

Embedding Evaluation in VNRs

Training in Evaluative Workshops

28 October 2020, Virtual



Introductions

- Please have the Programme and Evaluative Workshop Guideline open to refer to
- Participant introductions: write in chat your name, country, what you are interested in about evaluative workshops, and your favourite food (explaining it if a non-English name) e.g.

To: Everyone

 File

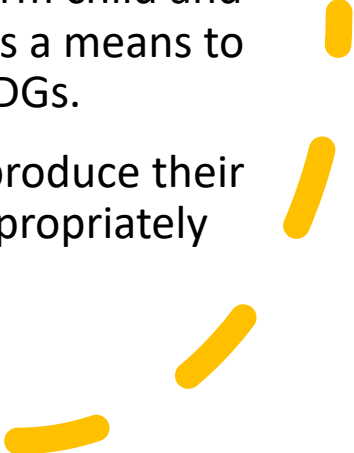


Ian Goldman, Advisor Evaluation and Evidence Systems, CLEAR-AA. Red-red (red Ghanaian spicy dish with beans or chicken and fried plantain)

Objectives of the support for Embedding Evaluations in VNRs

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
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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 **some training sessions, some technical assistance**
- Supported by a **VNR Guide** in English, French, Spanish and Portuguese
- **Training interactive** as possible with plenary, breakaway and in-country groups to maximise involvement and application
- **French-English** options will be provided and some resource materials are in both languages, as well as Portuguese

Objectives of the evaluative workshop training session



Participants understand how to organise an evaluative workshop, and have identified how they would organise such a evaluative workshop which could contribute to their VNR.



Participants have discussed issues arising in taking forward their VNR, in embedding evaluations within the VNR, and had feedback from peers, UNICEF and CLEAR-AA.

Critical preparation

1. You must have *read the guideline*. We will NOT go over all the content in the guideline, so if you want to benefit from the training you must have read this prior;
2. If possible identify a *topic* that would be relevant to take forward an evaluative workshop relevant to the VNR;
3. You have accessed the Moodle site for the course (if you have problems please contact Jenean.Pretorius@wits.ac.za)
4. One person per country be prepared to report on the stage of preparation of the VNR – please add content to the googledoc document

https://docs.google.com/document/d/1qUFbF786YR4U_RymM4YdOHPhg47UI0W6B5eBIBGNI3A/edit?usp=sharing



Lessons from good workshops



Group task

(5-6 random groups)

Lessons from good workshops

15 minutes



1. You have been allocated a facilitator.
2. Agree who will take notes and report back.
3. Participants reflect individually for 2 minutes on the best workshops they have attended.
4. Discuss for 13 minutes and come up with :
 - Why did the workshop work well
 - What aspect of the way it was designed helped it to work well
 - You will report back on 3 elements which helped them to work well



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Introduction to evaluative workshops

Options for rapid evaluative work

- Rapid evaluations (6-12 weeks to production of report)
- Synthesis of existing evaluations (search for them and synthesise)
- Evaluative workshops

PART B:	GUIDANCE ON EVALUATIONS AND EVALUATIVE TOOLS	25
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4.1	Types of evaluation	28
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4.3	Deciding what type of evaluative process to undertake	36



planning, monitoring & evaluation

Department:
Planning, Monitoring and Evaluation
REPUBLIC OF SOUTH AFRICA

DPME Evaluation Guideline 2.2.20

Guideline on rapid evaluative processes: Evaluative Workshops

Created: 14 September 2020

Addressed to	Government departments who are undertaking evaluations (programme managers and M&E staff) as well as evaluators of government programmes and policies.
Purpose	The purpose of this Guideline is to provide technical guidance on undertaking rapid evaluative work using an evaluative workshop methodology
Policy reference	National Evaluation Policy Framework and all DPME Evaluation Guidelines
Contact person for this guideline	Thokozile Masangu, Evaluation Unit E-mail: thokozile@dpme.gov.za Tel: 012 312 0110

What are evaluative workshops?

An evaluative workshop is an internally driven evaluative exercise that is quick to run but requires good preparation and facilitation.

Can range from a 2 hour- meeting to a 3-day workshop. It is a small scale, internal exercise that can be led by programme managers working closely with the M&E practitioners within an organisation.

When are evaluative workshops appropriate?

- Can be undertaken at any stage of the programme cycle
- Most relevant where used in a **formative** way. They can also provide indicative **summative** results, especially where the programme in question produces a progress report which can be interrogated at the workshop.
- Can be initiated due to an emerging need for **rapid evaluative feedback**, or where a method is required that is **cheap and light**, for example for a regular formative review of how a programme is performing, and what corrective action is needed.
- Could be **once off, or standard practice** as an annual process to reflect on progress. For example an implementation evaluation may be planned for three years after programme inception, with a decision to hold annual evaluative workshops prior to that.

Different forms

Many different ways they could be run – we will consider 2 options:

Where the programme team develops a **detailed progress report prior** to the workshop, and the workshop can concentrate on validating that.

Where all the content has to be **developed at the event.**

Option 1 - where there is a pre-prepared report

Annexure 4: Example of template for capturing responses per workstream/thematic area

Report on progress with National Youth Policy

Economy Workstream

Overall assessment of performance

Description	Scale
Substantially exceeded expectation	A++
Moderately exceeded expectation	A+
Met expectation	A
Moderately did not meet expectation	B
Substantially did not meet expectation	C

Workstream Title	Economic participation and transformation		
Number as per M&E framework	1	Score	Use scale in table

Outcomes

Outcomes	Outcome indicators	Suggested targets in Implementation Strategy	Means of verification	Progress to date
Increase in youth with relevant skills and learning outcome to meet the present and future needs of the country for improved economic	Unemployment rate % of young people between the ages of 15-35	No of people in public employment, youth service	Quarterly Labour Force Survey, StatsSA Quality of Life Survey, GCRO	Between Q1 and Q 2 of 2017 dropped slightly from 49,5% to 49,2% (QLF), between July 2016 and July 17 was an increase in unemployment from 48,6 to 49,2%.
	Rate of NEET of people 15-35		Quarterly Labour Force Survey, StatsSA	For people aged 15-24 who are NEETs, African males Q3 of 2017, rate is 28,4%, African females 34,7%, compared to 28,6% for Q3 2016 and African females 34,8%. Hence slightly worse now for

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Activities undertaken to date

1. None of the participants at the 6 December workshop had been part of the workstream and were not aware of what has happened

Key challenges/successes

Challenges	Successes
How do we get all this information? Too many reporting lines and templates not in sync.	Harambee Youth Enterprise Programme
The age definitions are not the same in all departments, eg in Defence they use 18-25	Gauteng has good partnerships with private sector as part of Tshepo 1 million, which is a programme with 4 pillars – skills, experiential learning, enterprise placements. About 450 000 young people have been mobilised in Gauteng through a partner.

Risks

Key risks to the workstream	Likelihood	Impact	Control measure	Proposed
If economy declines further because of downgrades etc				
Private sector not becoming involved in a meaningful way				
Lack of political buy-in or will across government to taking forward this policy seriously				

How the workshop works

- Groups could be organised by workstream, or outcome depending how the programme is structured.
- Groups work through the pre-prepared reports systematically and in an evaluative way, validating, refining, adding to the report. This provides an opportunity to give recommendations as to how the programme or policy should be strengthened. The example is drawn from real workshops run by DPME in 2017/18

Process

- Introducing the workshop and the methodology being adopted;
- Going through the report(s) and validating them eg using the headings above – performance to recommendations. This could be broken into groups looking at components, eg outcomes, or it could be plenary. In general it is better to have group work to maximise participation;
- Coming together to validate across the whole policy/programme;
- Identifying cross-cutting issues and how they should be dealt with;
- Agreeing key recommendations for changes.



Product

- Could be the validated report, or
- A workshop report which captures the key recommendations.

Option 2 – where there is no pre-prepared report

- Data must actually be collected at the event and the workshop may need to be longer.
- The evaluative work can be done through the group process – for example groups assessing whether particular outcomes have been achieved.
- Possible to add some other data collection at the workshop, for example participants filling out a questionnaire, or undertaking a few interviews.
- However the essence of the evaluative workshop is that it should essentially give you the evaluative outcome. Therefore the process must be well enough designed to yield the product.
- Where the results is solely derived from the product of the workshop, then it is even more important that the stakeholders present have the right knowledge and/or good data to be able to assess performance, the reasons for challenges or success, and can suggest how to strengthen the programme.

Cover

- Whether outcomes are being achieved, and possibly unexpected outcomes;
- How the theory of change/implementation is working in practice;
- Where it is not working as planned, why not;
- What changes need to be made.

Possible process

- a Theory of change session to draw out the theory of change as it was planned (could take 4-5 hours);
- 2 hour sessions doing outcome mapping to identify the outcomes being achieved, and comparing with the TOC and plans (probably in groups and then plenary);
- Interrogating why the outcomes are not being achieved and unpacking these (possible with groups working with one or two outcomes and unpacking the theory of change leading to these) (3 hours);
- Coming together to bring together and validating the big picture;
- Identifying recommendations for changes.

Annex 1: Example of workshop agenda in option 1, basing on a progress report

National Youth Policy Evaluative Workshop 6-7 December 2017

Background

The National Youth Policy was adopted in May 2015. The Ministry of Education, Youth and Sports has been working on it but bearing in mind that over two years have elapsed it is still in progress. This workshop seeks to bring together stakeholders to assess progress and identify how implementation can be strengthened.

Outcome

By the end of the workshop we have assessed the performance of the National Youth Policy in 2015 and what needs to be done to strengthen it.

Outputs

- For each of the workstreams, an analysis of how it has performed (at outcome and output level), what has been done, what the lessons are, and what recommendations there are for strengthening it going forward
- How has collaboration with private sector been
- How has performance of government departments been
- How the institutionalisation of the Policy has worked (e.g. through the committee of DMs, Presidential working group on youth)
- Overall is the theory of change working, and what is needed to strengthen it

Preparation prior

Workstream report based on template prepared.

Programme

Time	Session	Objective
Day 1	Wednesday 6 December	
8.00	Arrival and registration	
9.00	Welcome and rationale for the process	Participants understand the workshop and where it comes from
9.15	Introduction to process of the day/introductions	Participants understand how the two days will evolve
9.30	The National Youth Policy	Participants are reminded of the purpose of the workshop

Annex 5: Possible programme for workshop where there is no prior report

Evaluative Workshop on Programme/Policy X Date

Background

Outcome

By the end of the workshop we have assessed the performance of X programme to date since its inception and what needs to be done to strengthen it.

Outputs

- For each of the workstreams, an analysis of how it has performed against targets (at outcome and output level), what has been done, what the lessons are, and what recommendations there are for strengthening it going forward
- Overall is the theory of change working, and what is needed to strengthen it

Preparation prior

Reading a background document on the programme.

A Theory of change session is undertaken prior to draw out the theory of change as the programme was planned. This could also be the day before with some of the same participants.

Programme

Time	Session	Objective	Responsible
Day 1			
8.00	Arrival and registration		Facilitator: Ian Goldman
9.00	Welcome and rationale for the process	Participants understand the purpose of the workshop and where it comes from	Senior manager, DPME or custodian dept
9.15	Introduction to process of the day/introductions	Participants understand how the two days will evolve	Evaluation specialist, DPME or custodian dept



Questions

Group task

(5-6 country groups)

Planning an evaluative workshop

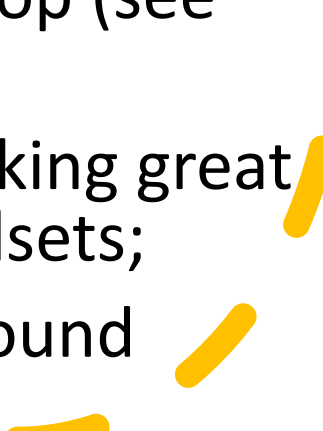
75 minutes



1. You have been allocated a facilitator.
2. Decide on someone to be the rapporteur to capture on their computer and share their screen.
3. Remind yourself of the relevant content in the guide (p2-4) (5 mins)
4. Agree what programme or policy you would consider holding an evaluative workshop in where a formative evaluative exercise would be valuable (5 mins)
5. Check the example of the possible progress report in Annex 4. Would it be feasible to get the programme to do a report that covered these or similar elements.
6. Based on that discuss whether option 1 or option 2 is more feasible
7. Discuss the suggested structure of the workshop - either Annex 1 (with a progress report) or Annex 5 (without a progress report)
8. Make suggested changes to the programme
 - You will be asked to report back on:
 - The programme/policy you are focusing on
 - Whether you decided on option 1 or 2 and why
 - Whether you came up with a programme that you felt could more-or-less work


Preparing for the workshop

- preparatory work

- Establishing a TWG to formalise how the workshop will be organised and used (discussed earlier);
 - Ensuring a budget is available for the workshop and possibly a facilitator;
 - Organising a skilled facilitator to facilitate the workshop (may need procurement);
 - Planning for the workshop (see section 6);
 - Inviting stakeholders, taking great care on the mix and skillsets;
 - Sending out any background materials.
- 

Preparing for the workshop

- establishment of a Technical Working Group (TWG) as a facilitation team to prepare for and facilitate the workshop

- Include **strong team** of people that know the programme well, understand evaluation and have a good understanding of how to run effective workshop processes.
 - programme owners
 - M&E practitioners
 - Sector specialist
 - Experienced facilitator
 - Peer reviewers?
 - **Responsibilities** development of the workshop plan, evaluative topic, purpose, key evaluation questions to be answered, process for the workshop and the preparation required.
 - **Key stakeholders** in the intervention can agree what they want to get out of the workshop.
- 

Preparing for the workshop

- Inviting the right mix of stakeholders

- Success of the evaluative workshop depends on quality inputs from participants – requires the right stakeholders being invited and attending
- Mix of policy understanding (national?) and implementation realities (local managers, frontline staff, clients, partners)
- If clients involved manage participation effectively eg language issues – special session?
- **Responsibilities** development of the workshop plan, evaluative topic, purpose, key evaluation questions to be answered, process for the workshop and the preparation required.
- **Key stakeholders** in the intervention can agree what they want to get out of the workshop.

Other preparation

- **Option 1 – with progress report**
 - Organising to get the report in time
 - Getting appropriate support to ensure done
- **Option 2 – without progress report**
 - Theory of change workshop
- **Both**
 - Send participants background to the policy/programme being evaluated



Group task

(5-6 country groups)

Preparing for an evaluative workshop

60 minutes



Same groups as previously.

1. You have been allocated a facilitator.
2. Decide on someone to be the rapporteur to capture on their computer and share their screen.
3. Decide on what technical working group or similar structure you would need to establish to steer the workshop and ensure that the findings are followed up on.
4. If you decided on Option 1, with progress report, look at the example of a progress report in Annex 4 and decide what would be the key questions you would need people to answer. If you decided on option 2, then consider the key questions you want the workshop to answer and if appropriate, when you will do the theory of change workshop. Check if you need to refine the design of the workshop you planned earlier.
5. Decide on what set of stakeholders you would need to be able to answer the questions – policy people, implementation people, partners, beneficiaries.
6. Look at the other preparatory elements in section 5.3 of the guideline – if time discuss each of these in turn, starting with budget and facilitator.



Planning an evaluative workshop

30 minutes

- Then move into paired francophone and anglophone groups (around 8-10 people per pair). Facilitators move with their group to listen and check they are going
- Groups report back to each other and give each other feedback. (20 mins)
- Countries report back and indicate challenges (5 mins)
- Open requesting ideas from the group on how the challenges could be addressed (raise hand) (5 mins)



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Status of VNR process and challenges

HIGH-LEVEL POLITICAL FORUM 2021 UNDER THE AUSPICES OF ECOSOC

The high-level political forum on sustainable development (HLPF) is the core United Nations platform for follow-up and review of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals.

The meeting of the HLPF in 2021 will be held **from Tuesday, 6 July, to Thursday, 15 July 2021**, under the auspices of the [Economic and Social Council](#). This includes the three-day ministerial meeting of the forum **from Tuesday, 13 July, to Thursday, 15 July 2021 as part of the high-level segment of the Council**.

The theme will be ***"Sustainable and resilient recovery from the COVID-19 pandemic that promotes the economic, social and environmental dimensions of sustainable development: building an inclusive and effective path for the achievement of the 2030 Agenda in the context of the decade of action and delivery for sustainable development"***.

The HLPF in 2021 will discuss Sustainable Development Goals 1 on no poverty, 2 on zero hunger, 3 on good health and well-being, 8 on decent work and economic growth, 10 on reduced inequalities, 12 on responsible consumption and production, 13 on climate action, 16 on peace, justice and strong institutions, and 17 on partnerships in depth. The Forum will also consider the integrated, indivisible and interlinked nature of the Sustainable Development Goals.

In the 2021 HLPF, participants will be able to explore various aspects of the response to the COVID-19 pandemic and the various measures and types of international cooperation that can control the pandemic and its impacts and put the world back on track to achieve the SDGs by 2030, within the decade of action and delivery for sustainable development.

Feedback on status

Stage countries are at in their Voluntary National Review (countries that have signed up) (Anglophone/Lusophone)

Focus: Sustainable and resilient recovery from the COVID-19 pandemic that promotes the economic, social and environmental dimensions of sustainable development: building an inclusive and effective path for the achievement of the 2030 Agenda in the context of the decade of action and delivery for sustainable development".

Covers: Goals 1 on no poverty, 2 on zero hunger, 3 on good health and well-being, 8 on decent work and economic growth, 10 on reduced inequalities, 12 on responsible consumption and production, 13 on climate action, 16 on peace, justice and strong institutions, and 17 on partnerships in depth. The Forum will also consider the integrated, indivisible and interlinked nature of the Sustainable Development Goals.

Country	Established team and responsibilities to take forward	Decided on focus in terms of SDGs (if so which)	Decided on priority indicators/targets (and are these already domesticated so you have data)	Outsourced (and if so stage of procurement)	Decided on areas to build evaluative evidence and how	Comments
Angola						
Cabo Verde						
Namibia						
Zimbabwe						
Sierra Leone						



Next steps and accessing support



What support will cover:



You have the Guides



General Discussion Forum – where share questions and answers with everyone



Online support from UNICEF /CLEAR-AA (request by email) – some may get posted on Forums for everyone



Responding to questions with answers/resources



Follow up remote sessions with countries



Materials and resources on the Moodle site



3 training sessions, and potentially others where common problems



UNECA regional workshops in 2021

Objectives of the evaluative workshop training session



Participants understand how to organise an evaluative workshop, and have identified how they would organise such a evaluative workshop which could contribute to their VNR.



Participants have discussed issues arising in taking forward their VNR, in embedding evaluations within the VNR, and had feedback from peers, UNICEF and CLEAR-AA.

Checkout

- Please put in the chat your name and one word you are feel – eg

