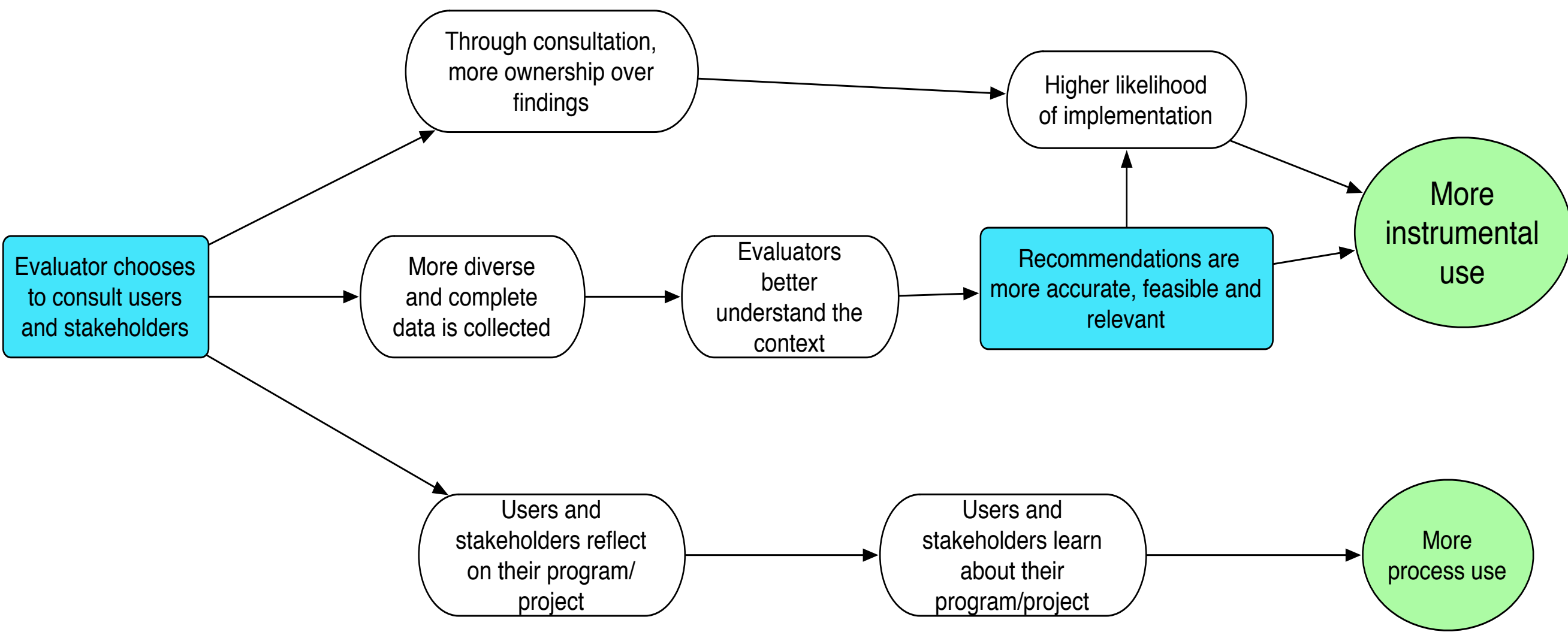


Evaluation Use – Key Messages

Users and stakeholders should be involved and consulted throughout the evaluation process

Evaluators have long known about the importance of involving users and stakeholders in the evaluation process. This has been a focus of the evaluation literature for the past decades, and the message seems to have been understood. There are several reasons why stakeholders should be involved in all aspects of the evaluation process. First, their involvement and consultation means they develop more ownership over the findings. Second, the consultation process improves the quality of the recommendations. Third, consultations and engagement increase process use.

In the accompanying handouts, you will find the following case studies supporting Key Message 1.

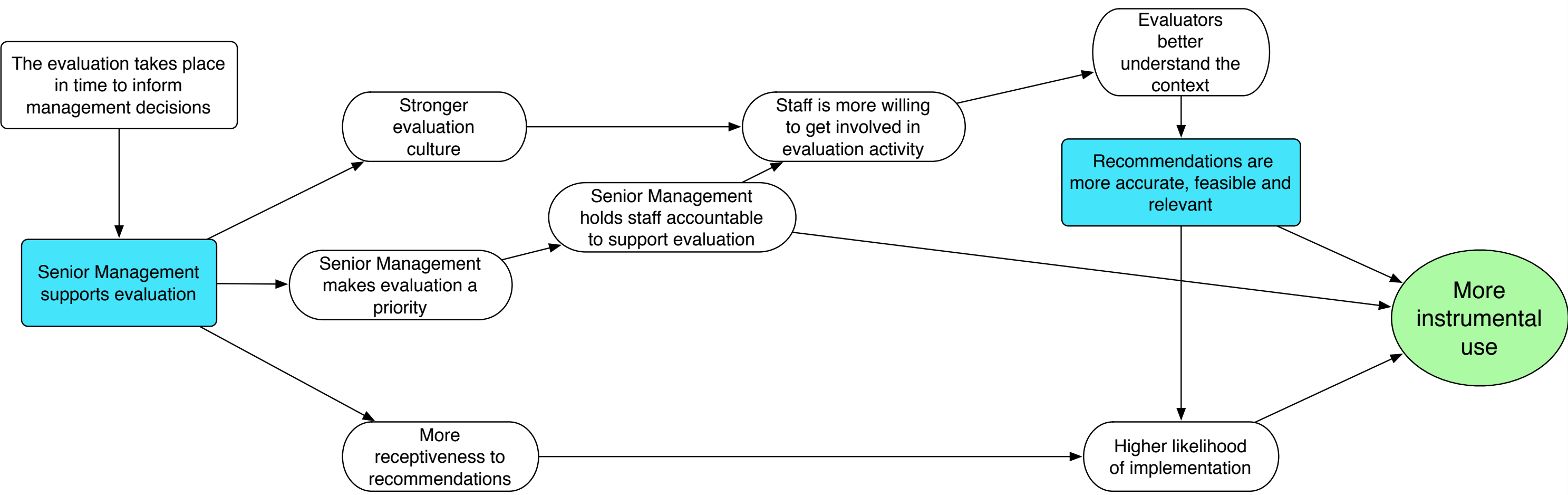


Case Study Number	Agency	Case Study
3	GEF	Country-Level Evaluations
9	UN WOMEN	Regional Mechanisms to Protect the Human Rights of Women and Girls
12	UNEP	Formative evaluation of the UNEP's Program of Work
13	UNEP	Midterm Evaluation of the Project for Ecosystem Services
17	UNICEF	National Child Protection Agenda in Thailand
18	UNICEF	Global Education Cluster
20	UNICEF	Progress Evaluation of the Education in Emergencies and Post-Crisis Transition Program
26	UNRWA	Steering Committee
28	UNRWA	Evaluation of Agency Medium Term Strategy
32	WIPO	Knowledge Sharing Evaluation

The support of senior decision-makers is key, and so is their commitment to implementing the recommendations.

In all organizations, support from the top helps drive change; the evaluation world is no different. Within most UN agencies, evaluation offices are not well positioned to make executive decisions, and often need to rely on champions outside of the evaluation office to support their activities. Evaluation support from senior decision-makers helps (1) strengthen the evaluation culture and (2) make management more receptive to evaluation recommendations.

In the accompanying handouts, you will find the following case studies supporting Key Message 2.



Case Study Number	Agency	Case Study
1	ESCAP	Trust Fund for Tsunami
5	ICAO	Evaluation of Results Based Management
14	UNESCO	Evaluation of UNESCO's Standard-setting Work of the Culture Sector
19	UNICEF	Independent Review of UNICEF's Operational Response to the January 2010 Earthquake in Haiti
26	UNRWA	Steering Committee
28	UNRWA	Evaluation of Agency Medium Term Strategy
29	WFP	Transition from food aid to food assistance
30	WFP	Food Assistance in Bangladesh
32	WIPO	Knowledge Sharing Evaluation

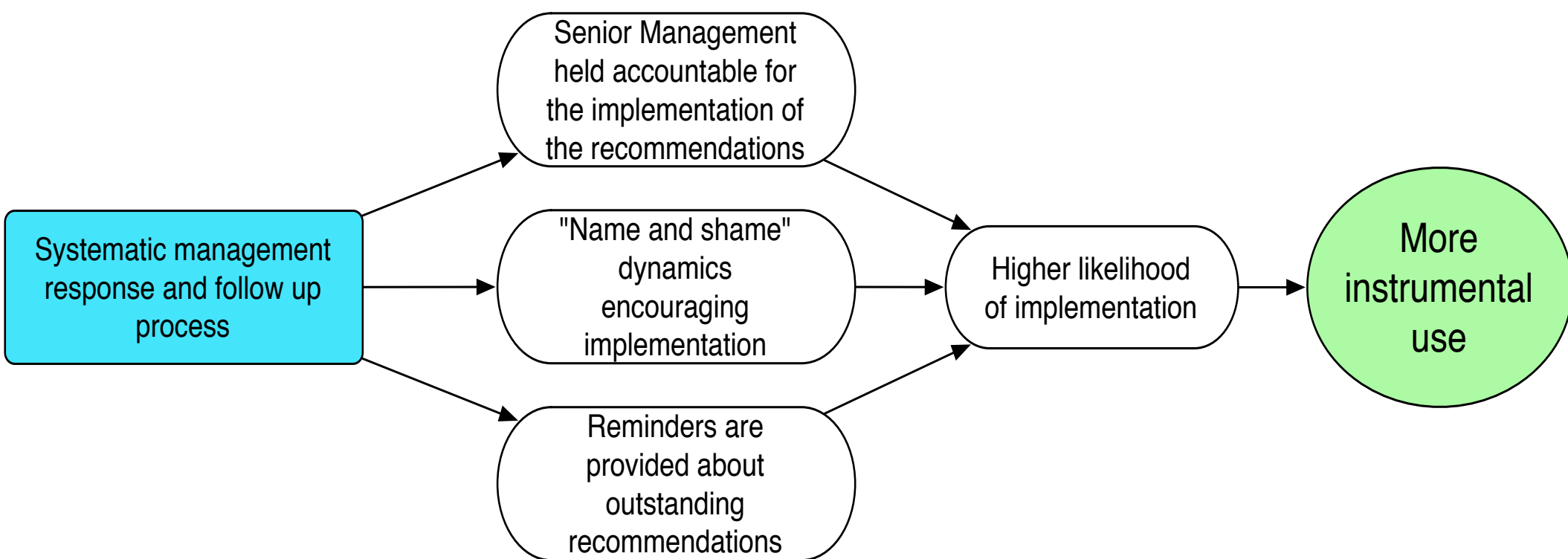
Management responses and follow-up processes must take place and be adequately supported.

In the United Nations system, the most important mechanism for the implementation of evaluation recommendations is the Management Response, as well as its associated follow-up process. Many UN organizations appear to have standardized, systematic ways to produce management responses. However, this does not yet seem to be universal.

Systematic management responses and follow up processes increase the likelihood of implementation. Processes for management responses and follow up ensure there is a systematic way to nudge the organization into implementing the changes proposed in evaluations, and prevents uncomfortable findings and recommendations to go unaddressed or swept under the carpet.

In the accompanying handouts, you will find the following case studies supporting Key Message 5.

Case Study Number	Agency	Case Study
16	UNFPA	Joint Evaluation of the UNFPA-UNICEF Joint Program on Female Genital Mutilation
27	UNRWA	Interactive recommendation follow up



Evaluation Use – Key Messages

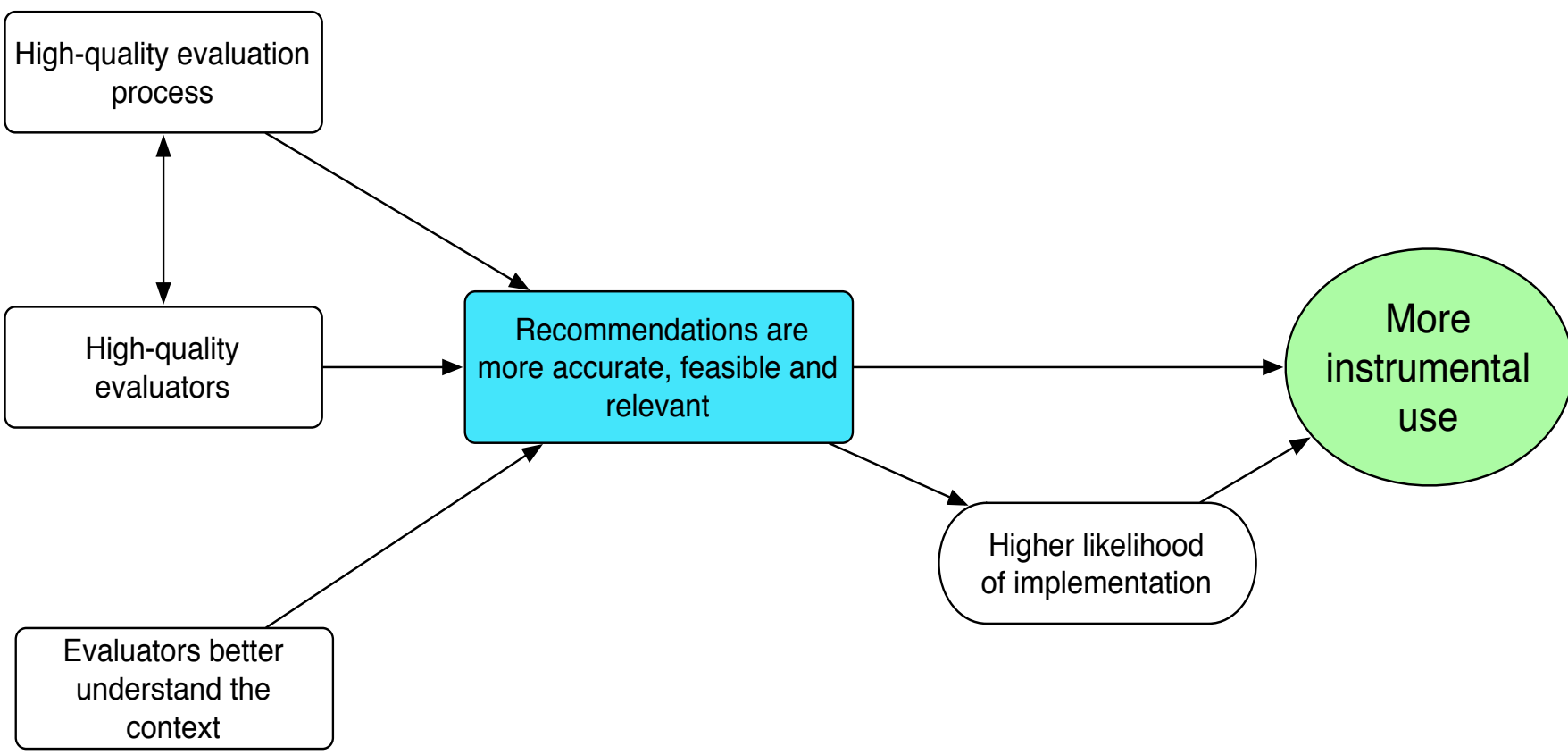
Evaluators need to ensure recommendations are feasible and relevant.

Leaving aside process use, if evaluation is ever going to be useful, it needs to generate relevant and feasible recommendations. In other words, high quality recommendations are a prerequisite for most types of use. Indeed, higher-quality recommendations increase the likelihood that they will be accepted and implemented, and thereby increase the potential use of an evaluation.

However, proposing high-quality recommendations is not easy and depends on several other factors. Most importantly, it depends on (1) user/stakeholder involvement; (2) the presence of a high-quality evaluation methodology and (3) the presence of high-quality evaluators.

In the accompanying handouts, you will find the following case studies supporting Key Message 3.

Case Study Number	Agency	Case Study
1	ESCAP	Trust Fund for Tsunami
6	ILO	Better Factories in Cambodia
8	IOM	Evaluation of Gender Mainstreaming
10	UN WOMEN	Kenya Evaluation of the Gender and Governance Program
12	UNEP	Formative evaluation of the UNEP's Program of Work
17	UNICEF	National Child Protection Agenda in Thailand
25	UNRWA	Background Paper
33	WIPO	Recommendations from IOD evaluation reports



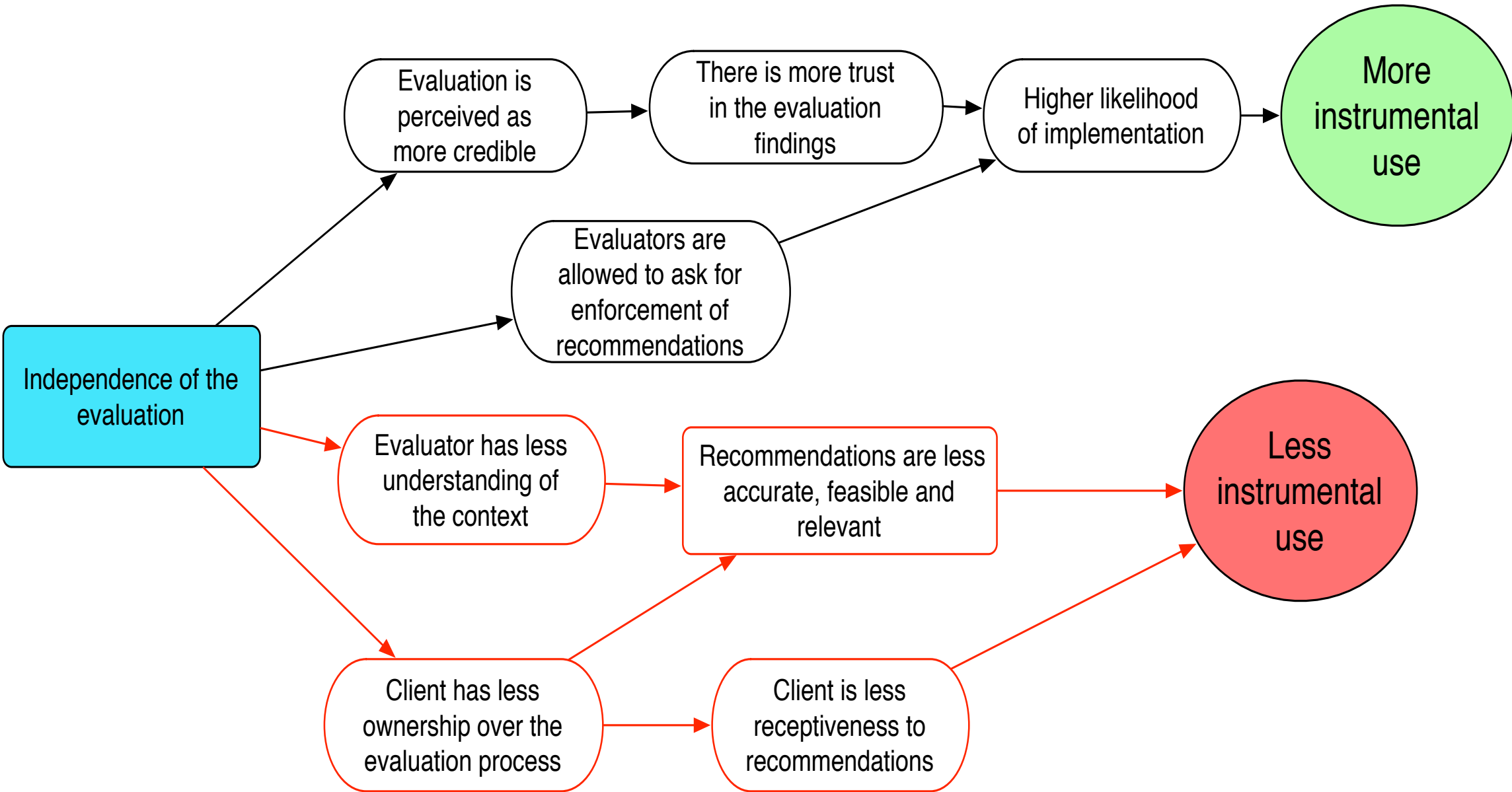
Maintaining independence while remaining close to the realities of the agency can be challenging.

Most professional evaluators agree that evaluation independence is a useful and fundamental principle of evaluation. All over the world, independence as a key criterion for evaluation quality appears to be gaining momentum. Independence is core principle of the OECD DAC Quality Standards for Development Evaluation, and international organizations – UN and others – are increasingly setting up Independent Evaluation Offices.

Independence enhances the impartiality and credibility of evaluations, thereby increasing the trust in and support for the recommendations that come out of evaluations. However, agencies moving towards greater independence face the risk of reducing the evaluators’ understanding of the context they are evaluating, thereby making recommendations less feasible and relevant.

In the accompanying handouts, you will find the following case studies supporting Key Message 4.

Case Study Number	Agency	Case Study
19	UNICEF	Independent Review of UNICEF's Operational Response to the January 2010 Earthquake in Haiti
25	UNRWA	Background Paper

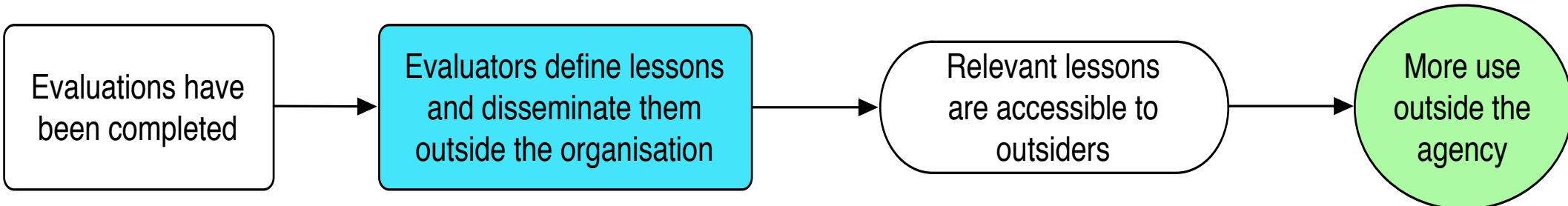


Management responses and follow-up processes must take place and be adequately supported.

Generally, lessons learnt as part of evaluation activities tend to stay locked within an organization, either as part of their knowledge management systems or as part of their staff’s institutional memory. In this context, freeing up lessons and findings from the confines of the individual organization would create the possibility of evaluations being used outside the agency in which they took place.

In the accompanying handouts, you will find the following case studies supporting Key Message 6.

Case Study Number	Agency	Case Study
8	IOM	Evaluation of Gender Mainstreaming



The key messages above were defined as part of the UNEG’s Strategic Objective Two: UN entities and partners use evaluation in support of accountability and program learning . A working group was created, the objective of which was to better understand how UN agencies use evaluation and to identify the factors that support and hinder evaluation use. In order to meet this objective, four data gathering exercises were undertaken:

1. A literature review of most relevant pieces of academic and organizational writing about evaluation use
2. An online survey of UN evaluation users and practitioners, as well as of external evaluation practitioners.
3. Semi-structured interviews with UN evaluation users and practitioners
4. Preparation of case studies of several instances where evaluation was useful and used

The six Key Messages presented above are a result of this exercise.