

UNEG 2015 Evaluation Practice Exchange

Professionalisation of Evaluation Friday, 13 March 2015

Judita Jankovic (ICAO) and Andrea Cook (UNFPA),
Co-Conveners

Session Objectives

1.

- To build understanding on current and emerging developments in professionalising evaluation and the implications for the UN

2.

- To share the findings and recommendations of current study

3.

- To share the experience of other agencies in developing accreditation/certification programme and competency based training activities for evaluators

4.

- To provide direction to the UNEG working group in professionalising evaluation



Session Outline

Session Part	Time
Introduction	9:00 – 9:05
DFID presentation	9:05 – 9: 35
UN Women & WFP presentations	9:35 – 9:55
Panel discussion	9:55 – 10:05
Focus group discussion	10:05 – 10:25
Wrap up	10:25 – 10:30

Panelists

- Ms. Anna Hettinen, Head of Profession Evaluation, Evaluation Department, **Department for International Development**
- Ms. Sabrina Evangelista, Evaluation Specialist, Independent Evaluation Office, **UN Women**
- Ms. Sally Burrows, Senior Evaluation Officer, Office of Evaluation, **World Food Programme**

Panel Questions to DFID, UN Women and WFP

1. What has been the value of competency-based training in your respective organisations?
2. What is the level of organisational interest in professionalisation? What value does it seem to bring?

Focus Group Questions

1. What should a competencies-based self-assessment tool look like? What would it consist of and how should it be used and for what?
2. Is it important to align the UNEG Competency Frameworks with existing ones? Why?
3. What are the pros and cons of universal versus UN-specific set of competencies?



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List of References

Authors / Institutions	Title	Year
Buchanan, Heather; Kuji-Shikatani, Keiko	Evaluator competencies: The Canadian experience	2014
Department for International Development	Rapid Review of Embedding Evaluation in UK Department for International Development	2014
European Evaluation Society	VEPR Workshop Proceedings	2014
Fletcher, Gillian; Peersman, Greet; Bertrand, William; Rugg, Deborah	M&E competencies in support of the AIDS response: A sector-specific example	2014
Gauthier, Kishchuk, Shelley & Simon	The CES Professional Designations Program: Views from CES Members	2014
International Development Evaluation Association, Competencies Workgroup	Crosswalk of Evaluator and Evaluation Manager Competencies and Characteristics	2012
Kuzmin, Alexey; Tsygankov, Daniel	The emerging field of evaluation and the growth of the evaluation profession: The Russian experience	2014
Morra Imas, Linda	The Movement for Global Competencies for Development Evaluators	2010
Picciotto, Robert	The logic of evaluation professionalism	2011
Podems, Donna; Goldman, Ian; Jacob, Christel	Evaluator competencies: The South African government experience	2014
Podems, Donna	Evaluator competencies and professionalizing the field: Where are we now?	2014
Rowe, Andy	A good start, but we can do better	2014
Wehipeihana, Nan; Bailey, Robyn; Davidson, Jane E.; McKegg, Kate	Evaluator competencies: The New Zealand experience	2014
Wilcox, Yuanjing; King, Jean A.	A professional grounding and history of the development and formal use of evaluator competencies	2014



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**Thank you for your interest and
participation!**



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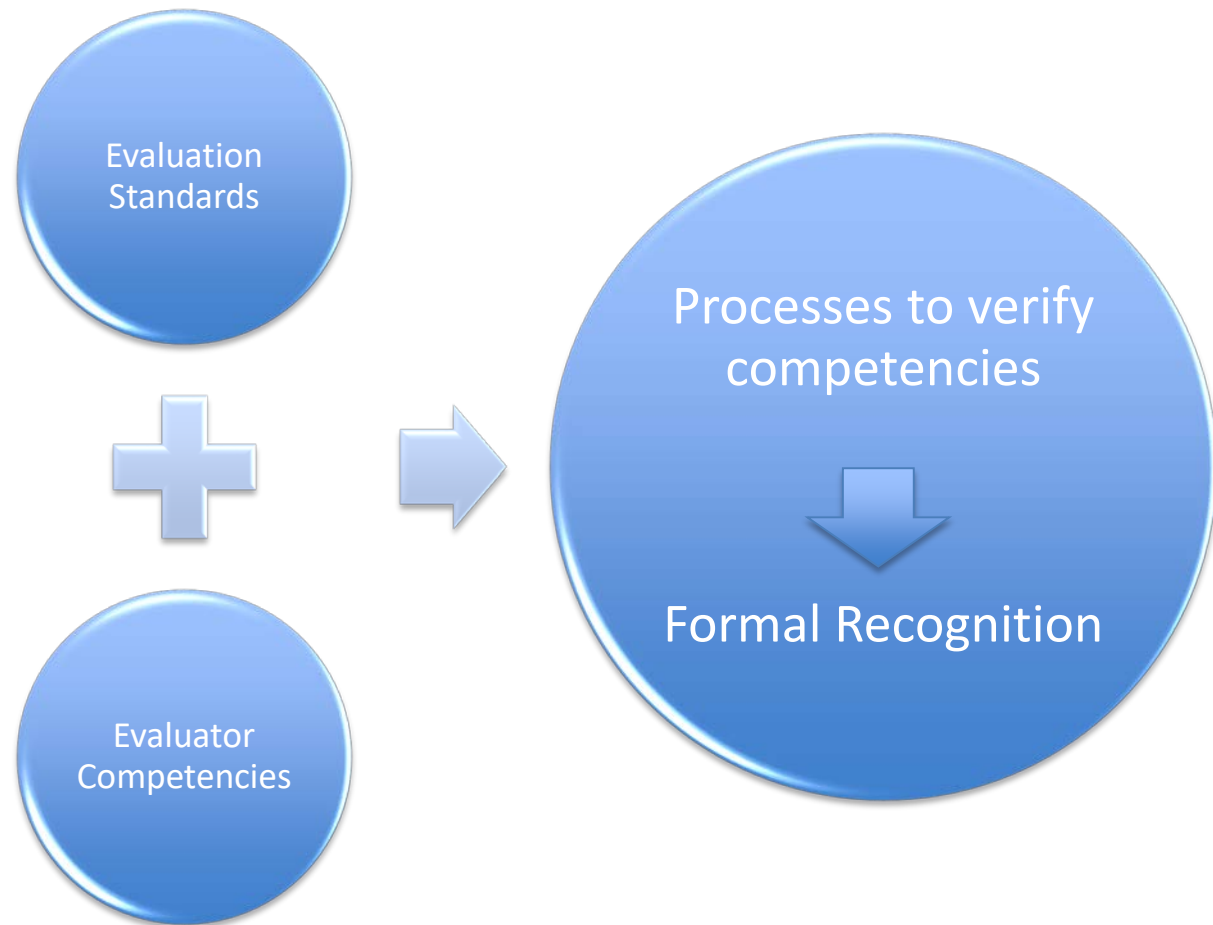
Additional Slides (Delivered to AGM)



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What is professionalisation?



Principles for professional competencies

Professional Identity

- Competencies are an integral part of the professional identity of evaluators

Trans-discipline

- No one competency is exclusive to evaluation, instead framework should be exclusive form other professions

Professional Recognition

- The extent of mastering core competencies
- No distinctions based on level of expertise or experience



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Past professionalisation initiatives of UNEG

- UNEG Evaluation Capacity Development Task Force:
 - UNEG Competency Framework in 2008: Evaluators and Heads of evaluation offices
 - Core competencies for both categories:
 - Knowledge of the United Nations
 - Technical and professional skills
 - Inter-personal skills
 - Personal attributes
 - Management skills



Professionalisation sub-group

- Established during UNEG 2014 in Bangkok for the biennium (2014-2015)
- Co-conveners: Ms. Judita Jankovic (ICAO) and Ms. Andrea Cook (UNFPA)
- Members representatives of:
 - FAO
 - ICAO
 - ILO
 - OIOS
 - UNDP
 - UNFPA
 - UN Women
 - WFP
- Part of UNEG's SO 1:
Evaluation functions and products of UN entities meet the UNEG Norms and Standards for evaluation



Objectives (2014-2015)

- To explore the state of professionalisation among UN agencies
- To assess how the Competency Framework (CF) is used in recruitment practices and other initiatives
- To provide input on how the CF should be revised
- To identify what professionalisation options UNEG could consider

Work Plan and Approach

Survey

- Targeted UNEG individual membership
- Covered the CF (use of and revision input) and professionalisation options for UNEG
- Obtained 28,1% response rate (96 out of 342)

Study

- Mapped professionalisation of evaluation
- Benchmarked recruitment practices
- Assessed Competency Framework
- Provided policy options for professionalisation
- Based on a desk review and interviews covering 26 individuals/institutions

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- Consultations during UNEG 2015 EPE
- Focus Group



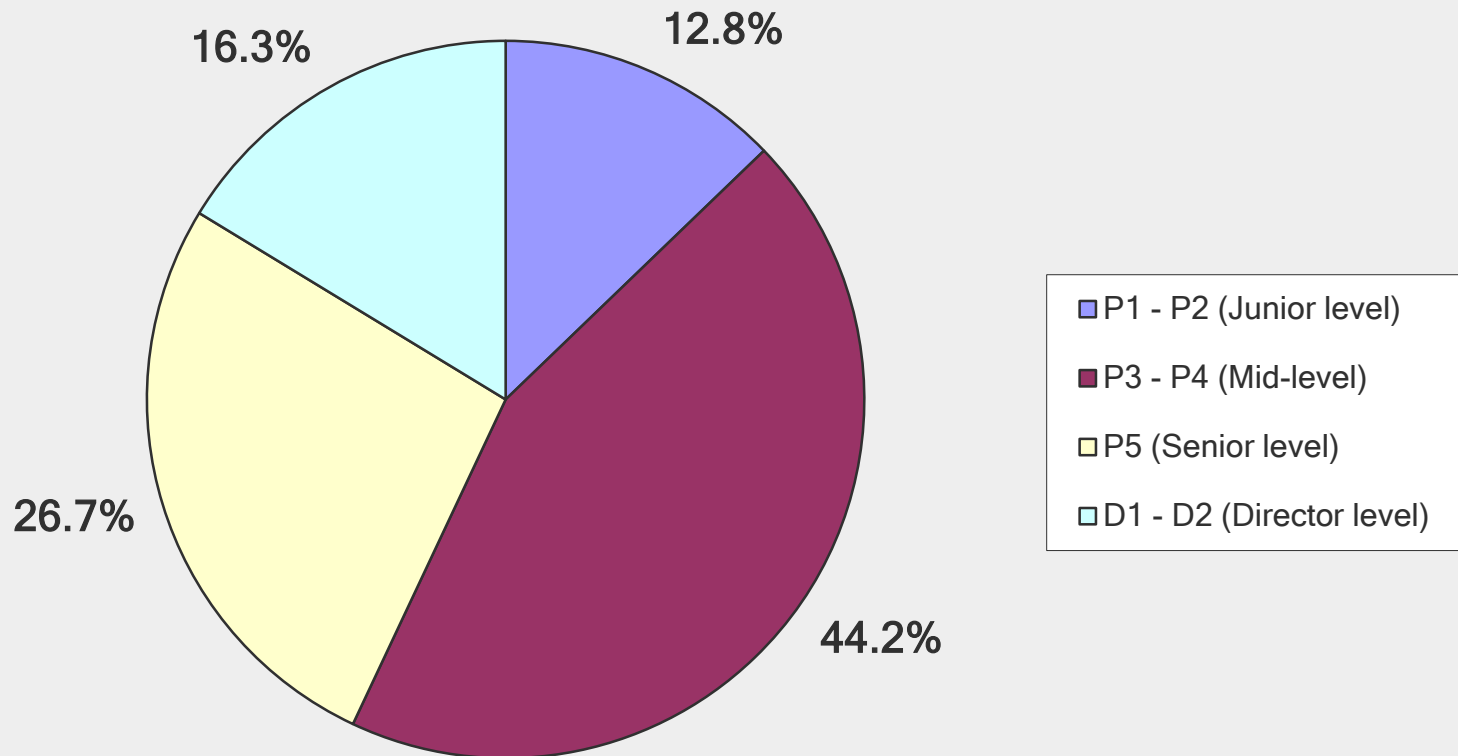
Survey Highlights



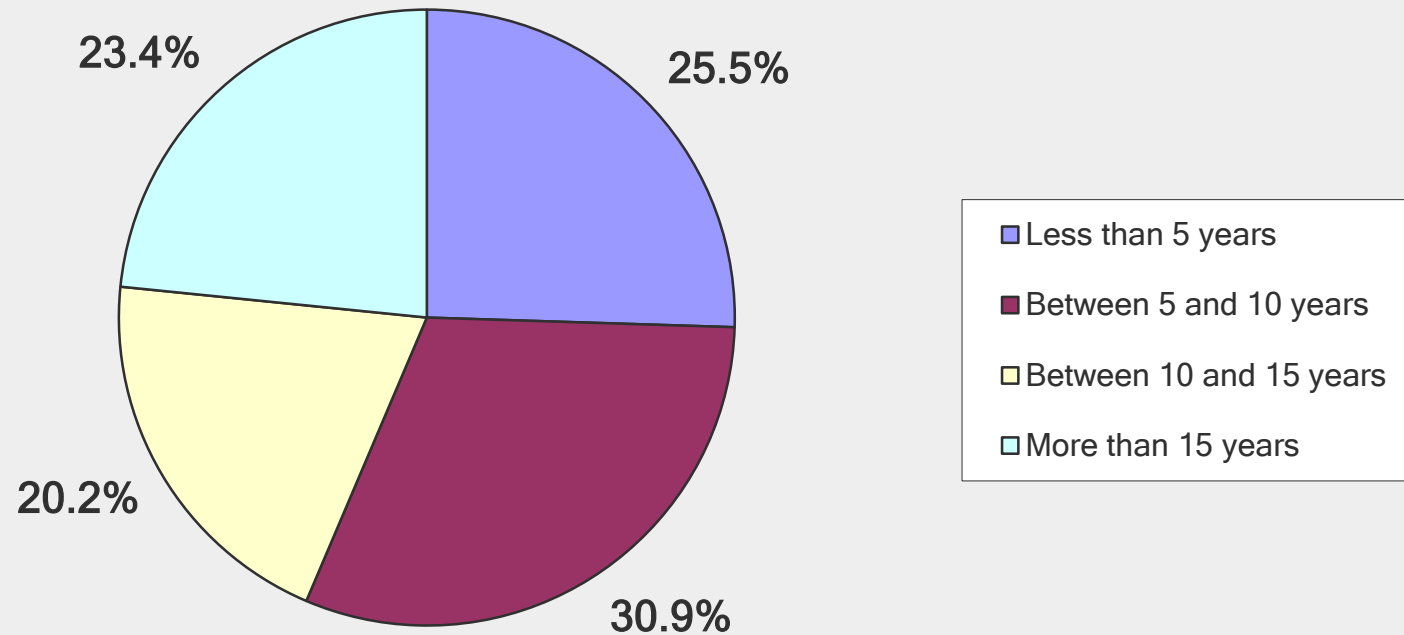
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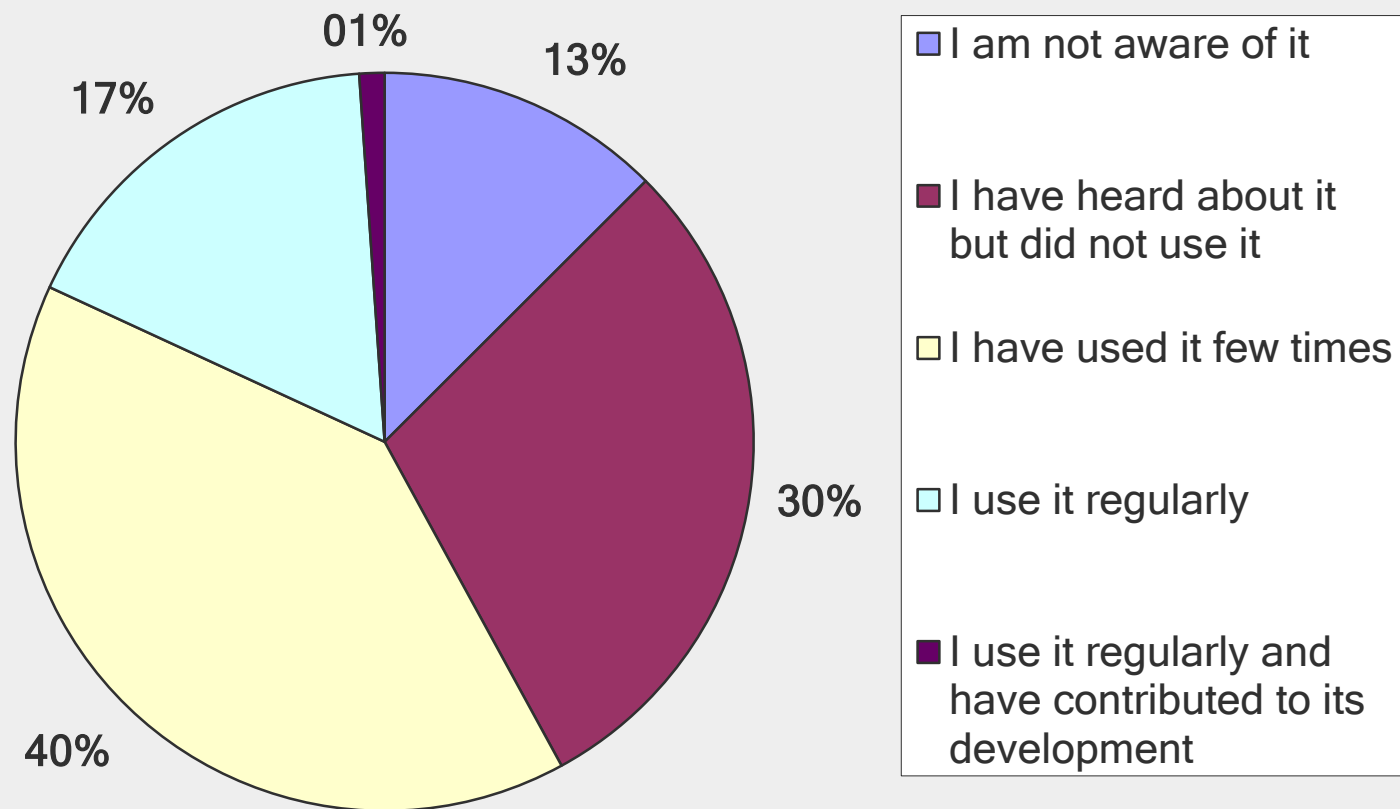
What is your current grade/level?



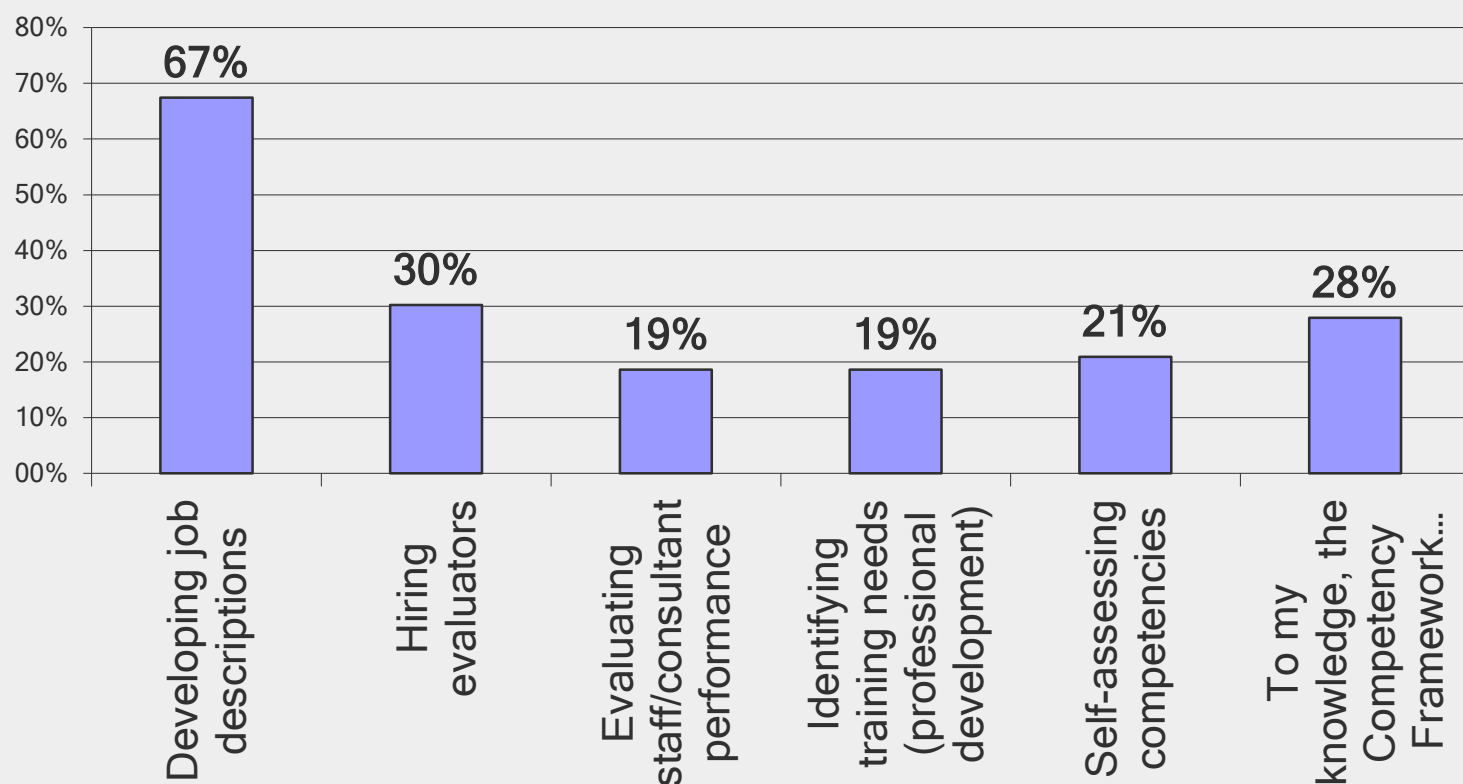
How many years of experience do you have in conducting, managing and/or overseeing evaluations?



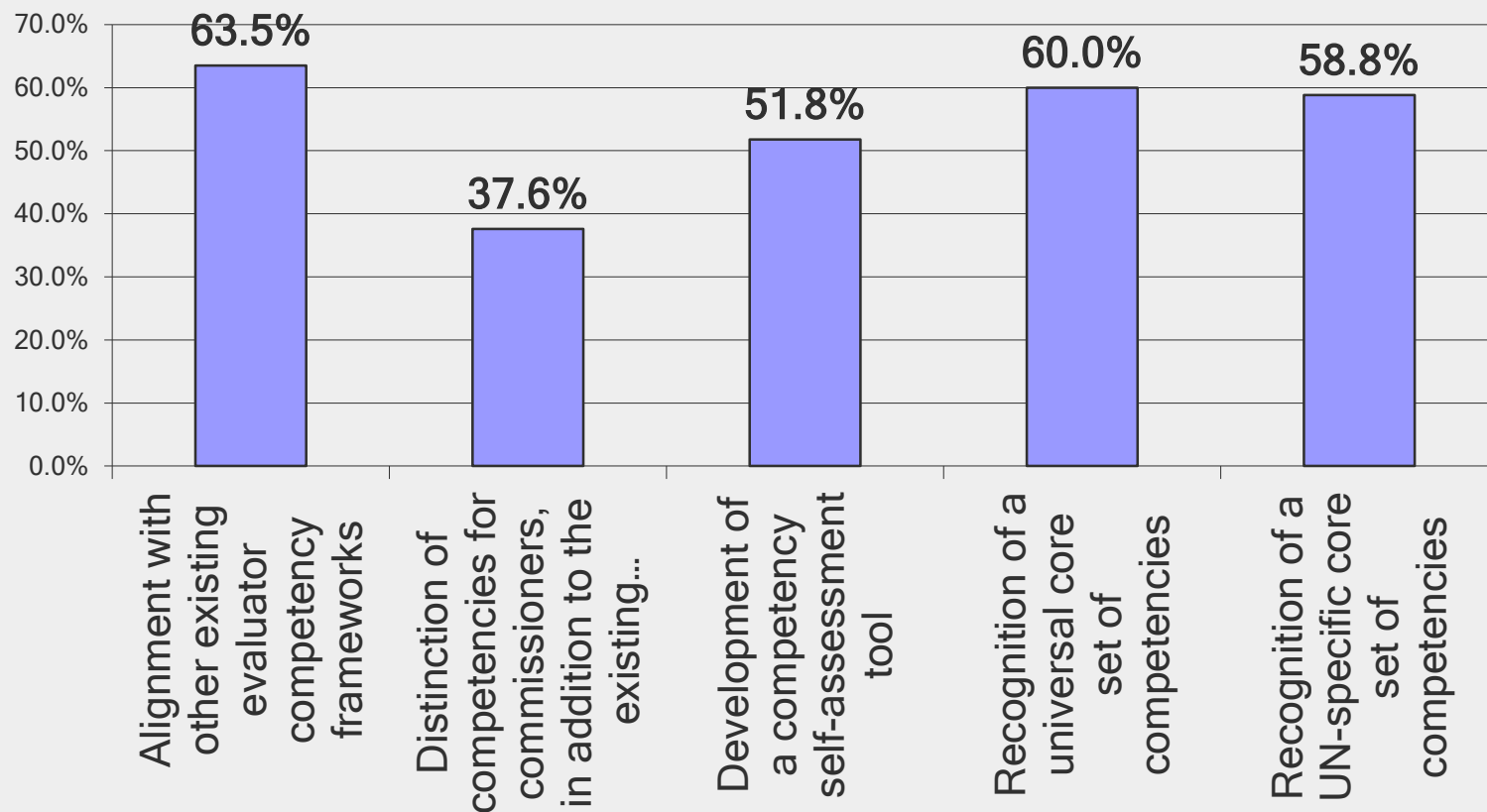
To what extent are you aware of the UN Competency Framework?



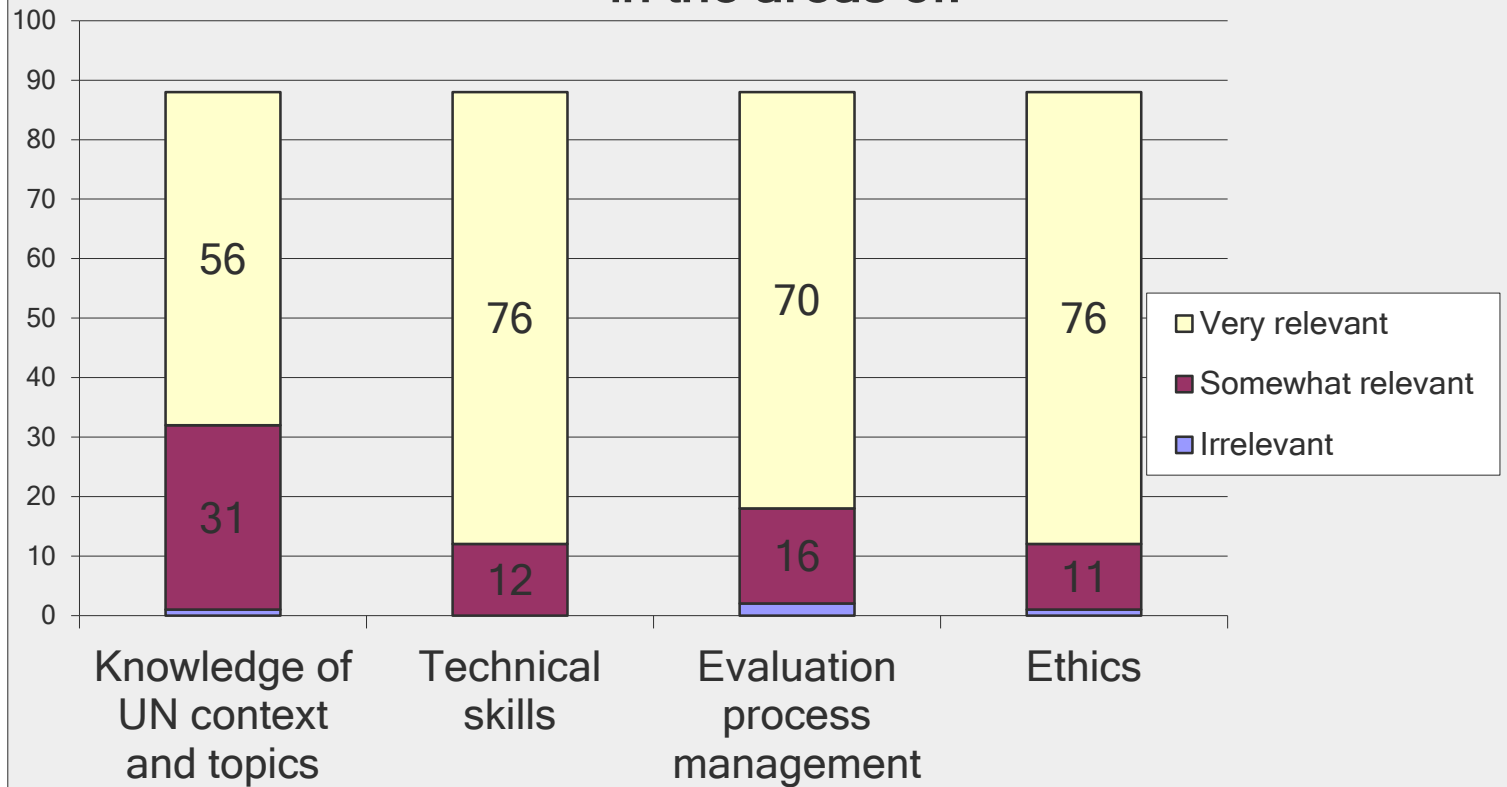
In your experience, what has the UN Competency Framework been used for in your organisation (select as many as applicable)?



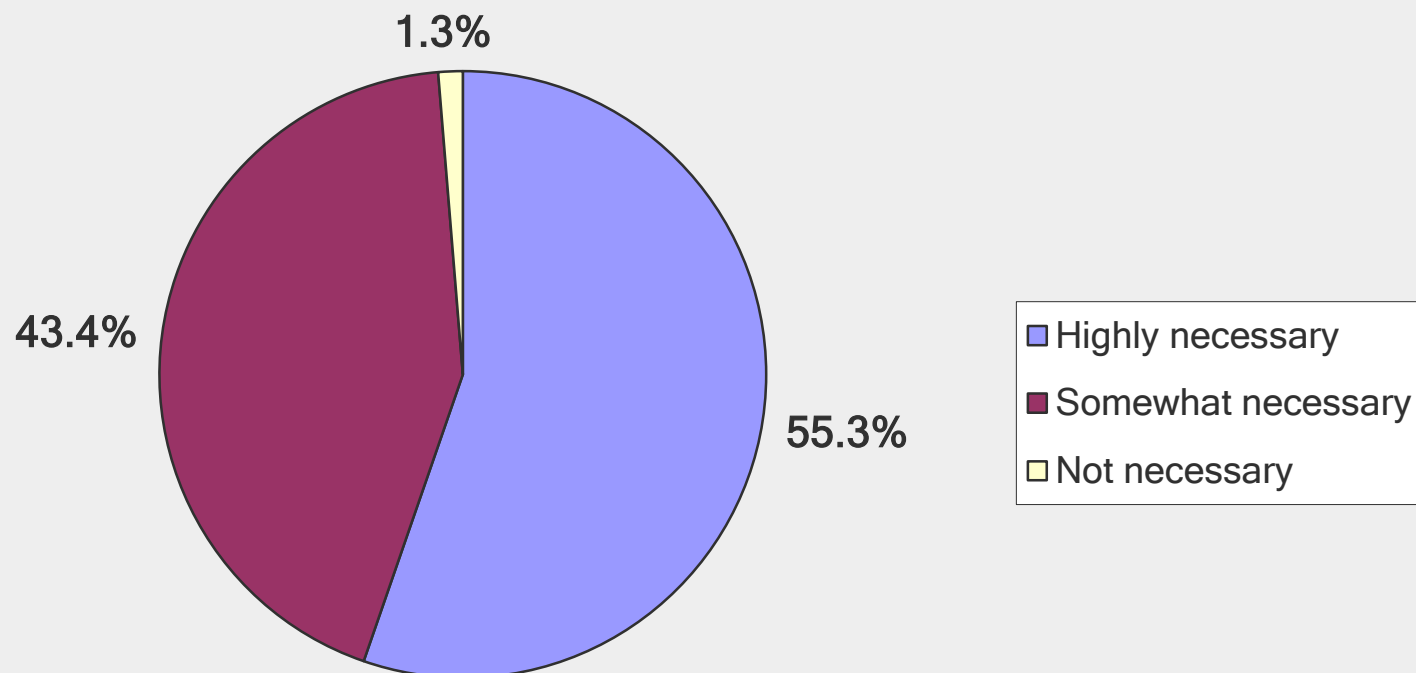
UNEG is currently working on revising the UN Competency Framework. The revision of the UN Competency Framework should result in the following (select as many as applicable):



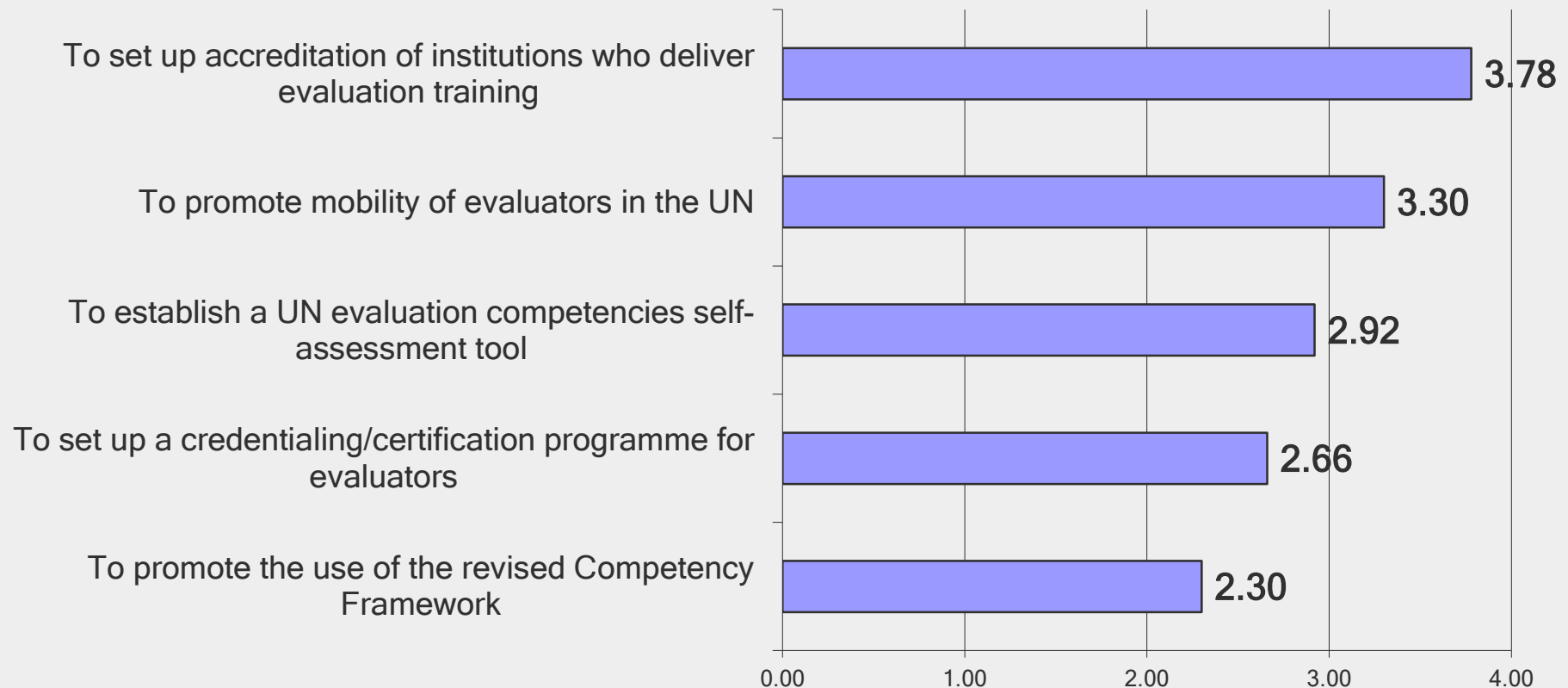
In the current UNEG Job Descriptions for P1-P2, P3, P4, and P5, all include required competencies in the areas of:



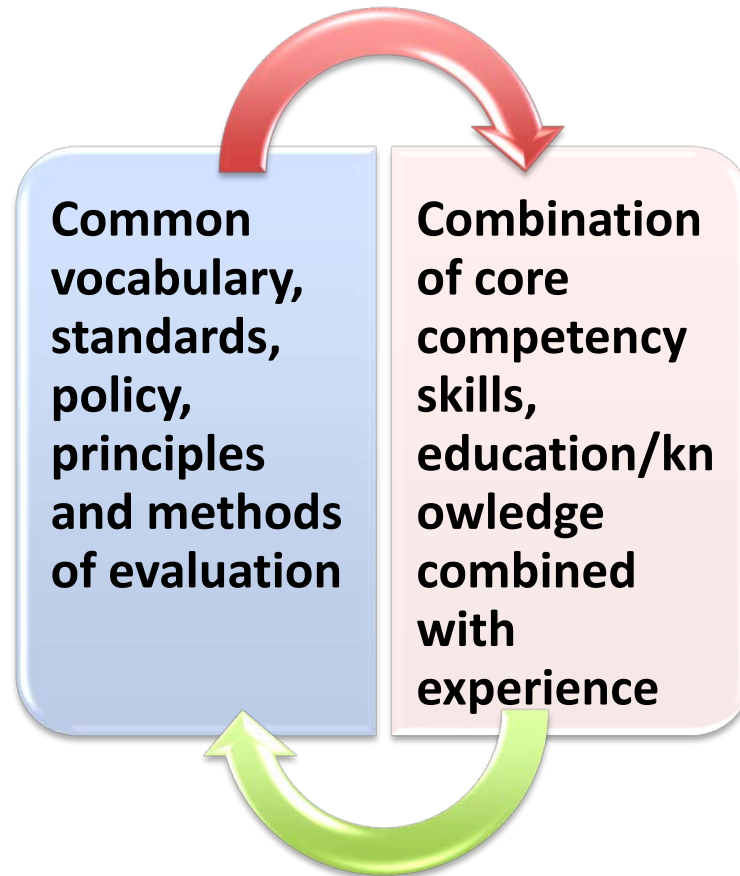
To what extent is professionalisation of evaluation in the UN necessary, beyond the provision and use of the UN Competency Framework?



The role of UNEG in the next 5 years in professionalising evaluation should be (please rank in order of importance, with 1 as the most important role.



Points of reflection from the survey: What represents professionalisation



Points of reflection from the survey: Professionalisation programme of UNEG?



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Study Highlights



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Mapping of professionalisation - UN

ILO

- Objective to move towards creation of a distinct job family for evaluators in the ILO.
- Job classification is a heavy process and it remains to be seen whether this can be done shortly.
- Through its International Training Center the ILO proposes an Evaluation Manager Certification Program

UN Women

- Training courses on gender-responsive evaluation through UNEG and professionalization initiative - UNW intern
- Need to update CF to include aspects of gender equality and human rights

WFP

WFP is establishing a decentralized evaluation function. UNEG competency frameworks are useful input to establishing standards. Already somewhat used in defining the evaluation competencies for decentralized Monitoring & Evaluation Officers, where the functions of monitoring and of evaluation are currently often combined in one job.



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Mapping of professionalisation – non-UN

CES	DFID	WB & IFC	EES & UKES
• Professional Designation Programme → CES Credentialed Evaluator (CE) designation • Education & experience • Ongoing Professional Development • Credentialing • Established since 2010, currently the programme is being evaluated	• Accreditation system certifying staff members' level of evaluation competencies • Four levels: expert, skilled, competent, foundation • Strategic approach to training • Second iteration	Results measurement and evidence stream (RMES) Professionalise staff Harmonise use of procedures, processes, techniques for measuring results and developing evidence Community of evaluators sharing and disseminating knowledge In pilot phase	• Voluntary Evaluator Peer Review (VEPR) System • Accredited peer review • Professional learning & accountability to profession • Building evaluation capability & capacity • In pilot phase

Benchmarking recruitment

Job Descriptions

- Weak systematic use and application of UNEG job descriptions (JDs)

Heads

- Focus is stronger on management skills

Context

- Focus on organizations' mandate, field exposure and having experience in different settings

Explanation?

- Benchmarking analysis contrasts interview findings



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Assessment of the CF

Necessity

- Strong support for competency-based professionalisation

Organisation

- Critical importance of institutional context

Soft Skills

- Importance of communication, negotiation and management skills

Simplicity

- Support for a streamlined CF

Specificity

- Focus on core evaluation competencies



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What Next?



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Professionalisation options

- Developing a cadre of professional evaluators
- Institutional and organisational capacity building
- External professional evaluation relationships



Recommendations

- 1. Adopt a single set of core competencies for the professional evaluator in the UN system.**
- 2. Decide on the type of formal recognition to adopt within the UN system.**
- 3. Develop, maintain and deliver a professional development curriculum for the professional evaluator in the UN system.**
- 4. UNEG should consider a code of ethics specific to the professional evaluator in UN.**



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Proposal for future work

1. Develop a single set of core competencies



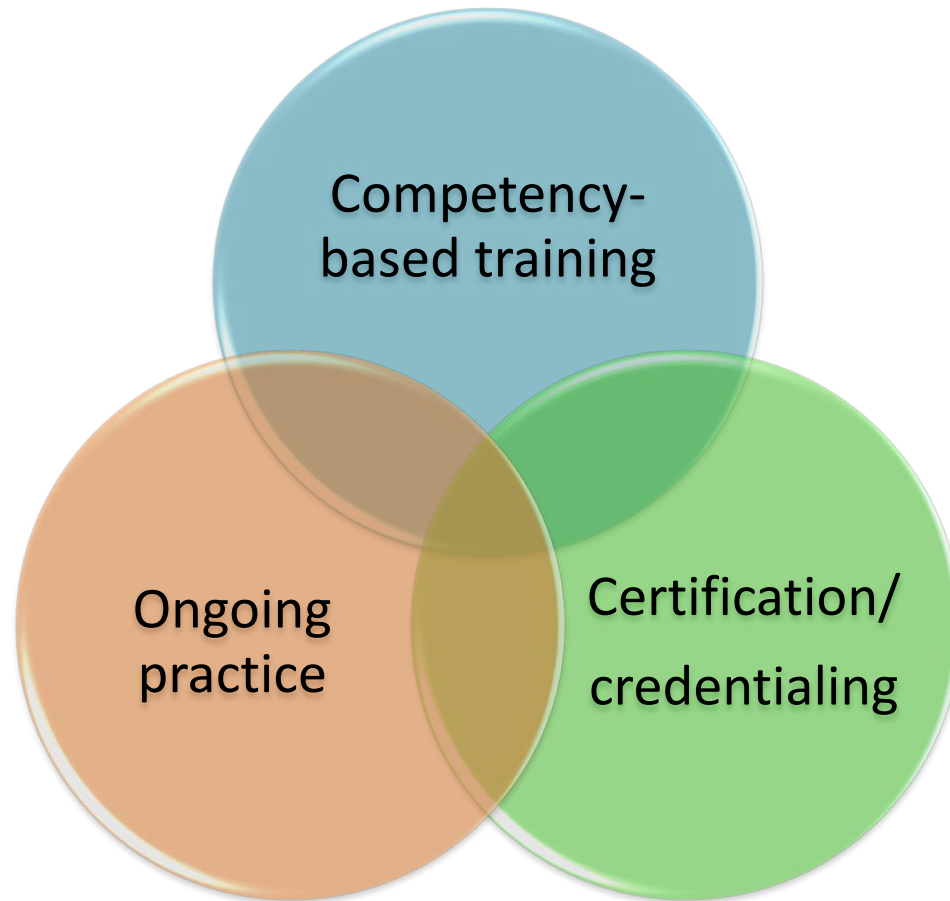
2. Develop certification/credentialing system (what system and design and test it)



3. Develop a professional development curriculum



Certification/credentialing model



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Issues of consideration i

1. **How to use core competencies for existing staff?**
 - How to assess existing staff competencies?
 - Need to establish common competency-based training
2. **How to use core competencies as an entry to the UN?**
 - CF should drive the technical assessments to select new recruits
3. **How can inter-agency mobility be fostered?**

Issues of consideration ii

4. How to design and adopt a new CF?

5. How to use the new CF?

- Revise and enhance the use of the CF

6. Monitoring and evaluation staff at decentralized level

- No working group on decentralised evaluation (DE)
- Yet, UNEG 2015 has a session dedicated to DE and it seems to be gaining more prominence

Thank you!

**Time for feedback, comments and
strategic direction**



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Back Up Slides



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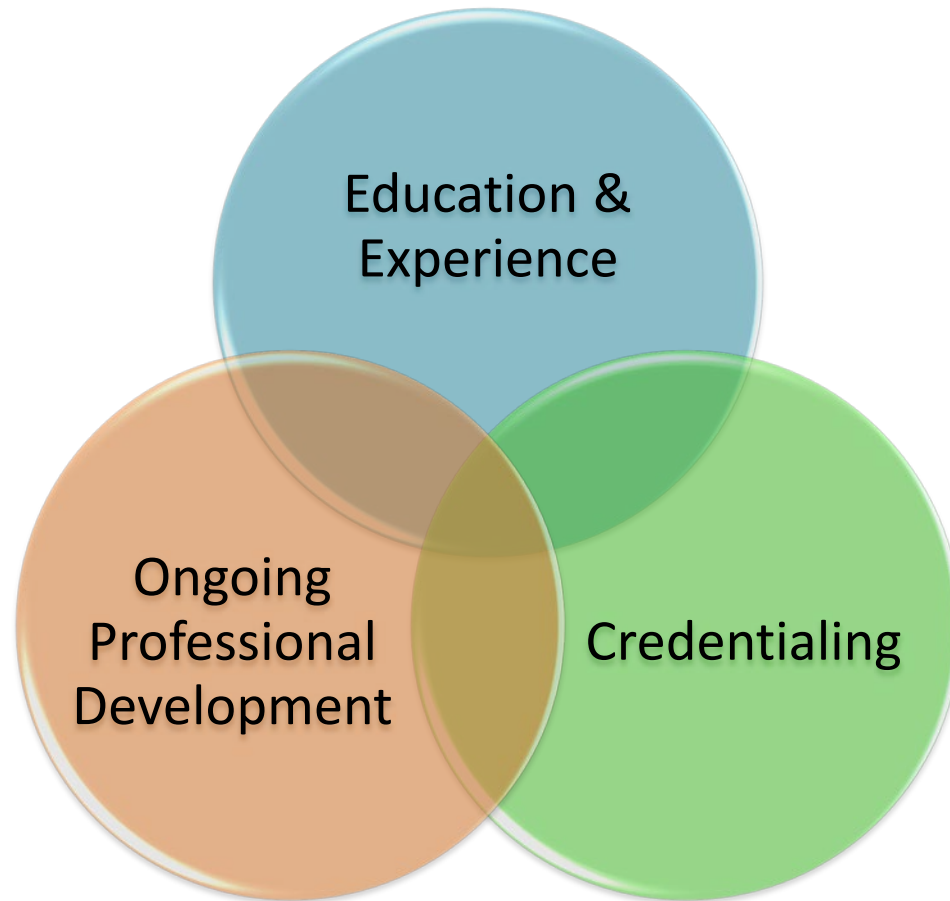
Voluntary Evaluator Peer Review (VEPR) System (EES and UKES)



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CES Credentialed Evaluator (CE) designation / Professional Designation Programme (CES)



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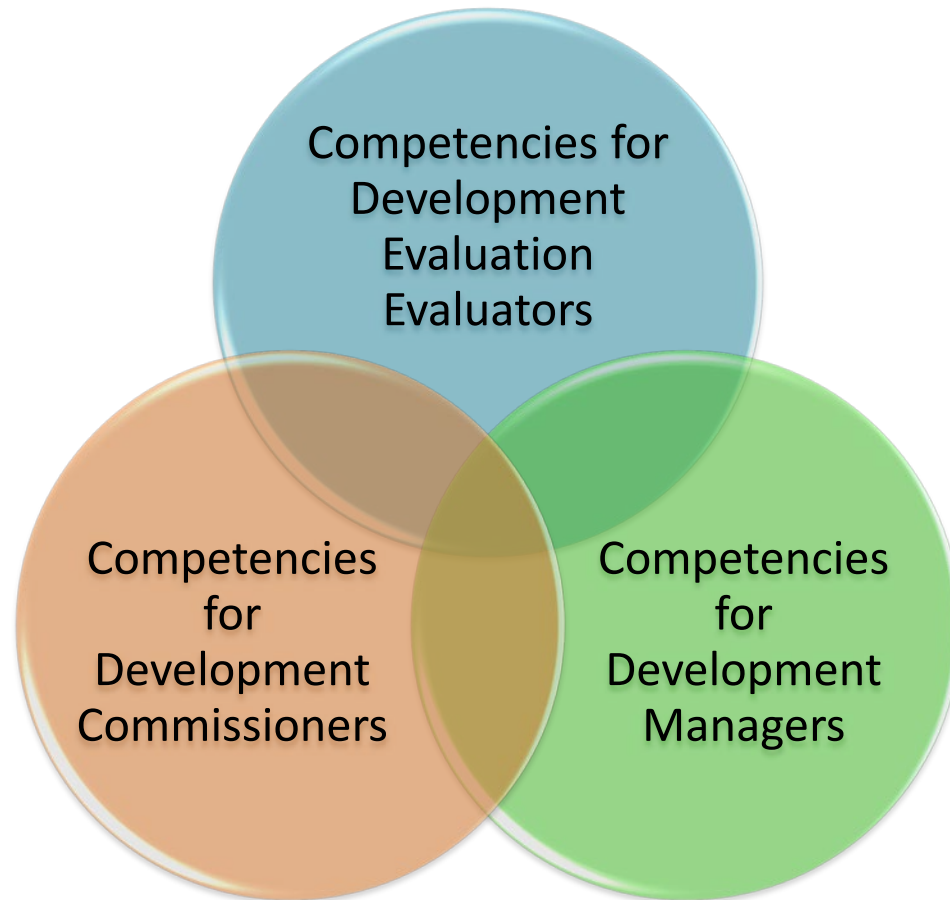
Results measurement and evidence stream (RMES) by WB & IFC



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International Development Evaluation Association (IDEAS)



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UK Department for International Development (DFID)



Consultation during UNEG 2015 EPE

- Focus Group:
 - What should a competencies-based self-assessment tool look like? What would it consist of and how should it be used and for what?
 - Is it important to align the UNEG Competency Frameworks with existing ones? Why?
 - What are the pros and cons of universal versus UN-specific set of competencies?
- Panel questions:
(DFID/UN Women/WFP):
 - What has been the value of competency-based training in your respective organisations?
 - What is the level of organisational interest? What value does it seem to bring?

Challenges

- Differentiate an evaluator from a program manager
- Lack of job type that is accepted everywhere
- Lack of independence in terms of recruitment. Political appointments.
- Variation of the scope, disciplines and activities undertaken by evaluators.
- Lack of commitment to invest. Related with lack of resources and training.



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Challenges ii

- Need of agreement on minimum required competencies given the various levels of standards used, and sustainability of this competency framework.
- Need of high-level professional expertise in evaluation in Director-level roles, political implication in evaluation matters. Need of understanding of independence and transparency.
- Lack of a recognized and agreed institution to provide the accreditation/certification, dealing with diverse field of practices and diverse range of actors.
- Internal resistance. Adversity to change.
- Time constraints.



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Options other than credentialing, certification and application of CF?

- Mentoring
- Secondments / mobility between UN evaluation offices
- Incorporating the Evaluation as part of Project Management / Recognition of evaluation management work
- Core competencies systematically integrated in staff performance assessment
- Peer review mechanisms
- Recognise systems that already exist outside the UN



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