-academic-websites, experts in the field, etc.)
- **Screening**-excluding what is not relevant for the policy question base don criteria
- **Extraction**-based on overall question, extract data needed to answer the eval question
- **Analysis and synthesis**-identify trends, commonalities, outliers, etc.
- **Report writing**
- **Note**-more than a literature review, systematic and transparent, involves synthesis of findings,

Review: Fluoride toothpastes for preventing dental caries in children and adolescents
 Comparison: 01 Fluoride Toothpaste versus Placebo
 Outcome: 05 Developing one or more new caries (8 trials)

Synthesis vs meta analysis



- A **meta-analysis** is “a statistical procedure that integrates the results of several independent studies considered to be combinable.” Egger et al, BMJ 1997

- Combines results of studies addressing the same question.

Table 5: Forms of evaluation synthesis, their nature and time to complete

TYPE OF SYNTHESIS	NATURE	TIME REQUIRED TO COMPLETE
Traditional literature review (sometimes called narrative review) ⁵²	Narrative, selective review (not systematic); collates relevant studies and draws conclusions from them. Does not use a systematic method to identify studies. Often also does not have a systematic method for synthesizing or prioritizing studies and dealing with conflicting findings.	1 week to 2 months
Quick scoping review	Quick overview of research undertaken on a (constrained) topic. This could be systematic, but because it is quick, it is unlikely to be comprehensive or detailed.	1–2 weeks to 2 months
Rapid evidence assessment	Systematic search but a quick overview of existing research on a topic. Synthesis of evidence provided by these studies to answer the rapid evidence assessment question.	2–6 months (quicker than systematic review)
Full systematic review	A broad review of existing research on a topic and synthesis of the evidence provided by these studies to answer the review question.	8–12 months minimum
Multi-arm systematic review	Full map and synthesis of different types of evidence to answer the review question.	12 months minimum
Review of reviews	Same as any of the above methods but only includes reviews of other reviews.	Often quicker than other types of full systematic review

Source: DPME, 'Guideline on Implementation Evaluation', No. 2.2.15.

Example of human settlements evaluations

- Programme evaluation:
 - Urban Settlements Development Grant
 - Social Housing
 - Integrated Residential Development Programme
- Policy evaluation: Achievement of Assets
- Evidence map

->> Synthesis

cl (also Smallholder Agriculture)

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Conclusion

- Synthesising existing evaluation can help answering policy level questions;
- This is foundational to be able to answer questions on contribution of specific strategies/policies to performance on certain SDG indicators
- Synthesis can be cheaper than commissioning new evaluation
- Can bring different evaluations, allows policy makers to see contradictions and conflict in existing evidence



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Rapid evaluations (p33)

Guide d'évaluation

Comment entreprendre des évaluations rapides

Cibles	Ministères et structures gouvernementales en charge des évaluations (personnel de programme/projet et responsables S&E) Évaluateurs de programmes et politiques publiques Fonctionnaire
Objectif	L'objectif du réalisation d'é
Référence	Ce guide doit d'Évaluation (ainsi que les BEPPAAG ¹).
Contact	

Partie A : Introduction à l'év

1 Introduction

Les évaluations sont importantes po
elle peut être renforcée. Dans le cadr

[Dashboard](#)[My courses](#)[VNR2020](#)[September training in rapid evaluation](#)[Resources](#)

Resources



- [W Evaluation Rapide - Guide VF 08062020.docx](#)
- [W TOR for Covid-19 Supply Chain measures_Final_04June2020.docx](#)
- [W TOR for Covid-19 WCG Humanitarian Measures FINAL.docx](#)
- [W W Cape Rapid Eval Guideline 20.05.12 accepted no comments.docx](#)

What do we mean by rapid

- Often think only of the time to do the evaluation – typically 6-12 weeks to production of report
- How can we do it in 8 weeks and also do it better?
- What do we need to do in processes around this?
 - How can we reduce the time on processes before (eg involving stakeholders, building ownership) and after (eg validation with stakeholders, communication, improvement plan)
- How can we do with a predominantly internal team?
 - Is there a possibility of a facilitated evaluation where the evaluator facilitates an internal team - lower cost, higher capacity building?

Some features

- **Intensity** – focused evaluation executed within a short period of time – 1-4 months
- **Teamwork** – typically 2-4 people, often including internal staff members
- **Appropriate skills** – evaluation and policy/programme expertise
- **Smaller budgets**
- **Evaluation design flexibility** - trade-off research rigour and speed
- **Mixed evaluation research methods** – with strong use of existing qualitative and quantitative data and reports, document rather than literature review, focused key informants, fewer data points
- **Planning** – tightly planned to deliver within short period
- **Evaluation management** – less bureaucratic but more collaborative – can be outsourced/internal or facilitated with team of evaluator/M&E and programme staff
- **Focus** – diagnostic, implementation, outcome rather than impact.

Deciding when to use rapid evaluations

- Where **contexts change** (e.g. COVID-19) and ongoing feedback of findings ensures relevance and usefulness of the findings;
- Supporting **learning** and improvement as innovations/pilots are tested out in real world settings;
- Providing **timely information** about potential for scale up/roll out across the wider system;
- For practical considerations e.g. funders may not be able to commit **resources** for longer assessments.

Advantages of REs

Advantages of rapid evaluation

Can be more timely, especially for emerging priorities which could not be planned for

Easier to undertake rapid evaluations with internal people as time commitment is less
If conducted internally no supply chain process which speeds up the process, or limited if 'facilitated' option chosen.

Lower cost as they are quicker, but also if they use internal people

Possibly more flexibility to use innovative methods, as less constrained by generalisability

Disadvantages of RE

Disadvantages

Less time on process with stakeholders can reduce ownership, as well as reduce feedback which can affect quality

Less time on data collection, reducing robustness and ability to draw inferences on wider application – so generally less suitable for more than small or electronic surveys

If undertaken internally:

- Needs internal people to allocate dedicated time
- Needs sufficient evaluation/research capacity internally
- If undertaken internally can be less objective, or more easily dismissed by senior management
- Quality can also be compromised if internal capacity (for analysis, report-writing, etc.) is weak.

Can feel rushed, and stakeholders feel they have not been consulted

Can be less time for learning, as methods and tools have to be applied quickly and correctly. Little time to learn new approaches.

Can be reduction in quality, as fewer quality control measures, analysis may have to be happening during data collection etc.

Situations favouring more robust (longer) evaluations

Situation favours

Where you need to be very sure that the picture is correct:

- Where the programme or policy is very large and you need a very clear picture of benefits and how it is working;
- Where the implications of the policy/ programme is critical and will affect peoples lives and communities at large;
- Where much is at stake, or there is a lot of contention about the programme or policy so it is key that the result can't be challenged.

Where you can anticipate and plan for the decision points by scheduling the evaluation well in time

Situations favouring more rapid evaluations

Situation favours

Where realtime feedback is needed

Where you have to get the results in 2-3 months

Where the primary purpose is formative to feed-in to ongoing policy and planning processes

For organizational learning and problem solving

Where the evaluation budget is very limited

Where focusing on narrower topics and/or specific geographical areas

RE Training

- 3 day course (remote in W Cape, face-to-face in Benin) based on the guideline during which people develop the evaluation plan for evaluations with the team who will implement it:
- Covers:
 - Background to RE and when to select it
 - Developing the purpose and evaluative questions
 - Developing the research design and methodology
 - Developing governance arrangements
 - Developing the implementation plan



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Evaluative workshops (p34)

4.2.2 Evaluative workshop

Key question	This is likely to be a process for evaluative thinking around implementation, a diagnostic review preceding planning, or to assess outcomes in a participatory process.
Examples of workshop purpose	This will depend on which of the above types of evaluation is being used. An example of a real workshop purpose is: • By the end of the workshop, the performance of the National Youth Policy to date since its inception in May 2015 has been assessed and necessary steps to strengthen it have been identified.
Typical evaluative questions	• This can follow the types mentioned in 4.1.1–4.1.5. Questions could be: • What is the core problem and what are the root causes (develop a problem tree)? • What is the theory of change for X and to what extent is it working? • How has X performed against targets at the outcome and output levels and who has benefited/not? • What are the lessons from X? • What recommendations are there for strengthening X going forward? • How can the institutionalization of X be strengthened?
Key evaluation criteria	Relevance, effectiveness, efficiency, impact, sustainability

Evaluative workshops

Key question	This is likely to be a process for evaluative thinking around implementation, a diagnostic review preceding planning, or it could be used to assess outcomes in a participatory process.
Examples of workshop purpose	Will depend on which of the above types of evaluation. An example of a real workshop purpose is: • By the end of the workshop we have assessed performance of the National Youth Policy to date since its inception in May 2015 and identified what needs to be done to strengthen it.

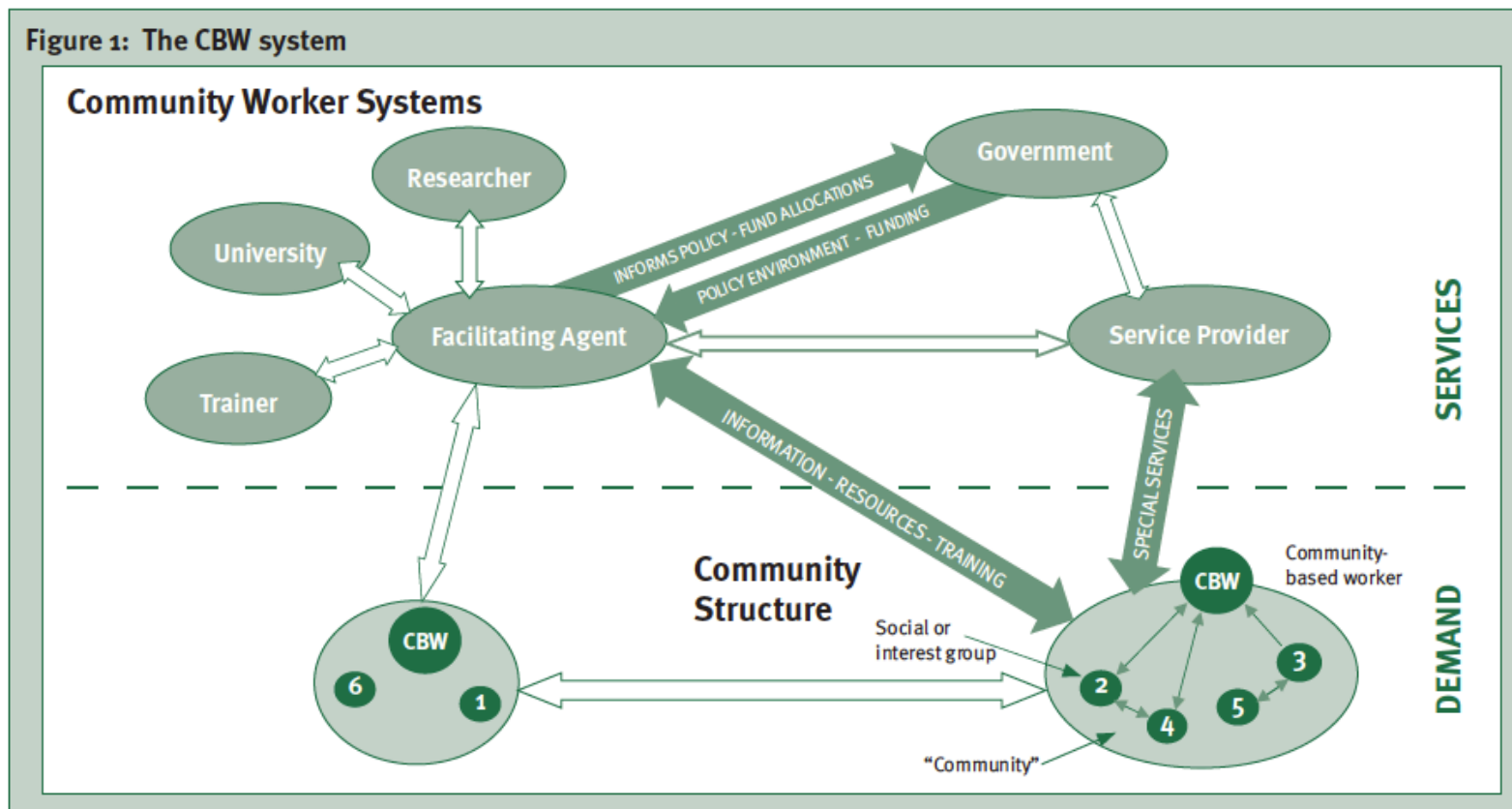
Typical evaluative questions

- Can follow the types of evaluation. Questions could be:
- What is the core problem and root causes (develop a problem tree)?
- What is the theory of change for X, and to what extent is it working?
- How X has performed against targets at outcome and output level, and who has benefited/not?
- What are the lessons from X?
- What recommendations are there for strengthening X going forward?

cl • How to strengthen institutionalisation of X

Implemented when	Can be prior to designing an intervention, or when a particular crisis or problem emerges that requires a rapid response, where a very rapid response is needed
Method	Key method - participatory workshop. The key is careful development of process for the event, the quality of facilitation, careful selection of participants to give a 360 degree view of the issues to be addressed, quality of preparation.
Typical tools	• Group work • Exercises like problem tree, theory of change, participatory learning for action tools • Mixed groups of stakeholders • Potential for preparation prior to bring material to review

- Need carefully selected group of stakeholders who know the issue from 360 degrees



Key issues to consider

- Essential to bring people from field level, to policy level, who understand the unit of analysis. This should include external stakeholders such as different client groups, good field staff, good mid-level managers
- Preparation by a good facilitator typically takes the same time as the length of the workshop. Do you want them also to write up a report?
- Establish a facilitation team between the facilitator and some key staff from the agency to support the process
- What level of authorisation is needed to give urgency and meaning to the event (eg opening by Director General)

Unit 6: Planning for VNRs

Next steps

+

Session	August	Sept	Oct	Nov	December	End Jan 21	Feb
Nature	1 online session Country support	1 online session	Country support	1 online session	Country support	1 online session	Support
Learning objective	Countries have incorporated evaluations into their VNR planning	Countries understand how they can use VNR to build evaluation systems		Participants familiar with how to design rapid evaluations for the VNR /problem solving		Undertaking evaluative workshops	
Specific content covers	1 Synthesising existing evaluations 2 Problem solving	1 Rapid evaluations 2 Problem solving	1 Undertaking evaluative workshops 2 Update/ problem solving on VNR process			1 Building country-led evaluation systems 2 Update/ problem solving on VNR process	
Country support	Feedback on action plans and VNR implementation plans		Identify issues for November live session			Identify issues for Jan live session	Identify issues for March live session

	December	End Jan 21	Feb	March	April	May	Jun	Early July
	Country support	1 online session	Support	1 online session	Support	1 online session		
nts with pid ns NR		Undertaking evaluative workshops		Update/ problem solving on VNR process including key messages	Support on key messages	Reflected on lessons and how to improve		
		1 Building country-led evaluation systems 2 Update/ problem solving on VNR process				Rfelection on lessons		
		Identify issues for Jan live session	Identify issues for March live session					

What support will cover:

- You have the Guides
- Discussion Forum on topics – where share questions and answers with everyone
- Online support from Ian/Matodzi/Emmanuel (request in Forum), plus support from WCARO and ESARO
- Responding to questions with answers/resources
- Follow up remote sessions with set of countries on a theme (eg rapid evaluation) - 4 training sessions focusing on topics you want more depth
- Follow up remote sessions with individual countries
- Materials and resources on the Moodle site



Centers for Learning on Evaluation and Results
ANGLOPHONE AFRICA


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for every child

Some ways forward (to update)

- Keep the peer learning going – the Africa regional workshops, exchanges with countries
- Join the networks – the national Evaluation Associations, AFREA, Africa Evidence Network, APNODE....
- Consider piloting evaluative workshops or rapid evaluations, and use this to develop how you want country evaluation systems to work, or some rapid synthesis.
- Contact UNICEF if you are considering country-led evaluations (rapid or full) – contact aocampo@unicef.org
- Build bridges between M&E units, National Statistical Offices and sections responsible for SDGs – often a divide
- Consider training for researchers/gov in evidence synthesis eg from Makerere and contracting support, eg from local universities – contact mijumbi@yahoo.com

Countries develop way forward

Group task in country groups

Objective

Countries have developed ways forward to see how to use evidence more effectively to strengthen their VNRs for 2021 and their country programmes

Taking your VNR forward

Timescale for producing VNRs

- Do you know your national VNR contacts?
- National consultation process
- Drafting of the VNR
- Main messages for VNRs to be submitted by ? April 2021 (700 words)
- Translation if needed
- Final reviews submitted to UN by June 2021 (a month before the High Level Political Forum)

Timeline for 2020 Voluntary National Reviews



What will you have to do when you go back?

Some ideas

- Build **interest and ownership** from others key to the VNR who have not been here – at political and technical level. How will you do this? Meetings, workshops.....
- **Read** the Guide – we didn't have time to cover some of the concepts in the Guide
- **Share** the Guide with others
- Look through the **Nigeria VNR** (you don't have to read all the text) for how they linked it with their NDP, looked at existing situation, used evaluations to explain the situation, looked at barriers, and looked at what needed to be done differently. It is not perfect at all (e.g. big data gaps), but it has taken an evaluative approach
- Discuss **focus** of the VNR, which **SDG indicators** will be focused on, how you will link your review to your **NDP** etc
- **Plan** the VNR process, including evaluative work
- **Implement** with stakeholders
- Note this year you have longer after the training, but you have the constraints of the pandemic which makes data collection difficult
- How can UNICEF, UNECA and CLEAR-AA assist you?

What have we heard we could implement **by April 2021** to use in VNR

Building ownership and motivation	Collecting evidence for the VNR

Ideas from last training

Building ownership and motivation	Collecting evidence for the VNR
Awareness raising of stakeholders eg Orientation workshop, share Guide	Domestication and prioritisation of SDGs
Establish or check on coordination mechanism for the VNR	Mapping existing evaluations and reviews
Identify political and technical champions you have to work with	Undertake rapid evaluations
Establish Task force for promoting evidence in VNR	Undertake evaluative workshops
Prepare roadmap together	

Group work in countries

- Agree someone to type up what is developed and to submit by Friday.
- Develop an action plan of how you will take this forward (action, who, when) including who you need to convince, how you will do this, and the funding/technical assistance you may need for this
- Please also discuss what further training would be of most value (eg rapid evaluation etc)
- Plans are submitted on the country Forum to whoever is working with you - Ian/Matodzi/Emmanuel for feedback

Action plan

Matrix for country action plan for VNR 2021



Action plan produced by (name and organisation)			
Name	1.	2.	3.
Organisation			

What you will focus on in terms of *Sustainable and resilient recovery from the COVID-19 pandemic: Building an inclusive and effective path for the achievement of the 2030 Agenda in the context of the decade of action:*

Evidence you can draw from (especially evaluative evidence) – if useful annex existing evaluations

-

New evaluative evidence generation needed

-

Action plan to support development of the country VNR for 2019 (including mobilising political and technical support for the above)

Action	By whom	When	Support needed	Needed from UNICEF	Support from CLEAR, others

Action plan to support development of the country VNR for 2021 (including mobilising political and technical support for the above)

Action	By whom	When	Support needed	Support from UNICEF	Support from others
Approach Min of Education to see resources that could be mobilised for some rapid synthesis	XX	XXX	Presentation on rapid synthesis	Fund Rhona Mijumbi to come	XXXXX

Priorities for further training:

Some suggestions in Guide p 50-53

Table 7: Possible sequence of activities for 2020 VNR, drawing on evaluative evidence

ACTIVITY	2019						2020						
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Stakeholders meet to agree on priority areas for reporting and develop an action plan (Including a schedule like this)													
Commission evidence maps on these areas, including searching for existing evaluations													
Decide on where rapid evaluative activities should be undertaken in gaps													
Commission rapid evaluations													
Commission syntheses drawing from reports identified in the evidence map													
Workshop with stakeholders emerging findings and the implications of these													
Develop a draft outline report and draw out the key areas of action needed													
Workshop with stakeholders													
Revise report													
Get sign off on report													
High-Level Political Forum													

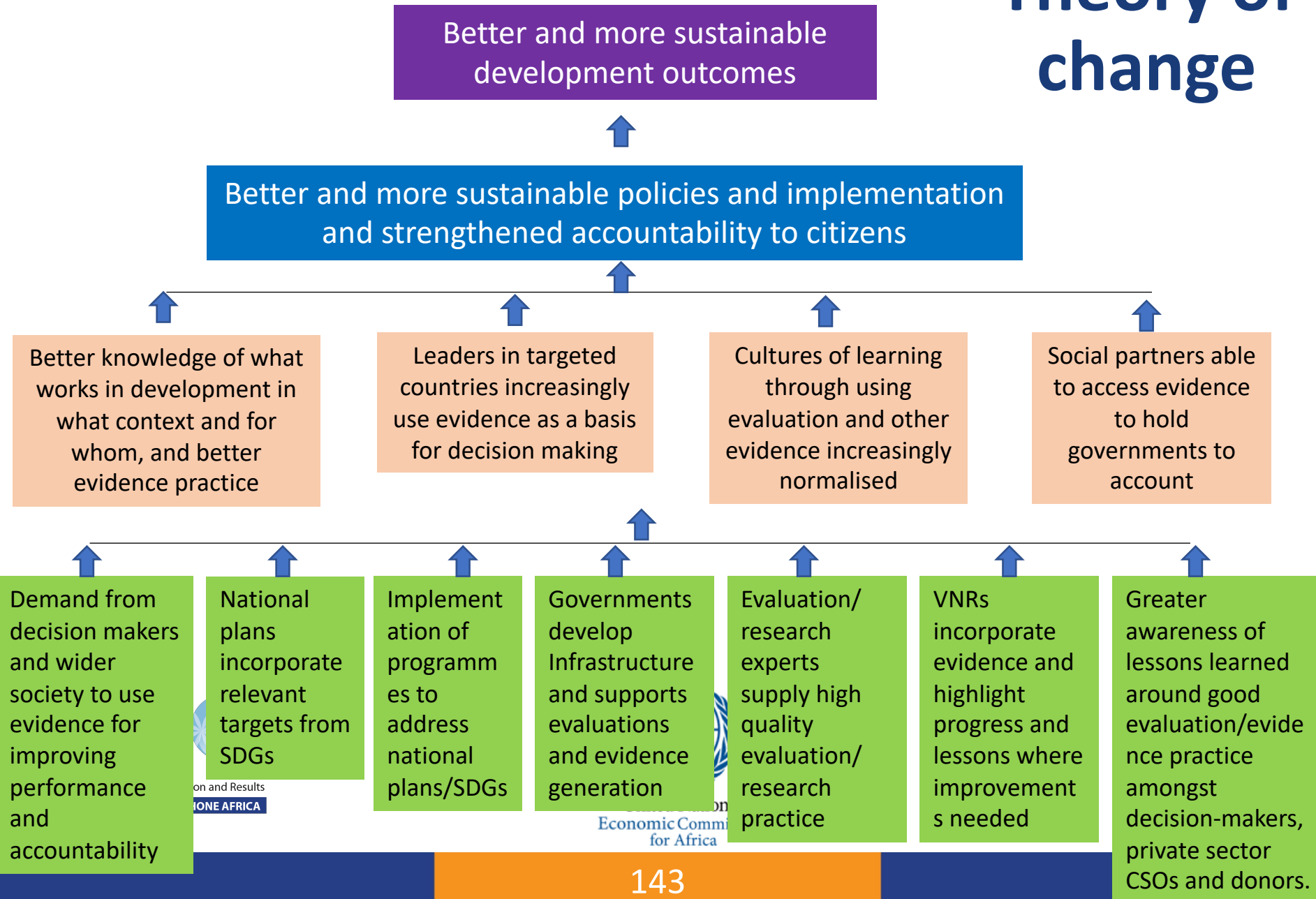
Objectives of the module

Learning outcome

By the end of the training and support participants from African countries:

1. Realise the importance of VNRs in a broad frame of the 2030 agenda which talks of country-led evaluations with a follow-up and review processes and 2063 agenda (has a M&E framework)
2. Understand the importance of evidence-based Voluntary National Reviews (VNRs) that include evidence from evaluations including country-led evaluations as well as disaggregated data.
3. Understand the relevance of scaling up evidence from evaluations, to inform child and youth oriented national policies, as a means to accelerate progress towards the SDGs.
4. Have been supported to actually produce their VNR using evaluation evidence appropriately

Theory of change



Thank you/Siyabonga/ Asante sana/Merci beaucoup

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