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## WFP EVALUATION CAPACITY DEVELOPMENT STRATEGY (2020-2024)



World Food  
Programme

September 2020



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# Foreword

The 2030 Agenda for Sustainable Development highlights the importance of evaluation in implementing the Sustainable Development Goals, helping to ensure that no one is left behind, especially those who are most vulnerable. As such, it is critical that WFP and all organizations contributing to the 2030 Agenda possess a strong evaluation culture and devote resources to develop their capacities to ensure learning is taking place on quality evaluation evidence.

The [WFP Evaluation Policy \(2016-2021\)](#) lays out how the organization's contribution to ending global hunger will be strengthened by "embedding evaluation into the heart of its culture of accountability and learning, ensuring that evaluation is planned for, and evaluation findings and lessons are comprehensively incorporated into all WFP's policies and programmes".

The policy proposes a shift, from evaluation being mostly the business of the Office of Evaluation to it being an integral part of all WFP work, with evaluations being commissioned and used across the organization, making evaluation "everybody's business". Moreover, with United Nations reform requiring new and coordinated approaches for evaluation at country level, and donor demands to WFP for evaluation evidence, a growing number of WFP staff and organizational units are becoming involved in "evidence building".

Developed by the WFP Office of Evaluation (OEV), this Evaluation Capacity Development

Strategy (2020-2024) outlines how the Office of Evaluation and regional evaluation units will promote the requisite individual and institutional capacities in WFP to ensure a strengthened evaluation culture and to deliver and use quality evaluation evidence to inform policies, programmes and strategies across the organization. The strategy outlines pathways towards the realization of this vision, as well as a comprehensive approach to evaluation capacity development, which addresses in a coherent manner the evaluation learning needs of various stakeholder groups who require different levels of understanding and expertise on evaluation across WFP. The strategy places particular emphasis on building an "evaluation cadre": a group of staff who work on evaluation full-time, or periodically at country level managing evaluations, that is fit for purpose.

The strategy has been informed by perspectives from across WFP. Achieving its vision will require the strong support of management and partnerships across the organization.

As Director of Evaluation, I am pleased to introduce the WFP Evaluation Capacity Development Strategy, confident it will contribute to our global efforts to achieve the Sustainable Development Goals.

**Andrea E. Cook**  
Director of Evaluation

# 1. Introduction

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**The success of the WFP Evaluation Policy, in particular achievement of its coverage norms by 2021, relies heavily on the capacity of WFP staff. This is in line with WFP’s vision to ‘build an engaged workforce, with the right skills, in the right roles’ to enable WFP to continue working towards a world with Zero Hunger.**

## **WFP Corporate Evaluation Strategy (2016-2021)**

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Adequate evaluation capacity across WFP will help the organization to effectively engage in supporting countries to achieve Zero Hunger and meet the needs and expectations of the people it serves. The WFP Evaluation Capacity Development (ECD) Strategy sets out the WFP approach to developing staff<sup>1</sup> evaluation skills and capacity, addressing gaps between current WFP evaluation capacities and those required to achieve the WFP vision.

Evaluation capacity development is a core workstream in the WFP [Corporate Evaluation Strategy \(2016-2021\)](#). The importance of this workstream was subsequently mirrored in its inclusion in the six regional evaluation strategies. Accordingly, substantial financial resources and staff time have been allocated to evaluation capacity development since the policy and strategy were launched in 2016.

This strategy further elaborates on the evaluation capacity development workstream of the Corporate Evaluation Strategy, providing a framework for evaluation capacity development work across the organization. This strategy is internally focused, covering corporate, regional and country levels and encompassing staff of all grades and functions across the organization, with a specific focus on staff in the evaluation function. The approach put forward addresses the diverse evaluation learning needs of various stakeholder groups, with a particular focus on building a group of staff who work on evaluation full-time, or periodically at country level during an evaluation process or, in other words, an “evaluation cadre” that is fit for purpose.

The strategy is divided into six sections. This section (Section 1) introduces the strategy. Section 2 describes WFP evaluation capacity development efforts since 2017. Section 3 outlines the strategy’s vision and objectives, including its scope, target groups and underlying principles. Section 4 provides an overview of the strategy’s theory of change and its linkages with the WFP Evaluation Policy theory of change. Section 5 provides detail on the elements of the strategy: its outcomes, outputs and activities. Finally, Section 6 sets out arrangements for implementation, governance, monitoring and review of the strategy, as well as roles and responsibilities and indicative resources required to support evaluation capacity development efforts.

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<sup>1</sup> In alignment with the WFP Evaluation Strategy, “staff” in the context of the ECD Strategy refers to all WFP employees.



### Objectives

TO GAIN AWARENESS  
OF THE FULL SKILSET  
REQUIRED FOR THE  
EFFECTIVE MANAGEMENT  
EVALUATION

### EXPECTATIONS

Expectations of effective leadership



Passion/Pedagogical  
Strategic/analytical  
Group work  
Leadership  
Independent

## 2. WFP Evaluation Capacity Development Since 2017

WFP has made substantial progress on evaluation capacity development since 2017, when six regional evaluation officers (REO) were appointed, and with the subsequent addition of staff to form regional evaluation units (REU). Regional evaluation units have focused on providing direct support to country offices (CO), including: coaching evaluation managers and evaluation committee chairs; providing quality assurance to decentralized evaluations; organizing regional workshops; advising country offices on matters related to evaluation; setting up regional communities of practice among evaluation managers;<sup>2</sup> and in some cases (co-) managing decentralized evaluations when the country office has very limited monitoring and evaluation (M&E) capacity or managing multi-country evaluations.

Furthermore, mechanisms have been established to steer the evaluation function and foster and embed an evaluation culture into decision-making and practice across WFP, specifically, the Evaluation Function Steering Group (EFSG) at headquarters level and regional evaluation committees (REC or RevCo) at regional level; these groups are essential to promoting evaluation capacity development efforts. The Director of Evaluation, directors of other headquarters divisions, regional directors, country directors and regional evaluation officers have regularly engaged with each other on evaluation through EFSG and regional evaluation committee meetings, as well as regional country director meetings. In addition, global evaluation meetings, organized by the Office of Evaluation approximately every 18 months, have brought together a wide range of staff from different functions and regions.

Various training activities have also been undertaken at all levels. The development and roll out of the Evaluation Learning Programme

(EvalPro), a multi-dimensional training programme targeting evaluation managers of decentralized evaluations (DEs), evaluation committee chairs and country office/regional bureau staff supporting decentralized evaluations has been the central component of these efforts (Figure 1). By the end of 2019, the Office of Evaluation had launched the 6<sup>th</sup> cohort of EvalPro. Since the learning programme started in April 2017, 128 WFP staff have been enrolled in the course for evaluation managers and 78 in the course for evaluation committee chairs.

Additionally, the Office of Evaluation in 2018 established an internal “Capacity Development Cluster” to provide oversight of on-boarding and initial training of new staff, as well as oversight of ongoing learning and development of all Office of Evaluation staff. The staff included in this are: (i) non-rotational evaluation officers with an evaluation background, (ii) rotational evaluation officers who have been assigned to the Office of Evaluation after having served the organization in other positions, and (iii) research/evaluation analysts.

In November 2019, a monitoring and evaluation “Fit Pool” (roster of pre-qualified evaluators) was set-up to facilitate the recruitment of international fixed-term staff with the necessary evaluation knowledge and skills. Last but not least, the “on the job” learning of a significant number of staff at headquarters, regional bureau and country office levels from decentralized and centralized evaluation processes has deepened their competencies and the value they place on evaluation in promoting accountability and learning.

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<sup>2</sup> Regional evaluation strategies (see link under footnote 3) include assessments on evaluation capacities and resources

Figure 1: EvalPro at a glance



# 3. Vision, Objectives and Scope

## 3.1 Vision and objectives

The vision of this strategy is that WFP has the requisite capacity to ensure a strengthened evaluation culture and the consistent and effective delivery and use of quality evaluation evidence to inform policies, programmes and strategies across the organization.

This strategy outlines pathways towards the realization of the vision through a comprehensive approach to evaluation capacity development that:

- ▶ Addresses in a coherent manner the diverse short- and long-term evaluation learning needs of various stakeholder groups who require different levels of understanding and expertise on evaluation across WFP
- ▶ Builds an evaluation cadre in WFP to ensure the sustainability of an expanding evaluation function in the organization
- ▶ Guides the Office of Evaluation and regional evaluation units in prioritizing their evaluation capacity development initiatives and allocating resources
- ▶ Ensures coherence and complementarities between evaluation capacity development activities conducted by the Office of Evaluation and regional evaluation units and identifies relevant and complementary external evaluation capacity development opportunities.

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### Defining Capacity

“Capacity’ refers to the ability of people, organizations and society as a whole to manage their affairs successfully.”

WFP corporate definition, Capacity Development Policy.

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## 3.2 Scope

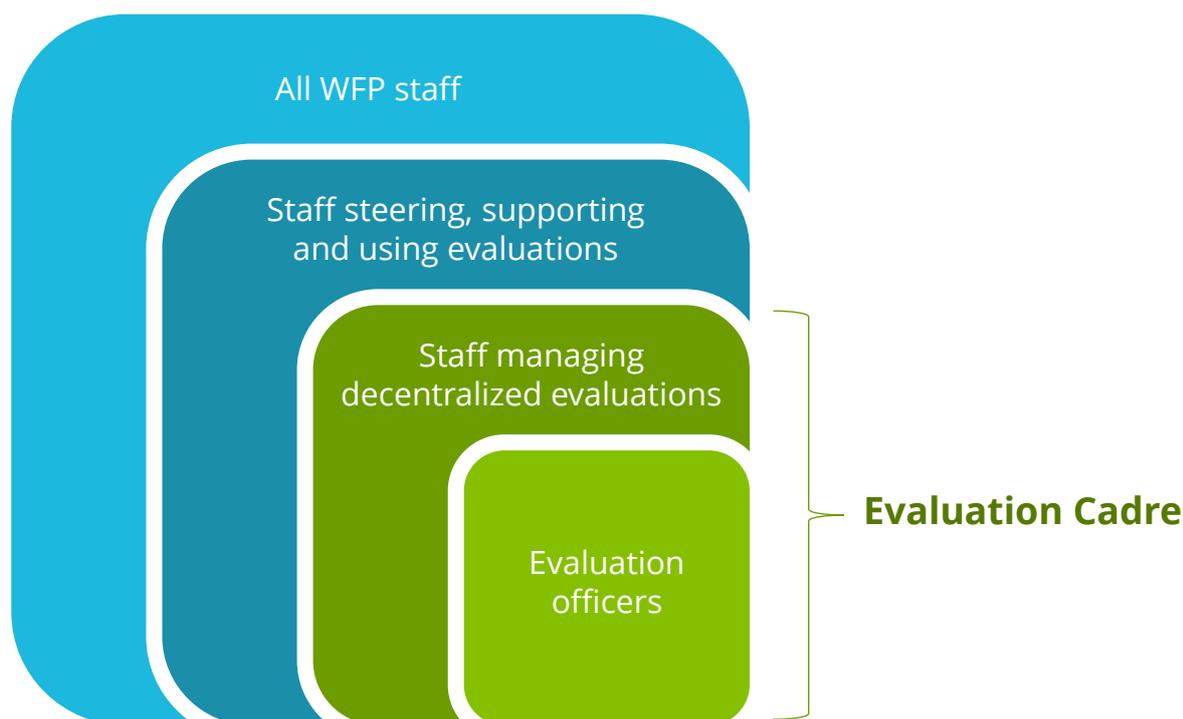
This strategy covers the period 2020-2024, beyond the end of the current Evaluation Policy (2016-2021), to ensure sufficient time for its operationalization.

The strategy is internally focused, covering corporate, regional and country levels and encompassing staff of all grades and functions across the organization, with a specific focus on staff in the evaluation function. The strengthening of evaluation capacities of national evaluators and relevant institutions, which constitutes a dedicated workstream in the WFP Evaluation Policy and the WFP Corporate Evaluation Strategy, is not part of the scope of this strategy. As WFP engagement in national evaluation capacity development (NECD) expands, synergies will be created between this area of work and the activities of the Evaluation Capacity Development Strategy.

### Target groups

With evaluation becoming “everybody’s business” in WFP, a certain level of knowledge and/or skills on evaluation is necessary for everyone across the organization. Each of the elements of this strategy has been conceived to target one or more of the four categories of staff detailed below (Figure 2). Further details on sub-categories of staff in each target group are provided in [Annex III](#).

**Figure 2: Evaluation Capacity Development Strategy stakeholder groups**



### Evaluation officers<sup>3</sup>

At the core of the evaluation function is WFP staff who see evaluation as fundamental to their professional identity as they work on evaluation processes on a full-time basis. As mentioned above, this includes both externally recruited professionals with evaluation expertise and WFP staff working full-time on evaluation processes for at least four years before rotating out to other divisions/functions. It also includes research/evaluation analysts who may be on a career trajectory to become evaluation officers. These staff who typically, but not only,<sup>4</sup> work in the Office of Evaluation and regional evaluation units, are meant to progressively strengthen their evaluation competencies while in their role, not only in relation to expected technical, managerial and interpersonal skills and professional foundations in evaluation,<sup>5</sup> but also with regard to their ability to foster evaluation use and to promote evaluative thinking.<sup>6</sup>



### WFP staff managing decentralized evaluations

This group encompasses WFP staff who may not work on evaluation full-time but manage decentralized evaluations. These individuals are primarily monitoring and evaluation officers, although exceptionally, some might belong to other functional areas, such as vulnerability analysis and mapping (VAM) or programme and policy where offices have limited capacity.

These staff require a minimum level of knowledge and skills to be able to manage a credible and independent/impartial evaluation process, as highlighted in the box below and further detailed in [Annex III](#). When these individuals manage multiple or more complex evaluations (multi-country, evaluations operating in an emergency Level 3 environment), stronger competencies, including a deeper knowledge of evaluation

<sup>3</sup> The evaluation officers' stakeholder group includes evaluation analysts and research analysts in OEV or regional evaluation units (fixed term and/or consultants) who would like to progress to an evaluation officer position. They do not include consultants recruited as part of evaluation teams.

<sup>4</sup> In 2019, the Division of School Feeding and the Country Office in Ethiopia recruited a full-time evaluation officer.

<sup>5</sup> In line with UNEG Evaluation Competency Framework, this includes ethics and integrity, evaluation norms and standards, knowledge base, human rights and gender equality and reflective practice.

<sup>6</sup> While the strategy recognizes that evaluation officers need to have good organizational knowledge and, as such, includes activities for them to engage with staff across the different divisions, the primary focus of the ECD strategy is on evaluation-related skills and knowledge.

methods and a more advanced managerial skillset, are required.

### Evaluation cadre and talent pipeline

The two target groups referenced above (evaluation officers and WFP staff managing decentralized evaluations) will be referred to as the WFP “evaluation cadre”, a group of staff who work on evaluation full-time or periodically at country level during an evaluation process.

The Evaluation Capacity Development Strategy foresees different learning paths for staff within the evaluation cadre depending on the depth of evaluation knowledge and skills required for their specific role and their professional development goals.

Nevertheless, all staff in the evaluation cadre should demonstrate the necessary core evaluation competencies in line with the UNEG Evaluation Competency Framework to manage evaluations, including an ability to foster evaluation use, support evidence analysis and knowledge management (KM), and build partnerships.

The evaluation cadre will be nurtured and expanded through a talent pipeline, which proactively identifies individuals who demonstrate a certain level of interest, knowledge and skills in evaluation.



### Staff steering and supporting evaluations

Useful, impartial and credible evaluations require the engagement of a range of staff, in addition to the evaluation manager, to help steer and/or support the evaluation process. These groups require understanding of: (i) the value of evaluation and how they can use it to inform their work (for those who will also be using the evaluations for the design of programmes, policies and strategies); (ii) the relevant (for their roles) steps of an evaluation process; and (iii) the “why” and “how” (again, for their particular roles) of the application of the evaluation principles of independency/ impartiality, credibility and utility.

Primary stakeholder groups in this category include:

#### Senior staff (management) steering the evaluation function

- ▶ The Evaluation Function Steering Group (EFSG), chaired by the Deputy Executive Director with cross-functional membership at director level, steers the evaluation function overall, safeguarding the provisions of the Evaluation Policy and fostering the evaluation function’s development to embed evaluation into decision-making and practice across WFP.
- ▶ Regional evaluation committees, chaired by regional directors and membership at country director level in each region, steer the evaluation function at regional level, supporting the regional director’s accountabilities and building awareness, demand, use and planning for evaluation across regions and country offices.

#### Staff steering decentralized evaluations:

- ▶ Country office/regional bureau/headquarters division management, in their capacity as chairs of evaluation committees, oversee and make key decisions when steering decentralized evaluations, for example, in relation to evaluation inputs, scope, stakeholders, approval of key deliverables. They also lead the development of the management response and follow-up to centralized and decentralized evaluation recommendations.

#### Staff supporting centralized or decentralized evaluations and using evaluation evidence:

- ▶ Activity/strategic outcome (SO) managers or heads of programme, and programme and policy advisors (in conjunction with other units as relevant for the scope of the evaluation) who are responsible for: advising on learning needs and evidence gaps; engaging with the evaluation team to discuss findings and recommendations and acting as key informants; using evaluation evidence when designing and implementing programmes, strategies and policies; participating actively in global evaluation meetings; and disseminating findings internally and externally at evaluation conferences, etc.
- ▶ Monitoring and vulnerability analysis and mapping staff (when not evaluation managers) who are responsible for

providing relevant background information, monitoring data, reports and analysis to support evaluation.

- ▶ HR/procurement officers who are responsible for contracting evaluation teams (of decentralized and centralized evaluations) in a timely manner.
- ▶ Staff participating in the evaluation reference groups of centralized and decentralized evaluations who are not in the above groups.
- ▶ Other supporting staff, including staff working in communications, donor relations, finance, information technology etc. who provide support on evaluation communication and dissemination plans, evaluation budgeting, communicating on WFP evaluation guidance to donors, use of virtual platforms and technologies, etc.
- ▶ The Executive Board Secretariat, which liaises between the Office of Evaluation and the WFP Executive Board to facilitate engagement on developments in the evaluation function as well as on approved strategic and policy evaluations.

Additional details on roles and responsibilities for staff in the above functions are included in [Annex III](#).



### All WFP staff

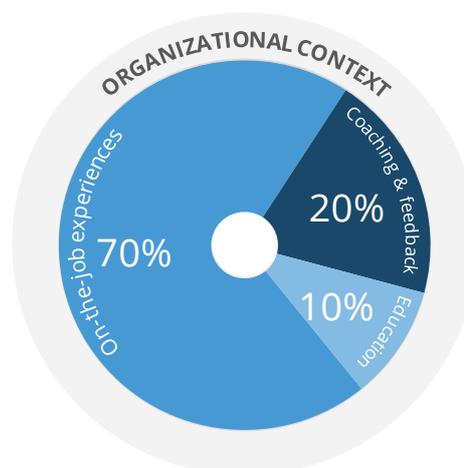
While all staff may not be directly involved in evaluation processes, nor draw on evaluation evidence regularly for programme/policy design or implementation, all WFP staff should be aware of and use evaluation, in conjunction with other sources of evidence, to support their work. As evaluation is a key element/stage in every policy and programme cycle, some basic understanding is required on the rationale for evaluations, the inputs that evaluations require and how evaluation evidence should be used and actioned.

## 3.3 Underlying principles

A number of underlying principles underpin this strategy, including:

- ▶ Evaluation capacity development activities should be synergistic with activities and approaches for the achievement of other WFP Evaluation Policy outcomes
- ▶ The Evaluation Competency Framework of the United Nations Evaluation Group (UNEG) serves as a key benchmark
- ▶ The design and delivery of evaluation capacity development activities should be in alignment with the WFP Human Resources policy and procedures, including the “70/20/10” principle<sup>7</sup> and based on global developments in terms of professionalization

**Figure 3: 70/20/10 principle**



- ▶ Effective evaluation capacity development must be designed in recognition of all three domains of the WFP capacity-strengthening framework (individual, institutional and enabling environment) and the interdependencies and linkages between them
- ▶ Evaluation capacity development activities should acknowledge the diverse learning needs of different target groups
- ▶ Evaluation capacity development activities should pay attention to gender and diversity when developing capacities
- ▶ The Office of Evaluation and regional evaluation units alone will not be able to provide for all evaluation capacity development needs. They need to leverage internal<sup>8</sup> and external partnerships to support evaluation capacity development initiatives and activities.

<sup>7</sup> This principle highlights how 70% of what we learn occurs on-the-job, 20% through learning from coaching and feedback and 10% through formal classroom or self-directed training.

<sup>8</sup> For instance, learning on data-collection methods, data analytics, data visualization and other topics is increasingly being delivered under the coordinated efforts of VAM and monitoring and evaluation teams.

Role Plays

Community Meeting

Reports

Animation Books

benefits intro

Press release

Community TV (Benef)

Create Feedback channels

PHOTOS

RADIO DRAMA

TV SEGMENT

Distribution Site/point

MERCHANDISE

videos

GRAPHS ANIMATION FACILITATION

Local Newspaper, (Benef)

Posters w/ Infographic

Social Media

CIVIL SOCIETY

NGOs

ideas

MERCHANDISE

Academic Publications

Reports

POSTERS / BANNERS

RATING PARTNERS

PARTNERS

PPT

Email

abstracts

Printed / USB Reports

# 4. Theory of Change

## 4.1 Overview

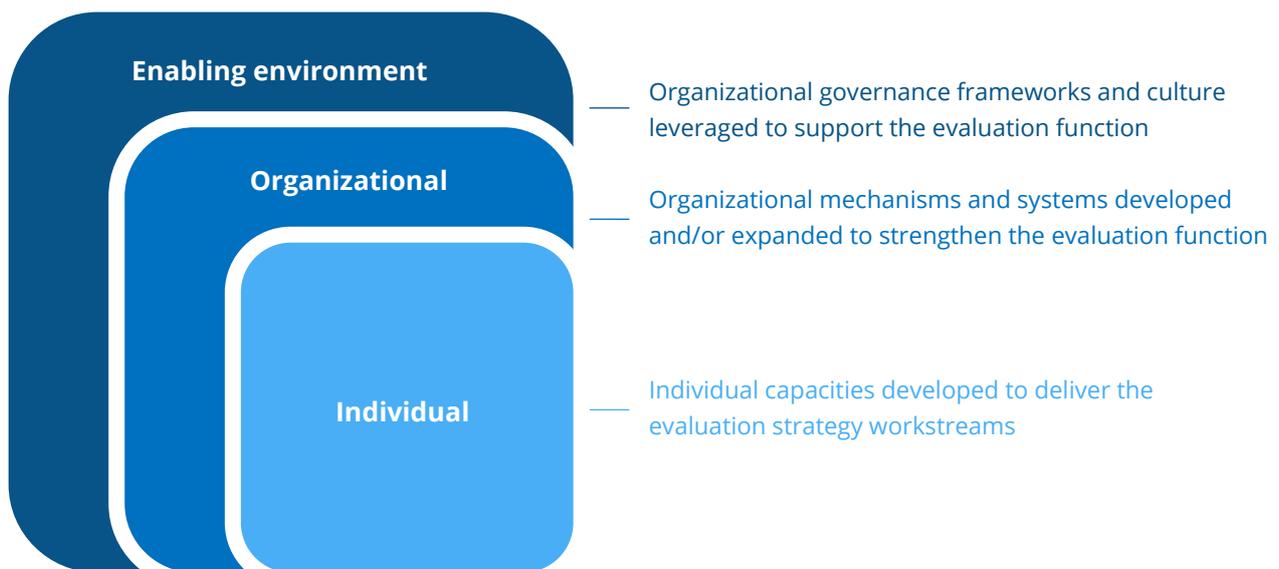
This strategy is built on the recognition that capacity development requires a holistic and integrated approach relying on three mutually reinforcing components, specifically the enabling environment, the organizational level and the individual level (Figure 4).

The strategy leverages the enabling environment of WFP, which includes a clear normative framework<sup>9</sup> and strengthened governance mechanisms for the evaluation function, as well as an organizational emphasis on knowledge management to strengthen the evidence base, broaden the knowledge base and facilitate capacity building of WFP staff,<sup>10</sup> in order to focus on enhancing organizational and individual capacities on evaluation. At an organizational level, strengthening and expanding organizational mechanisms is critical to translating existing governance mechanisms and organizational culture into operational policies, processes and mechanisms. This helps to ensure staff capacity at different levels of WFP have the right skills, in

the right place, at the right time. At an individual level, where the main emphasis of the strategies lies, the focus is on ensuring that staff are better able to understand, support, steer and manage evaluations at corporate, regional and country level. The strategy recognizes that central to capacity development on evaluation is exposure to evaluation processes.

To realize its aforementioned vision of having the requisite capacity to enhance evaluation culture and use evaluation evidence, this strategy's theory of change focuses on these **three mutually reinforcing outcomes** targeting the four main groups of staff indicated in [Section 3](#). Outcomes 1 and 2 focus on strengthening individual capacities, while Outcome 3 focuses on ensuring the requisite institutional set-up to have staff with the right skill-set when and where they are needed. Outcomes 2 (individual level) and 3 (organizational level) both contribute to developing a sustainable evaluation cadre in WFP from the individual and organizational perspectives (Figure 5).

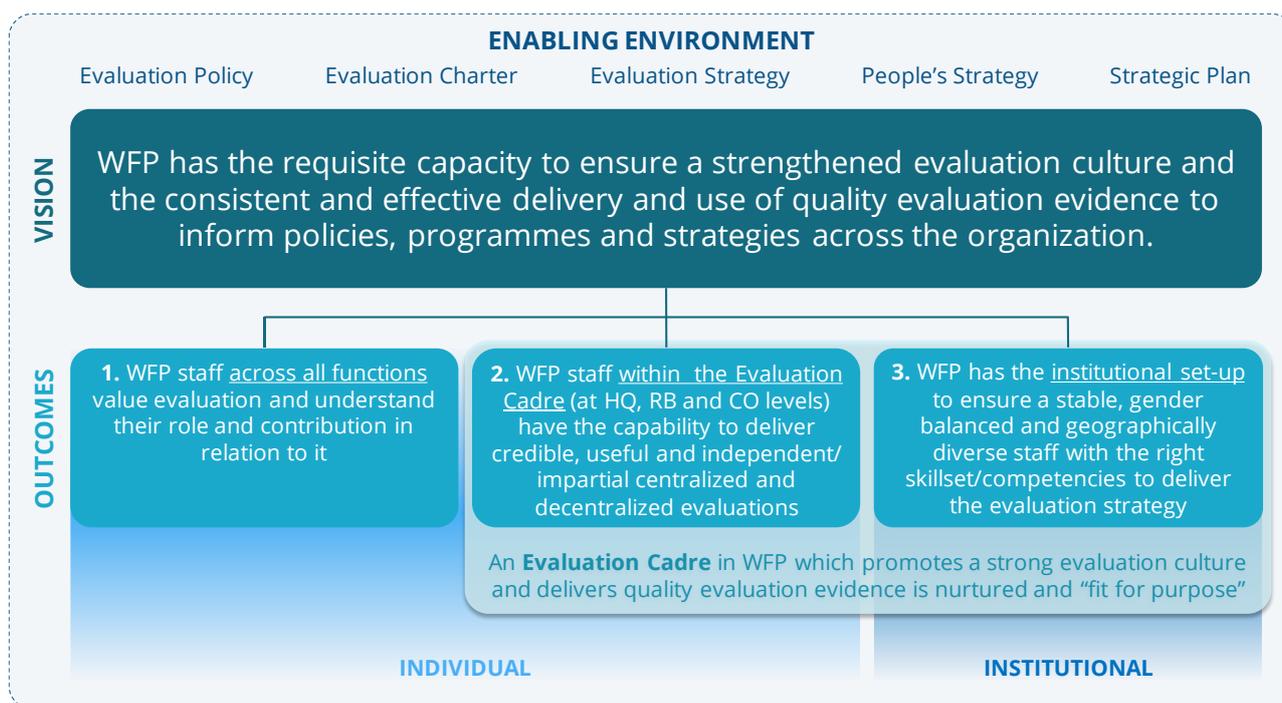
Figure 4: Holistic model for evaluation capacity development



<sup>9</sup> This includes the Evaluation Policy (2016-2021), Evaluation Charter (2016), Corporate Evaluation Strategy (2016-2021), People Strategy (2014-2017) and WFP Strategic Plan.

<sup>10</sup> This includes a Corporate Knowledge Management Strategy, developed in 2016, which serves as a theoretical framework and more recent efforts to develop a roadmap for knowledge management.

Figure 5: Theory of change vision and outcomes



More specifically, three strategy outcomes are indicated below.

**Outcome 1:** WFP staff across all functions value evaluation and understand their role and contribution in relation to it.

**Adopting a dual-track approach to build evaluation capacity**

- ▶ Embedding concise, targeted information on evaluation in other divisions/functions’ trainings and materials where possible
- ▶ Developing targeted stand-alone materials on different functions’ role in evaluation

Critical to the first outcome is a recognition that for evaluation to become truly ingrained in organizational culture and become “everybody’s business”, contributing to a wider culture of evidence-informed decision making in WFP, all staff need to have a basic understanding of: (i) the purpose, objectives and value of evaluation, (ii) evaluation in the day-to-day work of WFP, their role in relation to it and how to maximize the use of evaluation, and (iii) corporate requirements and donor expectations regarding evaluation. Activities under this outcome seek to engage WFP staff in different functions at headquarters, regional bureau and

country level, through targeted stand-alone initiatives and by embedding evaluation into existing corporate trainings, materials and guidance. Target groups in this category include staff steering, supporting and using evaluations as well as staff who may not be directly involved in evaluation processes (all other staff). A number of assumptions underly the work under this outcome, most importantly that utilization-focused, good quality and timely evaluations are produced and well communicated inside WFP and that the Office of Evaluation and regional evaluation units continue to engage with other WFP units/divisions/offices to ensure awareness of opportunities to embed evaluation.

**Outcome 2:** WFP staff within the evaluation cadre (at headquarters, regional bureau and country office levels) have the capability to deliver credible, useful and independent/impartial evaluations.

While all three outcomes are important to the achievement of the strategy’s vision, individual capacities to manage evaluations lie at the core of producing credible, useful and independent/impartial evaluations that inform WFP programmes and policies. Consequently, the majority of resources will be dedicated to developing the capacities of the evaluation cadre (evaluation managers of decentralized evaluations and evaluation officers) to manage

and promote the use of evaluations in order to ensure that there is sufficient capacity to meet increasing demand for evaluation evidence.

The different backgrounds, levels of knowledge and experience and grades of this group, encompassing: (i) (at [centralized \(OEV\) level](#)), evaluation officers who are non-rotational staff with an evaluation background and those who are rotational and may come from different functions, and (ii) (at [decentralized level](#)), regional evaluation officers who are rotational and may come from different functions, as well as evaluation managers who may come from different functions. Members of this group will require a targeted and tailored evaluation capacity development approach that responds to the range of their existing capacities and enables them to develop their skills from basic to advanced, as needed. Critical to this area of work is the assumption that managers will allow their supervisees to work on, and set aside, a percentage of their time for evaluation and that a sufficient number of good quality evaluation firms (through long-term agreements) and consultants are available and submit proposals for WFP evaluations.

**Outcome 3:** WFP has the [institutional set-up](#) to ensure a stable, gender-balanced and geographically diverse staff with the right skillset/competencies to deliver the evaluation strategy workstreams.

As previously stated, this outcome seeks to ensure that organizational mechanisms and tools are in place to complement and reinforce the development of a sustainable evaluation cadre in a way that is mutually reinforcing with Outcome 2. The work in this area is based on the assumptions that adequate resources are allocated to recruit necessary monitoring and evaluation staff and that country office management recognize the importance of adequate staffing for monitoring and evaluation.

The strategy recognizes the importance of **linkages** and **partnerships** both internal with other divisions in WFP and external with other evaluation offices/entities and evaluation

capacity development opportunities. The main linkages include:

- **Internal WFP:** Human Resources Division (HRM) and Research, Assessment and Monitoring (RAM) to collaborate on monitoring and evaluation workforce planning and sourcing and Human Resources Division to promote the integration of evaluation related outputs in the Performance and Capacity Enhancement (PACE) for relevant staff. Working together with these divisions and others will also be important in order to embed evaluation (where relevant and possible) into their trainings and guidance, and to ensure broader synergies when addressing complementary needs on monitoring and evaluation. Collaboration with the Technology Division (TEC) will also be critical for the Office of Evaluation and regional bureau efforts to expand virtual evaluation capacity development activities, particularly the design and implementation of new activities, and to support the evaluation cadre's capacities to use technology for data collection, as well as disseminate findings
- **External:** In addition to working through existing partnerships within UNEG and with its members, it will also be necessary to continue to explore and expand partnerships with other evaluation entities,<sup>11</sup> and external evaluation training initiatives at global and regional level to provide capacity and career development opportunities for the evaluation cadre.

Further elaboration on the strategy outputs and activities can be found in [Section 5](#), with additional detail on individual activities in [Annex II](#). The complete theory of change can be found in [Annex I](#).

## 4.2 Linkages with the WFP Evaluation Policy theory of change

This strategy is intended as a key contributor to realizing the WFP Evaluation Policy's vision as stated in its theory of change (Figure 6). Central to this vision is having adequate institutional

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<sup>11</sup> This would also include multilateral, bilateral offices of evaluation, professional evaluation associations, etc.

and individual capacity to manage evaluations (Outcome 3 of the policy theory of change). Workstream (WS) 3.1 (WFP Capacity Development) of the WFP Evaluation Strategy is one of the four workstreams under this outcome and highlights some of the key areas of work. This strategy further elaborates and builds on these areas and provides the framework for all of the work in Workstream 3.1 from 2020 until its end. This workstream has links and is synergistic/complementary with other workstreams/key drivers of change in the Office of Evaluation, specifically:

- **Quality assurance and support** (Outcome 1 - Workstreams 1.2 and 1.3), which encompass a range of mechanisms<sup>12</sup> to support the capacities of evaluation managers to manage credible and useful evaluations
- **Communication and knowledge management** (Workstream C), which encompass efforts to:<sup>13</sup>

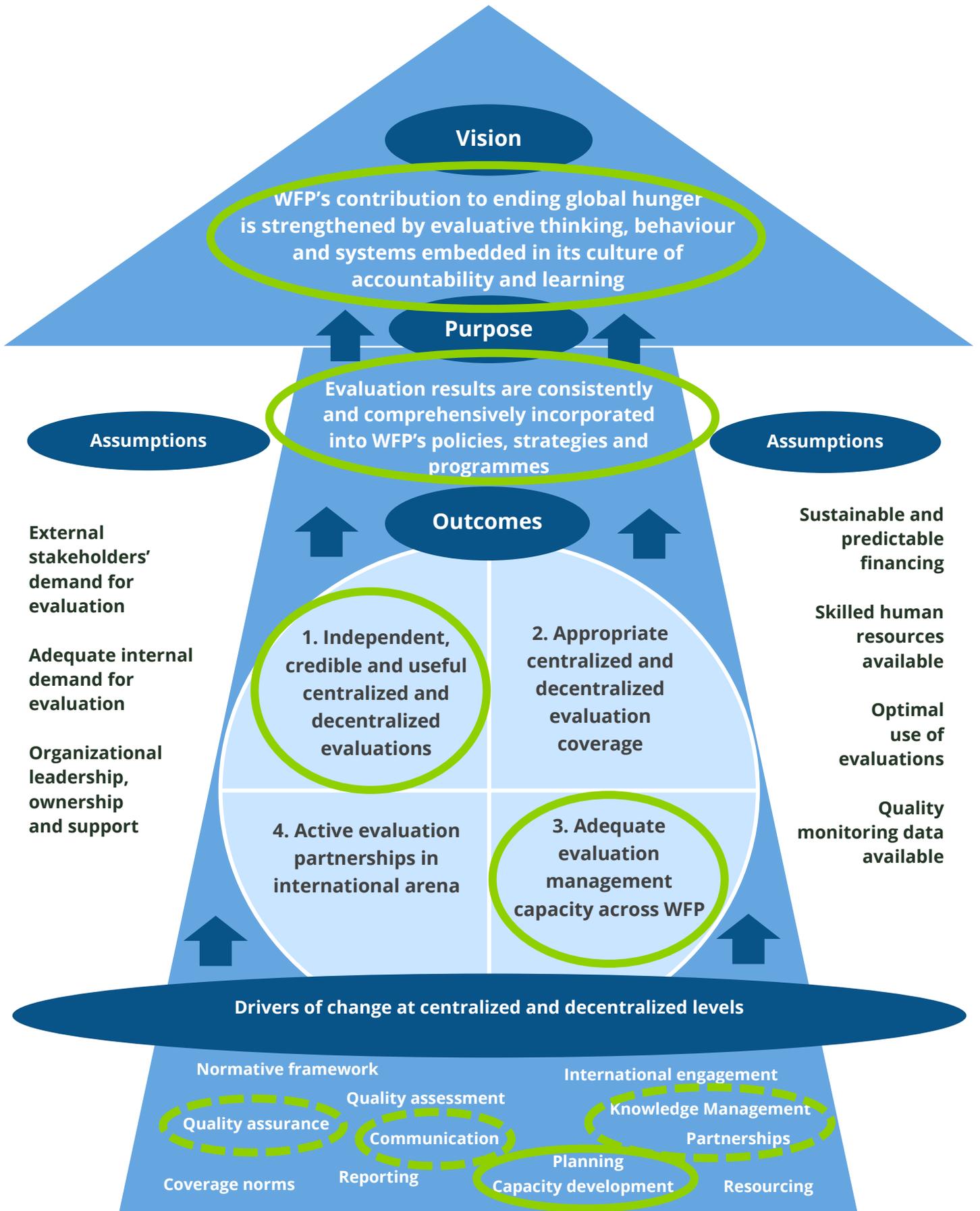
- Ensure that evaluations are well communicated in the Office of Evaluation and highlight the value of evaluation
  - Document and disseminate success stories with respect to positive evaluation experiences
  - Support the Capacity and Quality Unit to develop capacities of staff at decentralized level to plan for targeted communication messages and products
  - Support the design and delivery of evaluation capacity development products
- **Evaluation Partnerships** (Workstream 4.1) at global and regional level with UNEG, the Active Learning Network for Accountability and Performance (ALNAP), and professional evaluation networks work to contribute to capacity development of staff and professionalization efforts and to keep abreast of current learning and thinking in the field of evaluation.

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<sup>12</sup> This includes the DEQAS and EQAS Guidance, DE Quality Support, Help desk, and Contingency Evaluation Fund.

<sup>13</sup> A WFP Evaluation Communication and Knowledge Management Strategy is under development that will highlight the linkages to ECD work in these areas.

Figure 6: Evaluation Policy theory of change



## 5. Elements of the strategy

The strategy strives to balance in-person and virtual evaluation capacity development activities, with an expanding emphasis on the latter. Recognizing the evolving nature of virtual platforms and tools that are increasingly interactive, the Office of Evaluation will build on its primarily on-line Evaluation Learning Programme. The Office of Evaluation and regional evaluation units will also continue to experiment with different virtual delivery methods for meetings, trainings and peer learning.

The section below provides an overview of the outputs and key activities contributing to each outcome of the strategy. Additional details on each activity can be found in [Annex II](#).

### 5.1 WFP staff across all functions value evaluation and understand their role and contribution in relation to it (Outcome 1)

Outcome 1, which focuses on staff **outside the evaluation cadre**, is expected to be achieved through two outputs. Key approaches under this outcome include embedding evaluation in other divisions' trainings, learning materials and meetings as relevant, as well as peer-to-peer learning and highlighting of "successful" evaluation processes in collaboration with the the Office of Evaluation Communications and Knowledge Management Unit. The Office of Evaluation and regional evaluation units will continue to engage with different divisions at headquarters and country office to ensure staff have the capacity to maximize the use of evaluation, in terms of: (i) planning for evaluations based on their learning needs, (ii) steering and supporting evaluations to ensure credibility, utility and independence/impartiality, and (iii) using the evaluation findings. Where staff are involved in actual processes, the majority of the learning will come from exposure to the evaluation process.

Output 1.1 Learning resources targeting staff across WFP are provided on the evaluation

function and on the purpose and objectives of evaluation

A variety of means will be used to provide staff across the organization who are indirectly exposed to evaluations with the basic understanding that they require on the rationale and inputs for evaluations, as well as on how evaluation deliverables should be used and actioned.

This will be done by adopting a two-pronged approach, which both embeds evaluation learning in various corporate trainings and materials and develops and expands stand-alone introductory on-line resources, learning events and materials. The Office of Evaluation and regional evaluation units will also continue to reach out and engage in WFP internal regional and global workshops to ensure that evaluation is on the agenda.

Output 1.2 Learning initiatives targeting those Country Directors and staff steering and supporting decentralized evaluation are provided on their roles in the process

Activities under this output focus on staff steering and supporting evaluations, which encompass a number of sub-groups with differing roles, specifically:

- Regional evaluation committees that oversee and support the implementation of regional evaluation strategies, embedding evaluation into decision-making and practice in their regions
- Country office/regional bureau/headquarters division management who have a set of responsibilities in relation to evaluations as outlined in the WFP Evaluation Charter with limited time and competing priorities. Hence, they require the development and delivery of executive learning schemes to enable them to steer decentralized evaluations
- A range of in-house staff from other functions including heads of programme, strategic outcome/activity managers and programme and policy advisors who support and use evaluations at centralized and decentralized level as core members in

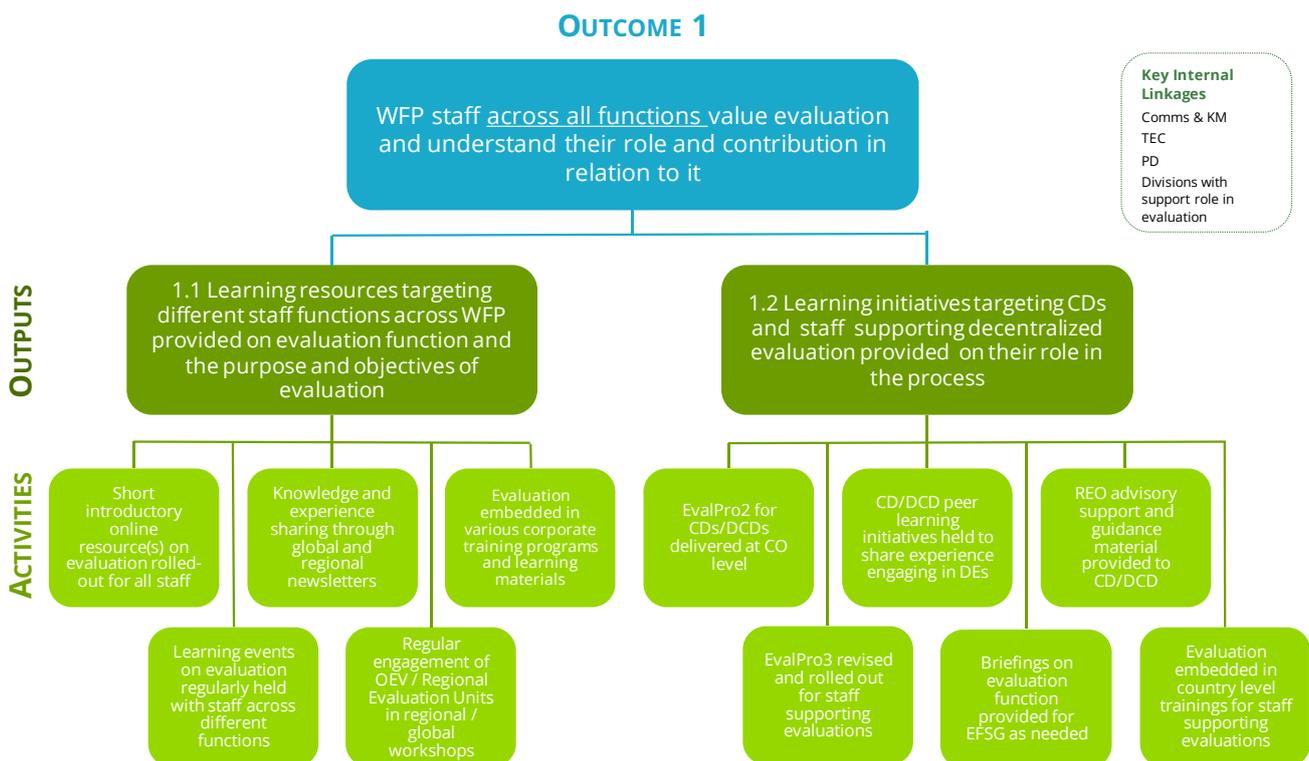
the evaluation reference group as well as in the evaluation committee

- HR/procurement/finance/government partnership staff and other staff as relevant. Capacity development provisions need to be developed and/or rolled out to duly equip those supporting staff participating in various evaluation governance mechanisms.

A key approach to enhance the evaluation capacity of these groups will be the promotion of peer-to-peer learning, particularly of Country Directors/Deputy Country Directors and division managers who are steering evaluations. Through these learning initiatives Country Directors/Deputy Country Directors can share their experience with evaluations overall with respect to their process and use, and more specifically as evaluation committee chairs in the context of decentralized evaluations (benefits and challenges). For

example, the Office of Evaluation will disseminate its recently launched online video series with interviews by and for Country Directors<sup>14</sup> (EvalPro 2) more broadly. As with Output 1.1., the Office of Evaluation will also work with other divisions that have important roles to play in supporting evaluations to integrate relevant material on evaluation in their foundation courses where possible.<sup>15</sup> In addition, the Office of Evaluation will explore developing tailored and user-friendly materials on evaluation targeting internal reference groups and other staff supporting **centralized** evaluations. Briefings on the evaluation function will be delivered to members of the Evaluation Function Steering Group as needed. Finally, at regional level, regional evaluation units will continue to provide advisory support to these target groups, embed evaluation into trainings at country office level where possible, and organize dedicated trainings for staff who support evaluation.

Figure 7: Outcome 1



### Assumptions

- ❖ Institutional buy-in exists to embed evaluation into guidance and processes across WFP
- ❖ OEV & Regional Evaluation Units regularly engage with other WFP units/divisions/offices to ensure awareness of opportunities to embed evaluation

<sup>14</sup> In the video series (D)CDs already exposed to decentralized evaluations convey their recommendations for various aspects of the evaluation process. In addition, the videos display conversations with a Regional Director, donors and OEV staff.

<sup>15</sup> Discussions are currently underway with Programme, Monitoring and Finance to integrate some minimum information on evaluation with links to additional relevant materials.

## 5.2 WFP staff within the evaluation cadre have the capability to deliver credible, useful and independent/impartial centralized and decentralized evaluations (Outcome 2)

Outcome 2 identifies one output for each of the two main stakeholder categories of the evaluation cadre, the first focusing on developing the necessary knowledge and skills of decentralized evaluation managers, and the second supporting the increased professionalization of evaluation officers (Figure 8). As previously mentioned, the strategy will adopt a 70/20/10 approach to evaluation capacity development, with the understanding that the majority of learning happens on the job, but that more formal training is also important. Consequently, decentralized evaluation managers' and evaluation officers' capacity development will occur through a combination of managing evaluations, coaching and mentoring, feedback from quality support and quality assurance mechanisms and temporary duty assignments (TDY) and secondment opportunities. This will be complemented by internal and external workshops and conferences at headquarters, regional bureau and country level. In addition to existing evaluation trainings available online in WeLearn, new trainings, as well as workshops and meetings, will be delivered virtually where possible and face-to-face when that is the best option.

Reflective practice will be a key component of the evaluation cadre's capacity development. The evaluation cadre through both the formal activities in the strategy and in their day-to-day practice will be encouraged to reflect on their competencies and areas for growth and seek feedback and learn from others. In alignment with UNEG Evaluation Competency Framework, this will include pursuing professional networks and self-development in order to enhance competencies and skills, as well as, for evaluation officers, supporting the professional development of colleagues in the evaluation function.

As indicated in Figure 8, the vast majority of activities are relevant for the professional development of both evaluation managers at decentralized level and evaluation officers, and therefore contribute to both Output 2.1 and 2.2. They relate to engagement of these two target groups in internally and externally provided training opportunities (at various competency levels), the facilitation of temporary duty assignment opportunities, and the expansion of a more formalized mentoring scheme. Some of the more specific areas of focus for each stakeholder groups are highlighted below.

### Output 2.1 Training programmes and initiatives on evaluation management are provided to decentralized evaluation managers

Most of the staff at country office/regional bureau or headquarters division level who are appointed to manage a decentralized evaluation have not been exposed to this type of work before. The knowledge and skill-set required to deliver an independent, credible and useful evaluation are closely aligned with the process steps as defined in the WFP Decentralized Evaluation Quality Assurance system (DEQAS).

Activities under this output will reinforce learning on the job and encompass group-level and individual capacity development efforts. Besides the continued delivery of the existing corporate evaluation learning programme, the activities will include various modalities of training delivery organized by regional bureaux (regional workshops; country office-level training; externally developed training modules etc), as well as bilateral coaching and feedback. Regional bureaux will also be instrumental for peer engagement in in-person or virtual forums.

### Output 2.2 Initiatives are implemented to expand and support increased professionalization of evaluation officers in WFP

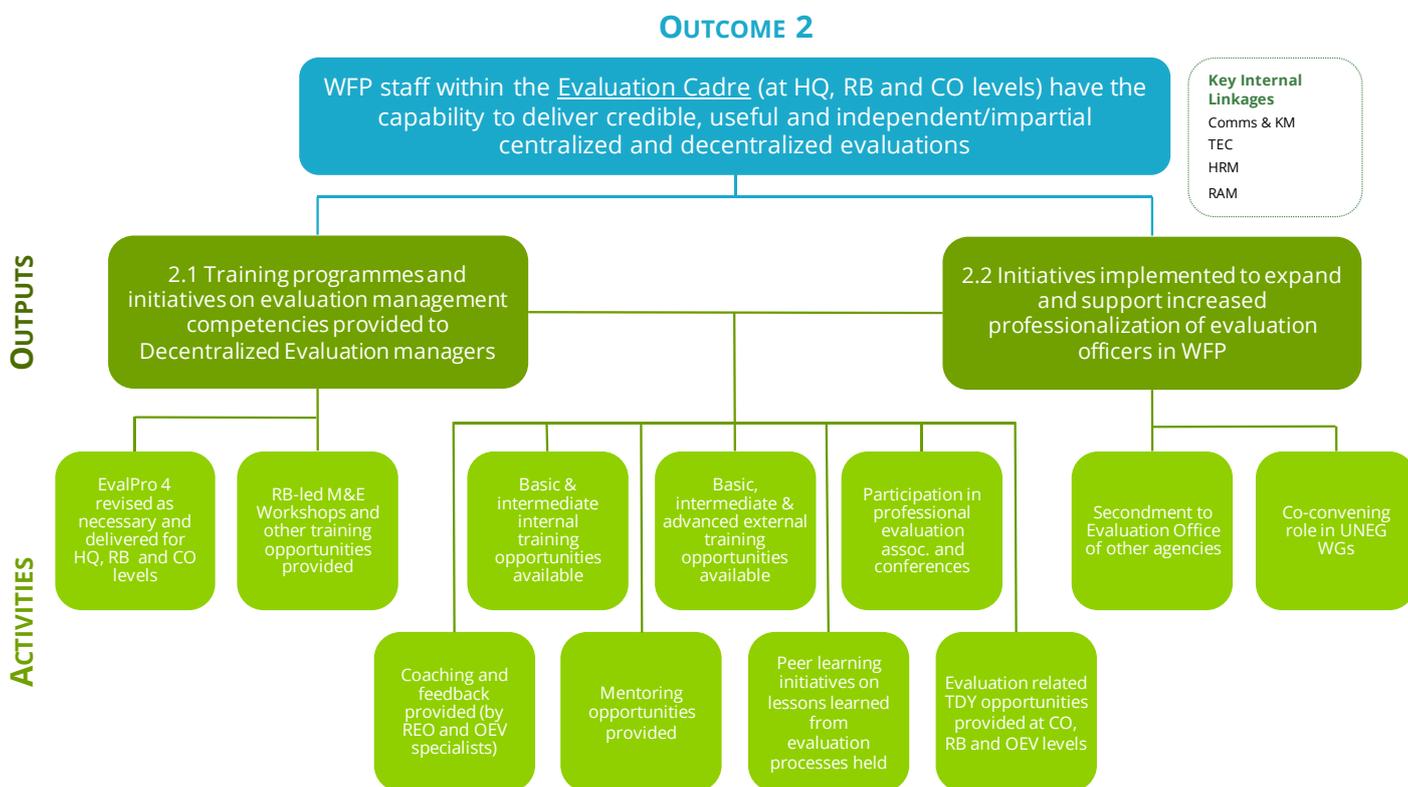
The "dual" model of evaluation officers in the Office of Evaluation and at regional bureau level – rotational (those who do not necessarily have an evaluation background) versus non-rotational (those whose career has focused on evaluation) staff – necessitates a tailored approach to capacity development of

evaluation officers with different backgrounds. Whereas new incoming staff will mostly be learning on the job, some foundational conceptual knowledge will most often require reinforcement at the early stages of their assignment with the Office of Evaluation/regional bureau. More experienced evaluation officers need continuous exposure to developments in global evaluation thinking and practice and might need more specialized knowledge on, for instance, evaluation approaches and methods, advanced quantitative and qualitative analysis, gender and ethics and other topics.

Activities specifically geared towards the strengthening of competencies of evaluation

officers<sup>16</sup> focus predominantly on learning through engagement with other agencies and professional evaluation associations, by participating in working groups of UNEG, by participating in meetings and conferences and through secondment to United Nations sister agencies. Evaluation officers will be encouraged to set a target and milestones in relation to strengthening their capacities and professional development to foster a more systematic approach to professional development. The strategies and activities they feel would support their professional development should be part of their annual work planning discussion with their line manager and reflected in their PACE.

Figure 8: Outcome 2



### Assumptions

- ❖ Managers willing to have their supervisee working on evaluations and setting aside % of their time for evaluation
- ❖ Organizational leadership, ownership and support for evaluation sustained
- ❖ Good quality evaluation firms (through LTAs) and consultants are available and submit proposals for WFP evaluations

<sup>16</sup> With evaluation officers, reference in this strategy is made to all P2-P5 staff working full time on evaluations.

Formally their job titles read as (senior) evaluation officer, research analyst and evaluation analyst.

### **5.3 WFP has the institutional set-up to ensure a gender-balanced and geographically diverse evaluation cadre with the right skill-sets and competencies (Outcome 3)**

As outlined in Figure 9, two outputs will contribute to the achievement of Outcome 3: one output that focuses specifically on building the evaluation cadre, and therefore falls directly under the scope of this strategy; and a second output that looks more broadly at ensuring an adequate monitoring and evaluation workforce, and therefore recognizes that this output will need to be delivered in partnership with Research, Assessment and Monitoring (RAM) and Human Resources Division (HRM). Activities in this area may evolve based on developments around where the different roles and responsibilities related to monitoring will be based in headquarters.

#### Output 3.1 Institutional mechanisms for career development of WFP evaluation cadre are developed and supported

As part of its efforts to support the career development of the evaluation cadre, the Office of Evaluation will explore the possibility of establishing a professional recognition scheme for the evaluation cadre. This scheme will include a mechanism to assess the evaluation cadre's skills and knowledge. Pros and cons of various recognition schemes options will be thoroughly analysed and possibly piloted.

In addition, to ensure that staff within the evaluation cadre can have a clear career path in the evaluation function, the Office of Evaluation will develop and/or update generic

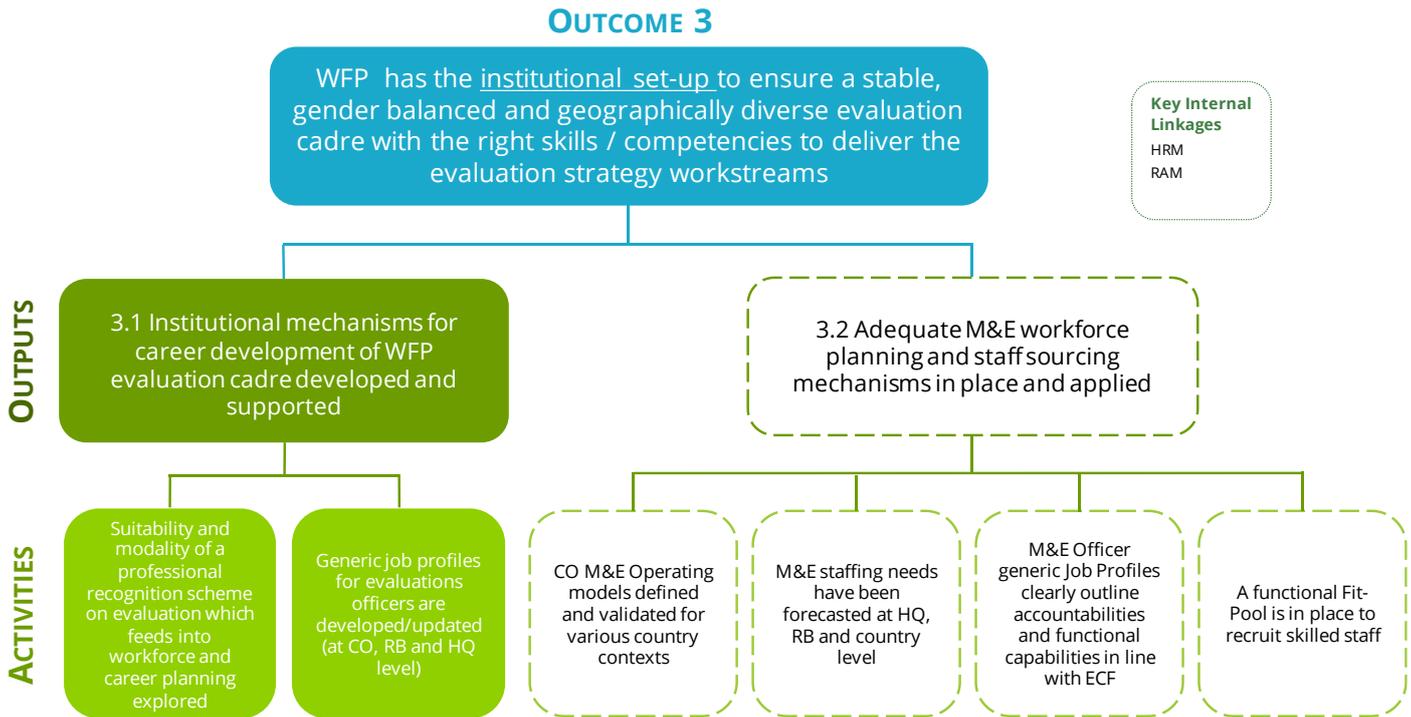
job profiles for dedicated evaluation officers of different grades (at headquarters, regional bureau and country office levels) as appropriate in 2020.

This will be complemented with indications on pathways through which staff can develop and advance up the different levels, to allow for individual career development planning. Furthermore, a talent review process, with some form of succession planning and active management of the talent pipeline, will become part of standard operational procedures.

#### Output 3.2 Adequate monitoring and evaluation workforce planning and staff sourcing mechanisms are in place and applied

As indicated above, this output acknowledges that capacities can not only be built through strategies that impact staff who are already part of WFP workforce. Equally important is ensuring that the organization has clarity on monitoring and evaluation profiles and the required composition of country office/regional bureau monitoring and evaluation teams, as well as the capacity to recruit and retain talented people for new vacancies. Under this output, based on the evaluation-specific and monitoring and evaluation job profiles, the Office of Evaluation will collaborate with RAM and HRM to manage the monitoring and evaluation Fit Pool, in connection with joint efforts on workforce planning, which include a systematic analysis of the optimal staffing set-up (number of staff, profiles, levels and reporting lines) for monitoring and evaluation work in country offices and regional bureaux. At field level, regional evaluation officers can also engage in the selection process for monitoring and evaluation staff at country office level and guide selection drawing from generic job profiles.

Figure 9: Outcome 3



**Assumptions**

- ❖ Adequate resources allocated to recruit necessary M&E staff
- ❖ CO management recognize the importance of adequate staffing for M&E

  Elements jointly implemented with RAM and HRM



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# 6. Implementation Priorities, Oversight, Monitoring and Review

## 6.1 Governance structure, roles and responsibilities

The Office of Evaluation, under the overall leadership of the Director of Evaluation (DoE), will be the steward of this strategy. The Office of Evaluation will establish a strategic advisory panel comprised of key internal WFP stakeholders at headquarters, regional and country level, as well as external experts who have capacity and experience in evaluation capacity development. The advisory panel will: (i) provide advice on the development of evaluation capacity development approaches and activities and formation of strategic partnerships for evaluation capacity development, and (ii) support the Director of Evaluation by reviewing progress made in implementing the Evaluation Capacity Development Strategy and providing advice on the strategic direction of evaluation capacity development efforts. The Office of Evaluation management: to provide “global leadership, standard-setting and oversight of the WFP evaluation function”, including leading implementation of the Evaluation Policy

Additionally, given that evaluation in WFP is “everybody’s business”, staff members throughout the organization at headquarters, regional and country level have more ongoing and active engagement in the evaluation function and therefore ensuring the implementation of the strategy. Below is a broad overview of the roles of these main groups of internal stakeholders vis-a-vis evaluation.

### Evaluation officers

- The Office of Evaluation evaluation officers: to manage centralized evaluations; to lead, facilitate and/or participate in evaluation capacity development initiatives based on their level of evaluation expertise and capacity needs

- Research and evaluation analysts: to provide support to centralized evaluations; to facilitate and/or participate in evaluation capacity development initiatives
- Regional evaluation officers: to provide technical assistance, coaching and mentoring to evaluation managers of decentralized evaluations; to lead, facilitate and/or participate in evaluation capacity development initiatives

### Staff steering, supporting and using evaluations

- Country Directors: to ensure that sufficient resources (human and financial) are allocated to evaluations, and to allow time for staff to engage in their own evaluation capacity development; as evaluation committee chairs, to steer decentralized evaluations commissioned by their offices
- The Evaluation Function Steering Group (EFSG), at global level, and regional evaluation committees, at regional level: to provide strategic guidance and feedback on evaluation capacity development efforts; to consider progress on the strategy, supporting and facilitating initiatives under their supervision; to support linkages and integration with evaluation capacity development efforts and their offices/division
- Internal reference group (IRG) members for centralized evaluations and evaluation committee members for decentralized evaluations: to ensure adequate information on evaluation principles and processes and to encourage use of evaluation findings alongside other evidence.

### Staff managing decentralized evaluations

- Evaluation managers of decentralized evaluations: to manage and deliver credible, useful, and independent/impartial evaluations.

In addition, for the strategy to be effectively implemented, it will require the engagement of

a broader group of internal stakeholders across WFP who have steering, advisory or support roles. The Office of Evaluation and regional evaluation unit will provide periodic updates on the operationalization of this strategy to the Evaluation Function Steering Group and the regional evaluation committees. These bodies can then in turn support the identification of solutions and leverage their authority to overcome some of the challenges.

Additional information on the roles and responsibilities of these main stakeholders, as well as other important actors, including the Performance Management and Reporting Division (CPP-RMP)/Human Resources (HRM)/Programme and Policy Development Department (PD); Communications; Finance; Regional Directors, and Executive Board, can be found in [Annex III](#).

## 6.2 Strategy roll-out and monitoring

The strategy has been reviewed by the Evaluation Function Steering Group (EFSG) and approved by the Director of Evaluation. The Office of Evaluation has begun to undertake a series of activities to operationalize and roll out some of the new elements of the strategy. These include:

- i. The creation of a platform to facilitate information sharing on evaluation capacity development between the Office of Evaluation and regional evaluation units
- ii. Additional consultations with stakeholder groups to more thoroughly understand their respective capacities and needs (ongoing)
- iii. Consultation with Technology Division to fully explore where technology can play a role in evaluation capacity development efforts and Human Resources Division in

relation to monitoring and evaluation workforce planning, systems and mechanisms for capacity development and potential professionalization (HR ongoing, TEC Q4 2020)

- iv. Mapping of existing Office of Evaluation trainings and materials on evaluation by stakeholder group to identify gaps and/or opportunities for streamlining (ongoing)
- v. A review of key corporate trainings and materials to identify where evaluation has already been integrated, as well as where opportunities exist to update and/or develop new materials for integration (ongoing).

A timeline of the key activities included in the strategy will be elaborated during the pilot phase. Implementation will be monitored and reported on annually to the Office of Evaluation management based on a combination of key performance indicators (KPIs) and qualitative feedback. Learning from the first year will feed into the formulation of a new WFP Evaluation Policy in 2021.

The Office of Evaluation will also undertake an internal mid-term review (MTR) of the strategy in 2022 to assess the first two years (pilot phase) of the evaluation capacity development work under the strategy, its continued relevance in light of any external developments, institutional developments and needs, and individual development and needs. The mid-term review will also assess progress to date, noting what has worked well and what needs improvement (Figure 10) to inform the full roll-out phase. The review will be participatory, involving the Office of Evaluation and stakeholders at regional and country level, including regional evaluation units and evaluation managers and management from a select number of country offices.

Figure 10: Timeline of strategy



### 6.3 Risk analysis and mitigation

This strategy and its underlying theory of change are based on a number of assumptions related to evaluation capacity development that, if not valid, pose potential risks. These can be grouped into three broad categories: (i) institutional buy-in, (ii) funding, and (iii) time

allocation. An additional two broader risks have been identified related to the availability of quality external service providers and movement restrictions due to their implications for evaluation capacity development efforts. The strategy in considering these risks has included mitigation strategies.

Risk	Mitigation strategy
<p><b>Buy-in:</b> Organizational leadership, ownership and support for evaluation capacity development is not sustained:</p> <ul style="list-style-type: none"> <li>▪ Institutional buy-in (from management) diminishes to embed evaluation in processes and guidance across WFP</li> <li>▪ Management in the organization does not recognize the importance of adequate staffing for M&amp;E</li> <li>▪ Managers unwilling to have their supervisee working on evaluations and setting aside a percentage of their time for professional development and evaluation capacity development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Utilization-focused, good quality and timely evaluations are produced and well communicated inside WFP</li> <li>▪ Ongoing advocacy for commissioning and use of evaluations</li> <li>▪ OEV and REU to continue advocating on the added value and benefits of evaluation, in terms of both learning and accountability</li> </ul>
<p><b>Funding</b></p> <ul style="list-style-type: none"> <li>▪ Decreasing investment in the evaluation function</li> <li>▪ Insufficient resources allocated to recruit necessary M&amp;E staff</li> <li>▪ An increase in the number and scale of emergencies, forcing WFP management to re-prioritize financial and human resources towards operational response and suspending investment in staff capacity development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Awareness raising on coverage norms</li> <li>▪ Guidance on adequate budgeting</li> <li>▪ Leveraging overall investment target in evaluation as per Evaluation Policy</li> <li>▪ Identification of RB and CO M&amp;E operating models</li> </ul>

Risk	Mitigation strategy
<p><b>Staff time</b></p> <ul style="list-style-type: none"> <li>OEV and REU staff members do not have enough time to mentor or to develop their evaluation capacities</li> <li>Evaluation managers have insufficient time to work on evaluation and engage in evaluation capacity development</li> <li>OEV/REU do not have time to engage with other WFP units/divisions/offices to ensure awareness of opportunities to embed evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Time for mentorship role sufficiently allocated in OEV and REU work plans</li> <li>Evaluation managers' annual workplans explicitly include responsibilities and a realistic time allocation (30-50%) for evaluation management</li> <li>OEV/REU set-up periodic meetings to engage with other divisions/units/offices on a regular basis</li> </ul>
<p><b>Number and quality of service providers</b></p> <ul style="list-style-type: none"> <li>Insufficient supply of quality evaluation teams and consultants to conduct WFP evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Long-term agreement (LTA) for evaluation services reissued to expand number of evaluation firms</li> <li>Regional LTA processes launched in some regions</li> <li>OEV and REU orient evaluation teams and consultants on WFP evaluation requirements and quality standards, as well as WFP context and relevant work</li> </ul>
<p><b>Restrictions on movement and assembly</b></p> <ul style="list-style-type: none"> <li>Restrictions on travel and assembly limit in-person meetings and trainings</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of focus on virtual meetings and trainings to deliver ECD-related activities</li> </ul>

## 6.4 Indicative resources

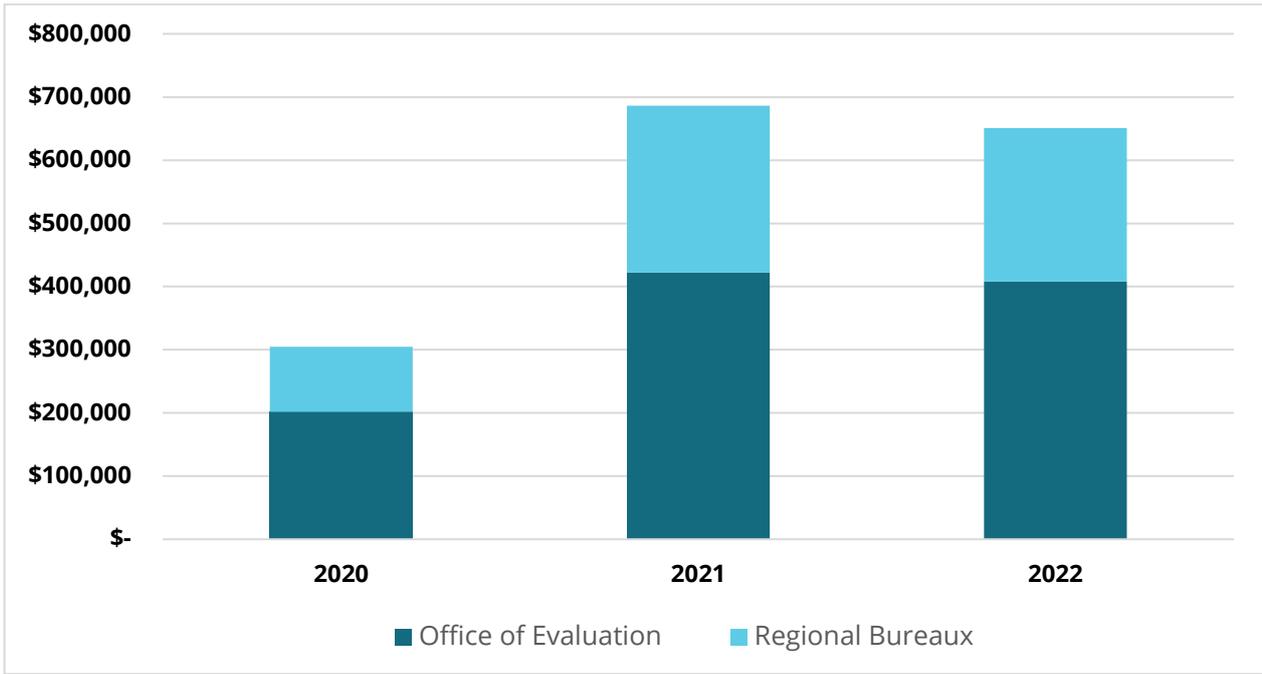
Resources required for 2020-2022 to support the evaluation capacity development work led by the Office of Evaluation and the regional evaluation units<sup>17</sup> have been estimated on the basis of: i) the number of staff in the evaluation cadre; ii) actual training costs incurred during the period 2017-2019, and iii) various inputs provided by regional evaluation officers (Figure 11). The Office of Evaluation and regional evaluation units have revised 2020 figures based on postponements or adjustments due to the Covid-19 pandemic. As part of the strategy operationalization, the Office of Evaluation and regional evaluation units will undertake additional resource projections in 2020 and further adjust the resource requirements for 2021-2022 accordingly.

It is important to note that funding for most of these activities in 2020 is already embedded in

the approved budget of the Office of Evaluation and the regional evaluation units, specifically the global evaluation week, the evaluation learning programme, and participation in external trainings, as well as the development and/or expansion of new materials, trainings and professional development opportunities. In addition, a number of activities included in the indicative resources (2020-2022) supporting evaluation capacity development-related work are also reflected in other strategies that are linked to evaluation capacity development. This includes impact evaluation-related capacity development activities which are part in the WFP Impact Evaluation Strategy and the Global Evaluation Meeting which is a component under the WFP Communications and Knowledge Management Strategy (under development).

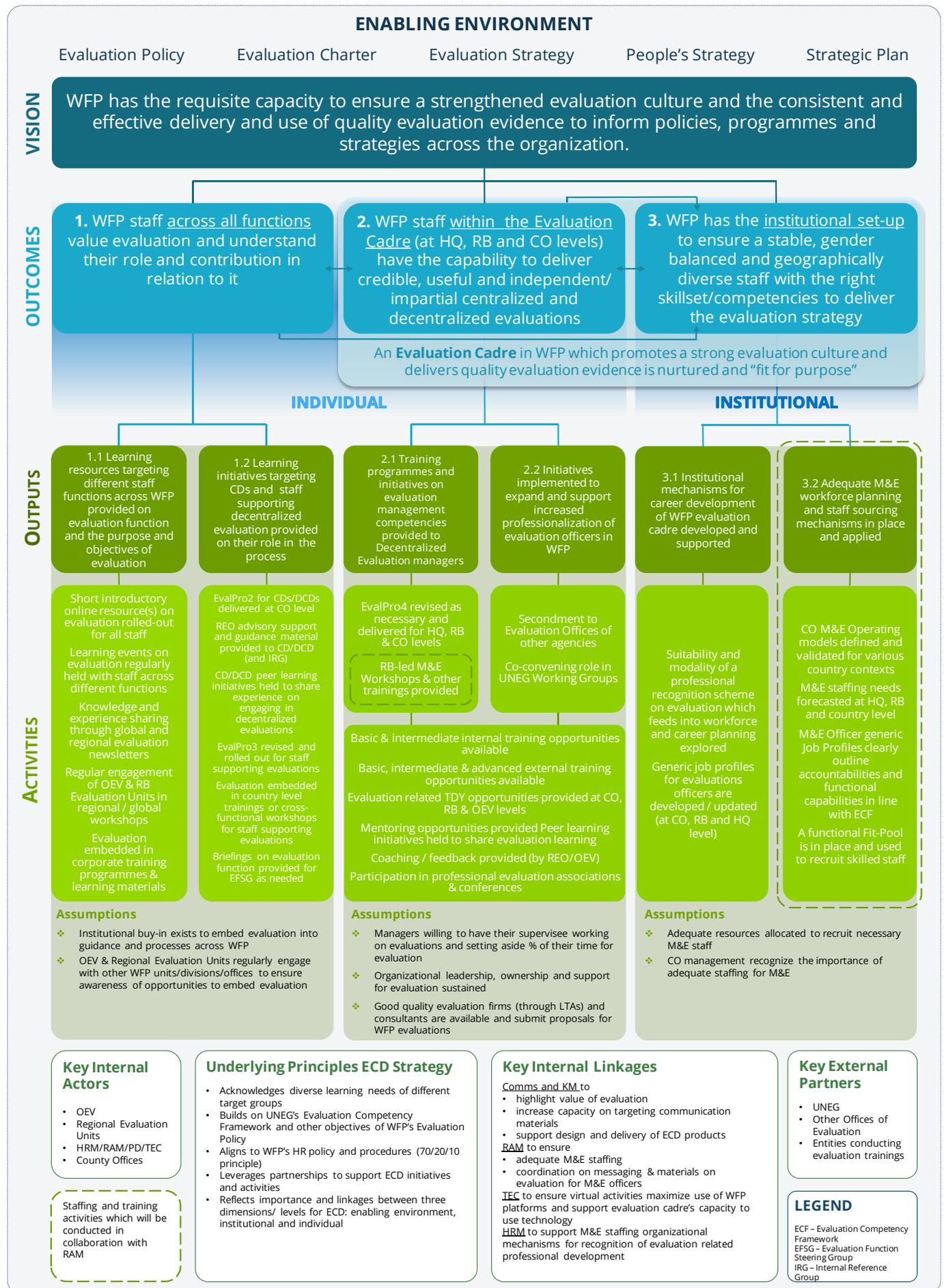
<sup>17</sup> Regional level figures are aggregated across all six regions and are based on input provided by regional evaluation officers.

Figure 11: Indicative Resource Requirements (2020-2022)



## 7. Annexes

# Annex I – Evaluation Capacity Development Strategy Theory of Change



## Annex II – Evaluation Capacity Development Strategy Activities

**Outcome 1: WFP staff across all functions value evaluation and understand their role and contribution in relation to it**

**Output 1.1 Learning resources targeting staff across WFP provided on the evaluation function and the purpose and objectives of evaluation**

*Short introductory online resources on evaluation rolled-out for all staff*

In 2020, OEV will review and revise the online module of the WFP evaluation learning programme EvalPro 1 (general introduction to the evaluation function for all staff) which is currently openly accessible online. OEV will also develop a dissemination strategy to ensure that the module is more widely viewed by staff across all functions.

In addition, OEV will develop briefs providing an overall 'evaluation function at a glance' for all staff and targeted briefs for staff who have a role to play in evaluation.

*Learning events on evaluation regularly held with staff across different functions*

Learning events will be held with staff across the organization with a two-fold purpose:

Biannual learning events will be held by OEV and REU to share relevant and timely evaluation evidence, and how it has or will be used, with staff across different functions. Where feasible, these will be conducted jointly with management and programme teams who can share their direct experience on evaluation use. This will include learning sessions during the Global Evaluation Week, currently organized every 18 months, as well as regional thematic workshops, webinars and other modalities.

OEV units will also jointly hold brown bag lunches for HQ staff of other divisions to present on evaluation activities and processes and how they can engage, as well as organize meetings with different divisions at HQ to discuss their evaluation learning needs.

*Knowledge and experience sharing through global and regional evaluation newsletters*

OEV and Regional Evaluation Units will continue to share knowledge and stories on evaluation use through periodic and global and regional newsletters.

*Regular engagement of OEV and REU in regional or global workshops (that are not primarily evaluation related)*

OEV management and staff, as well as REU, will continue to participate in regional or global workshops where relevant to advocate for the conduct and use of evaluation and increase awareness of evaluation and the evaluation function. This will continue to include Global Management Meetings, regional CD meetings, as well as expand to engaging where relevant and feasible in workshops which focus on the development of new programmes and policies.

*Evaluation embedded in various corporate training programmes and learning materials*

A range of corporate training programmes, including foundational courses, are being revised and / or developed by other divisions and units in WFP. OEV will reach out to these divisions / units to identify opportunities to integrate evaluation. Opportunities already identified for collaboration during 2020 include the Country Director Induction Training, the Monitoring learning programme and the Programme Learning Journey. Further opportunities will be explored with regards to trainings for Government Partnerships Officers, Finance and Supply Chain staff.

**Output 1.2 Learning initiatives targeting CDs and staff supporting decentralized evaluation provided on their role in the process**

*Evaluation Learning Programme (EvalPro) 2 for CDs/DCDs delivered for CO level*

WFP CD/DCDs, as Evaluation Committee Chairs of decentralized evaluations, have a number of responsibilities set out in the Evaluation Charter<sup>18</sup>. EvalPro 2, which was rolled out in 2017, will continue to be offered to new Evaluation Committee Chairs, conveying all the 'need to knows' for this critical role.

Learners for EvalPro 2 can watch a series of 7 short (2 to 5 minutes) videos<sup>19</sup>, comprised of interviews with peers, WFP executive management and donors. Those who want to deepen their knowledge can enrol in an additional interactive online training (approx. 4 hours) specially designed for Evaluation Committee Chairs.

*OEV and Regional Evaluation Unit advisory support and guidance material provided to CD/DCD (and IRGs)*

<sup>18</sup> WFP's Evaluation Charter (2016) described authorities necessary for enabling successful performance of roles and accountabilities in WFP's evaluation function; [www.wfp.org/publications/brief-wfps-evaluation-function](http://www.wfp.org/publications/brief-wfps-evaluation-function)

<sup>19</sup> The videos can be accessed through WFP's We Learn platform, as well as through the following YouTube links: <https://youtu.be/9QS1qjASsSM>; <https://youtu.be/F6gFbcPxJul>; <https://youtu.be/PGzCyU8D7ao>; <https://youtu.be/iQ9x56mMo0>; <https://youtu.be/FoHGFRNEGUU>; <https://youtu.be/J9Bj3nRUpsk>; <https://youtu.be/N-8k1IT3Qmo>

CDs/DCDs engage directly with the evaluation process when steering a decentralized evaluation, as Chair of the Evaluation Committee.

Regional Evaluation Unit advisory to CO management during field missions or remotely, will continue complementing learning for EvalPro 2. In addition, the booklet “DE Miniguide for Decision-Makers” and the HRMTC disseminated Functional Summary on Evaluation for new CDs will provide essential knowledge elements on management’s roles in terms of evaluation steering, support and use.

Additionally, advisory support from REU will target CO management, in relation to their role as user and supporter of centralized evaluations; as well as members of Internal Reference Groups of centralized and decentralized evaluations.

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#### *CD/DCD peer learning initiatives held to share experience on engaging in decentralized evaluations*

OEV will explore ways to further engage CDs/DCDs who have steered evaluation processes in peer-to-peer exchange with other CDs/DCDs who are new to the role. These initiatives will focus on challenges and lessons learned from these processes and how they have been used. Potential avenues for these initiatives include the aforementioned Global Evaluation Meetings/Global Evaluation Weeks, Regional Evaluation Committee (REC) meetings, CD induction trainings and Country Director and regional meetings.

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#### *EvalPro3 revised and rolled out for staff supporting evaluations*

To attend capacity development needs of staff supporting evaluations, the online course EvalPro 3<sup>20</sup> (introduction to decentralized evaluation for staff supporting the management of decentralized evaluations - e.g. programme, HR, procurement staff) will continue to be available on the WeLearn platform for interested staff. In tandem, the course will be reviewed in terms of its content, as well as in relation to the effectiveness of its delivery channel and will be adjusted accordingly if needed.

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#### *Evaluation embedded in country level trainings or cross-functional workshops for staff supporting evaluations*

Regional Evaluation Unit organized trainings will not benefit M&E staff only, yet occasionally expand to other staff involved in evaluations. For cost-efficiency purposes these initiatives will increasingly be held at CO level, allowing for as many as pertinent CO staff to benefit from learning on e.g. RBM and evaluation concepts; the importance and use of evaluations; and optimal engagement for decentralized evaluations. RBN has already explored this capacity development modality that can be targeted to the particular set-up (and CSP elements) of the CO in 2019 and will pass on its experience and materials to other RBs.

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#### *Briefings on the evaluation function provided for the Evaluation Function Steering Group as needed*

As WFP’s evaluation function will evolve, EFSG members will be updated in customized sessions offered during the periodic meetings of this group. Bilateral briefings on the evaluation function and the role/functioning of the EFSG will be provided to new members of the EFSG as join.

**Outcome 2: WFP staff within the Evaluation Cadre (at HQ, RB and CO levels) have the capability to deliver credible, useful and independent/impartial evaluations**

#### **Output 2.1 Training programmes and initiatives on evaluation management provided to decentralized evaluation managers**

##### *Evaluation Learning Programme (EvalPro) 4 revised as necessary and delivered for HQ, RB and CO levels*

In complement to on-the-job learning, OEV’s Capacity and Quality Unit will continue to deliver WFP’s Evaluation Learning Programme for evaluation managers of decentralized evaluations and selected new OEV/Regional Evaluation Unit staff (EvalPro 4), as well as jointly facilitate the EvalPro 4 face-to-face workshop with regional evaluation officers.

Delivery mechanisms of EvalPro 4 will include: interactive online modules; face-to-face workshops and webinars. EvalPro 4 participants will be enrolled in planning stages of decentralized evaluations.

Methods and materials for EvalPro have mainly been developed yet will be complemented by advanced specialized on-line modules. Topics including ethics, gender, evaluation methods, UNSDCF will be added to current virtual learning, through on-line courses or webinars.

To enhance access and comprehension, OEV and REU will explore the feasibility of delivering the EvalPro at regional level in French, Spanish and possibly Arabic.

Annex IV provides a rough estimate on the number of learners expected (during the 4 years of this strategy) for EvalPro (2 and 4), based on planned decentralized evaluations.

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<sup>20</sup> In developing the Evaluation Foundational Programme, OEV will explore the possibility of folding elements from EvalPro 3 rather than having EvalPro 3 as a standalone online course. Reference to other parts of the Evaluation Learning Programme (EvalPro 2 and 4) is made under 3.2.1.1.

### *RB-led M&E Workshops and other trainings provided*

In complement to training opportunities rolled out at the global level, REU will also endeavour to strengthen capacities of staff of the evaluation function in their regions.

Delivery channels and content elements of Regional Evaluation Unit provided training activities will present a large variety, including remote/virtual learning as well as presential. They can target one sole country office, the part of the region, the region as a whole, or even be targeted to more than one sole WFP region.

Regional training activities will endeavour to:

- be in alignment with key priorities of regional evaluation strategies;
- be complementary to training needs in terms of monitoring and VAM;
- be tailored to region- and where possible country-specific needs;
- where possible, leverage partnerships with government, other UN agencies, Voluntary Organizations for Professional Evaluation (VOPE) and other relevant partners. To this regard, partners can be invited to participate in the training activities (benefiting national evaluation capacity development-NECD), or they can collaborate for training set-up, organization and/or delivery;
- build at least partially on exchanges of experiences among peers.

REU will share training objectives and content (macro level) with OEV at initial stages of training conceptualization, to prevent duplication of training content; to avoid overlap in terms of timing of the learning activities; and to foster cross-fertilization among REU. At early stages of operationalization of this strategy, for ease of planning, OEV in consultation with REU, will map global and regional training needs and propose channels of delivery.

## **Output 2.2 Initiatives implemented to expand and support increased professionalization of evaluation officers in WFP**

### *Secondment to evaluation offices of other agencies*

Undertaking evaluation work in a different institutional context provides exposure to another mandate and another evaluation function. Each office of evaluation prioritizes time and budget differently and therefore have progressed in areas where others have not engaged in with the same level of intensity. Secondment opportunities with evaluation functions of sister UN agencies will therefore be regarded as a valuable pathway towards professional development for staff interested in such opportunity. OEV will explore in UNEG the possibility of facilitating secondment opportunities.

### *Co-convening role in UNEG Working Groups*

Active participation in UNEG provides a useful platform for staff capacity development. Continuing current practice, staff of OEV and REU<sup>21</sup> will participate as members or (co)conveners of one of UNEG's Working or Interest Groups, alongside peers of other sister agencies.

As applies to the previous output (2.2.6), capacity development benefits of this approach are envisaged at both individual and institutional levels. Not only will competency levels of the respective individual staff member increase, but also will secondment and active UNEG membership leverage learning of the organization as a whole.

## **Common activities for both Output 2.1 and Output 2.2**

Six activities are intended to support the capacity development of all staff in the evaluation cadre, both full-time evaluation staff and staff who manage evaluation at decentralized level but are not dedicated evaluation officers. As such they are elements contributing to the achievement of both outputs 2.1. and 2.2. The scope and frequency of the activities may differ depending on whether individuals intend to continue working on evaluation as indicated below.

### *Basic and intermediate internal training opportunities available*

Whereas EvalPro's online courses predominantly centre around guidance from the Decentralized Evaluation Quality Assurance System (DEQAS) process guide, additional online learning that goes beyond this guide, will be available on WFP's internal online platforms for learning (WeLearn):

- A detailed and summary *foundational evaluation learning course*, targeted primarily to people entering the evaluation cadre. The online modules will aim to provide understanding on evaluation principles; insights in UN-wide norms, standards and practices; as well understanding of WFP's evaluation function and the what, when, why and how of WFP evaluations.
- Learning courses or modules on specific topics, addressing learning needs beyond basic levels of knowledge and skills (incl. methods, ethics).

<sup>21</sup> Currently 10 OEV/REU staff participate in UNEG Working Groups

- An 'Evaluation Channel', accessible to any interested staff is an access portal to the aforementioned in-house learning modules. In addition, it will include external resources for evaluation capacity development: webinars, YouTube videos, written publications and a training & events calendar, and will be periodically updated by OEV.

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#### *Basic, intermediate and advanced external training opportunities available*

Staff of WFP's evaluation cadre, once acquainted with the available in-house learning, might need to further expand or deepen their competencies. Where internal resources do not cater for the learning needs, staff, who are anticipated to remain in the evaluation cadre for a prolonged time, can be granted relevant external training opportunities. Such opportunities can go beyond formal trainings and include participation in global, regional or national conferences; or other events of VOPEs.

By default, supervisors of full-time evaluation staff new to evaluation work will be encouraged to have their supervisee participating in an acknowledged external training programme that builds foundational knowledge and skills on evaluation.

Other external training needs will be identified on a case by case basis. OEV and REU will manage the matching of needs and the offer of external training opportunities with due care, by applying a set of criteria including: complementarities with internal ECD resources; relevance and applicability of concepts to the work of WFP and humanitarian/development context; and costs. The [database of external courses](#) that OEV compiled in 2019 as a contribution to the work of UNEG's Working Group Professionalization will be a key resource for the identification of training opportunities. OEV will continue collaborating for the update of this open source online database.

To ensure maximum utility of engagement in external capacity development events, participating staff of the evaluation cadre will be requested to actively contribute (e.g. panel session in conference) and duly pass-on and evaluate the contents of the learning opportunity.

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#### *Evaluation-related TDYs opportunities provided at CO, RB and OEV levels*

TDY opportunities provided to Decentralized Evaluation managers in RBJ (2018/2019) have proven that the opportunity to work in another office, temporarily, exposes staff to a different context and new evaluation activities, consequently promoting accelerated growth in knowledge and skills. Where and when time and resources allow, staff who are part of the evaluation cadre will be provided the opportunity to be assigned to perform evaluation duties in another WFP office.

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#### *Mentoring opportunities provided*

Mentoring<sup>22</sup> for members of the evaluation cadre will start to be gradually rolled-out under a more intentional set-up. In the first year of operationalization of this strategy, a number of fixed term (P4 and P5) evaluation officers will be requested (and held accountable) to mentor a colleague of the evaluation cadre. This initiative will start/be piloted with P3 full-time evaluation officers to be mentored so that they can progress to become evaluation managers.

As this initiative is expanded, mentoring will be available to all evaluation officers and research analysts upon demand as part of their learning and development plans. Evaluation officers in OEV may also explore identifying a mentor within or outside the organization should they want mentoring in an area not available within OEV.

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#### *Peer learning initiatives on lessons learned from evaluation process held*

A range of peer learning activities for the evaluation cadre will be held at regional level facilitated by REU and at HQ level facilitated by OEV. At regional level this will include monthly calls of CO evaluation managers to discuss challenges and lessons learned. At HQ levels this will include EQAS refresher workshops for OEV and REU and brown bag lunches on challenges, lessons learned, good practices, etc. from recent evaluation processes.

In addition, the WFP internal virtual 'Community of Practice (COP)' will also continue to serve as a forum for people from the evaluation cadre to share questions, lessons learnt and post good practices. The COP already exists and has gradually been expanding with new CO/RB/HQ evaluation managers coming on board. The COP will be actively positioned as a pass-on mechanism. To benefit evaluation managers of decentralized evaluations, OEV and REU will explore opportunities for facilitated engagement and virtual discussions around specific topic areas through this online forum of exchange.

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#### *Coaching and feedback provided (by REU and OEV)*

Knowledge and skill-building to an important extent will happen by providing the opportunity for junior and new incoming staff to shadow more experienced colleagues. REU will continue providing one-on-one coaching for decentralized evaluation managers during the evaluation process as one of their core required activities, and OEV

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<sup>22</sup> The [International Mentoring Group](#) (IMG) defines mentoring as, "A process of direct transfer of experience and knowledge from one person to another."

colleagues will continue to coach more junior evaluation managers of centralized evaluations, with particular attention to evaluation managers who are managing their first evaluation.

#### *Participation in professional evaluation associations and conferences*

Evaluation as a profession (theories, methodologies, principles etc) continues to evolve. Evaluation officers need to stay abreast of developments and engage virtually with other professionals working in the field. Meetings of global and regional evaluation associations and evaluation conferences also constitute opportunities for such engagement. Besides becoming equipped with new knowledge, engagement in those virtual and face-to-face fora will allow WFP evaluation officers to enhance facilitation and communication skills, as they perform as meeting chairs, facilitators, presenters or panel members.

**Outcome 3: WFP has the institutional set-up to ensure a stable, gender balanced, and geographically diverse staff has the right skills and competencies to deliver the evaluation strategy.**

#### **Output 3.1: Institutional mechanisms for career development of WFP evaluation cadre developed and supported**

##### *Suitability and modality of a professional recognition scheme on evaluation which feeds into workforce and career planning is explored*

The past decade has shown increased acknowledgement in terms of the importance of professionalization in relation to evaluation in the UN. Building on ongoing UNEG efforts, WFP will commission a study on professional recognition schemes in evaluation. The objective of this study is to: (i) provide a detailed review of existing evaluation recognition mechanisms, (ii) lead an expert consultation on next steps towards the establishment of a recognition programme for evaluation managers and potentially evaluators, and (iii) make a proposal to strengthen the WFP learning programme with a recognition mechanism. If established, such a scheme can feed into workforce and career planning for those who participate.

##### *Generic job profiles for evaluations officers are developed/updated (at HQ, RB and CO levels)*

Generic job profiles for WFP monitoring and evaluation officers have been developed at P2, P3 and P4 levels in early 2019 and applied in the recent establishment of the M&E Fit Pool. To ensure the attraction, selection and recruitment of new staff with the right competencies for *dedicated evaluation* positions, a job profile for P2-level evaluation officers will need to be developed, whilst existing profiles for P3, P4 and P5 level evaluation positions will need to be updated. They will be fine-tuned to encompass all capacities required for research or evaluation officer positions at each organisational level and will be aligned to the UNEG's Evaluation Competency Framework.

Similarly, other generic job profiles in WFP, Evaluation and M&E job profiles can be used by hiring managers when creating and advertising new positions and can serve as a concrete benchmark for staff aspiring to fill future evaluation positions and allow them to plan their competency development with a clear career pathway in mind.

#### **Output 3.2: Adequate M&E workforce planning and staff sourcing mechanisms in place and applied**

##### *A functional fit-pool is in place and used to recruit skilled staff*

Based on the evaluation-specific and M&E job profiles, the M&E Fit Pool will start to be operationalized as of late 2019, in connection with OEV, RAM and HR joint efforts in relation to *workforce* planning: a systematic analysis of the optimal staffing set-up (number of staff, profiles and levels) for monitoring and evaluation work in COs and RBs.

## Annex III – Preliminary Assessment of Evaluation Capacity Development Needs of Various Stakeholders Based on Functional Role

The table below represents a preliminary analysis of the evaluation capacity development needs of different stakeholders. This analysis will be further refined in 2020 based on additional consultations. The description of roles is based on those identified in the Evaluation Charter. All activities will require a minimum allocation of time to professional development of colleagues (e.g. facilitation of training, coaching, mentoring) as well as oneself (e.g. attending of training, conferences, peer learning initiatives, coaching, mentoring).

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>Evaluation Officer (OEV)</b>	Evaluation Cadre (Evaluation Officers)	Managing centralized evaluation a) Prepares the TOR & oversees recruitment b) Presents budget & evaluation team to DoE for approval c) Is main contact point for the evaluation team leader throughout evaluation process d) Oversees consolidation of library of information for the evaluation e) Takes responsibility for administrative and logistical needs of the evaluation	a) Detailed knowledge of how to plan, manage and deliver evaluations in line with WFP's EQAS b) Understanding of different evaluation methodologies c) Detailed knowledge of guidance on CSPs, AWP processes at regional and country level d) Ability to manage use of evaluation evidence & understanding of how to	<ul style="list-style-type: none"> <li>▪ Foundational Course on evaluation</li> <li>▪ TDY opportunities within the evaluation function</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secondment to Evaluation Offices of other Agencies</li> <li>▪ Co-convening role in UNEG working groups</li> <li>▪ Participation in professional evaluation associations &amp; conferences</li> </ul>	Officer Intermediate Officer Senior Officer	

<sup>23</sup> Section 1.3 of this document outlines the various target groups of this ECD strategy

<sup>24</sup> Roles as outlined in the Evaluation Charter and (D)EQAS process guides have been included in this list, to the extent they could represent a learning need.

	<p>f) Comments on and quality assures the evaluation products in compliance with EQAS</p> <p>g) Submits final, quality assured TOR, IR &amp; ER for approval of OEV Director</p> <p>h) May facilitate/support development of MR &amp; dissemination of evaluation report</p> <p>i) Provides mentorship to more junior Evaluation Officers and Research Analysts</p> <p>Supporting / overseeing DE function</p> <p>a) Sets normative framework for DEs (senior)</p> <p>b) Develops and maintains the DEQAS</p> <p>c) Upon REO request, supports and advises CO during evaluation planning and conduct</p> <p>d) Manages quality support services</p> <p>e) Ensures an independent post hoc quality assessment of all final evaluation reports</p> <p>f) Promotes use of evaluation findings in programme design and implementation.'</p>	<p>promote evaluation learning &amp; use</p> <p>e) Understanding of key organizational aspects of WFP</p> <p>f) Understanding &amp; demonstration of evaluation competencies (ECF) (by level)</p> <p>g) Familiarity with other UN evaluation units, UNEG, professional evaluation bodies &amp; ALNAP</p> <p>h) Understanding of Norms &amp; Standards, ethics in evaluations and Evaluator Code of Conduct</p> <p>i) Intermediate data literacy, in particular in relation to analytics of WFP's corporate systems</p> <p>j) Familiarity with individual agency's role vis-a-vis UNDAF/ UNDSCF evaluations and/or other multi-agency evaluations</p> <p>k) Understanding of operationalization of outsourced evaluation QA mechanisms*</p> <p>l) Understanding of commissioning, management and use of DEs in context of WFP</p> <p>m) Proper training and facilitation skills*</p> <p>n) Partnership skills</p> <p>o) Understanding of key organizational aspects of WFP</p> <p>p) Abilities in terms of budget/grant management*</p>	<ul style="list-style-type: none"> <li>▪ Regional &amp; global trainings (internal / external for basic &amp; intermediate) and (external for advanced)</li> <li>▪ Mentoring by more senior EOs (basic &amp; intermediate) / more senior evaluation experts (advanced)</li> <li>▪ Peer learning (brown bags, EQAS refreshers, COP)</li> </ul>	
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Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>Regional Evaluation Officers</b>	Evaluation Cadre (Evaluation Officers)	<ul style="list-style-type: none"> <li>a) Supports RB &amp; CO Management to operationalize impartiality provisions;</li> <li>b) Supports appropriate planning and budgeting for evaluations;</li> <li>c) Provides quality support to DEs acting as first port of call for advice/support to the CO EM during planning and conduct of the evaluation;</li> <li>d) Reviews Management Response (MR) to DEs and facilitates RB management endorsement and sign-off of the MR;</li> <li>e) Promotes use of evaluation findings into programme design &amp; implementation</li> <li>f) Facilitates complementarities between CEs &amp; DEs</li> <li>g) Promotes CO &amp; RB staff engagement in CEs</li> <li>h) Provide mentorship and coaching to EMs &amp; Regional Evaluation Unit staff as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>a) Understanding of application of Evaluation Policy provisions and normative framework at regional &amp; country level</li> <li>b) Knowledge of how to plan, manage &amp; deliver evaluations per WFP's DEQAS</li> <li>c) Familiarity with WFP</li> <li>d) Understanding of WFP's Global Evaluation Strategy and work streams</li> <li>e) Familiarity with a wide array of evaluation designs and methods</li> <li>f) Understanding of evaluation KPIs</li> <li>g) Ability to provide evaluation capacity development, e.g. training, mentoring, coaching (soft skills)</li> <li>h) Understanding and demonstration of evaluation competencies (ECF) (by level)</li> <li>i) Understanding of Norms &amp; Standards, ethics in evaluation and Code of Conduct for Evaluators</li> <li>j) Knowledge of how to contribute to UNDSCF and/or other multi agency evaluations) in line with UN guidelines</li> <li>k) Partnership skills</li> <li>l) Ability to manage evaluation evidence and foster evaluation use</li> <li>m) Understanding of key organizational aspects of WFP</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foundational Course on evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secondment to Evaluation Offices of other Agencies</li> <li>▪ Co-convening UNEG working groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ TDY opportunities to OEV</li> <li>▪ Peer learning (brown bags, EQAS refreshers, COP)</li> </ul>	Intermediate Officer
				<ul style="list-style-type: none"> <li>▪ Regional and global trainings (internal / external for basic &amp; intermediate) and (external for advanced)</li> <li>▪ Mentoring by more senior EOs (basic &amp; intermediate) / more senior evaluation experts (advanced)</li> </ul>			

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>Research Analyst (OEV)</b>	Evaluation Cadre (Evaluation Officers)	<p>For centralized evaluations:</p> <ul style="list-style-type: none"> <li>a) Undertakes data collection (qualitative and quantitative) from internal and external sources,</li> <li>b) Assesses reliability of data</li> <li>c) Analyses and present data</li> <li>d) Establishes an evaluation library</li> <li>e) Quality assures data in evaluation deliverables</li> <li>f) Supports the preparation of briefs, PPTs videos and/or seminars</li> <li>g) Supports the management of the evaluation process, including liaison with HQ, RB, and CO stakeholders and the provision of administrative and logistics support</li> </ul>	<ul style="list-style-type: none"> <li>a) Knowledge of EQAS</li> <li>a) Quantitative data skills (data mining, quality assurance, processing, display) and knowledge of WFP corporate databases and pertaining analytics and data requirements for each centralized evaluation type</li> <li>b) Some knowledge of guidance on CSPs, annual work planning processes at regional and country level</li> <li>c) Understanding of key organizational aspects of WFP</li> <li>d) Understanding of Norms &amp; Standards, ethics for evaluations and Code of Conduct for Evaluators</li> <li>e) Planning and interpersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foundational Course on evaluation</li> <li>▪ Supporting CEs</li> <li>▪ Mentoring by EOs</li> <li>▪ External trainings</li> </ul>	<b>NA</b>	<b>NA</b>	Officer OR NA

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>Regional Evaluation Unit Staff (excluding REOs)</b>	Evaluation Cadre (Evaluation Officers)	<ul style="list-style-type: none"> <li>a) Supports RB &amp; CO Management to operationalize impartiality provisions;</li> <li>b) Supports appropriate planning and budgeting for evaluations;</li> <li>c) Supports REO in providing quality support to DEs;</li> <li>d) Supports the review of Management Response (MR) to DEs;</li> <li>e) Promotes use of evaluation findings into programme design &amp; implementation</li> <li>f) Promotes CO &amp; RB staff engagement in CEs</li> </ul>	<ul style="list-style-type: none"> <li>a) Understanding of application of Evaluation Policy provisions and normative framework at regional &amp; country level</li> <li>b) Knowledge of how to plan, manage &amp; deliver evaluations per WFP's DEQAS</li> <li>c) Understanding of evaluation KPIs</li> <li>d) Ability to support evaluation capacity development, e.g. training</li> <li>e) Understanding and demonstration of evaluation competencies (ECF) (by level)</li> <li>f) Understanding of Norms &amp; Standards, ethics in evaluation and Code of Conduct for Evaluators</li> <li>g) Ability to manage evaluation evidence and foster evaluation use</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foundational Course on evaluation</li> <li>▪ Supporting CEs</li> <li>▪ Mentoring by EOs</li> <li>▪ External trainings</li> </ul>	<b>NA</b>	<b>NA</b>	Officer OR NA

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>EMs (DE) (CO M&amp;E Officers managing a DE)</b>	Evaluation Cadre (Staff Managing Evaluations)	<ul style="list-style-type: none"> <li>a) Advocates for generation and use of evidence</li> <li>b) Prepares the TOR</li> <li>c) Oversees selection of evaluation team;</li> <li>d) Presents budget and evaluation team to CD/DCD for approval</li> <li>e) Serves as main WFP contact for evaluation team leader throughout evaluation process</li> <li>f) Consolidates library of information for evaluation</li> <li>g) Takes responsibility for administrative and logistical needs of the evaluation</li> <li>h) Comments on &amp; quality assures evaluation products in compliance with DEQAS</li> <li>i) Submits final, quality assured TOR, inception &amp; evaluation report for CD/DCD approval;</li> <li>j) May facilitate/support development of MR &amp; dissemination of evaluation report</li> <li>k) Supports programme in developing a sound TOC &amp; robust M&amp;E plan</li> </ul>	<ul style="list-style-type: none"> <li>a) Knowledge of how to plan, manage and deliver evaluations in line with WFP's DEQAS</li> <li>b) Knowledge of how to contribute to UNDAF/UNDSCF evaluations (and/or other multi-agency evaluations) in line with global UN guidelines</li> <li>c) Managerial and interpersonal skills (including partnership)</li> <li>d) Abilities to manage evaluation evidence and foster evaluation use</li> <li>e) Knowledge of UNEG Norms &amp; Standards, Ethics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foundational course on evaluation</li> <li>▪ EvalPro 4 core training</li> <li>▪ Regional Evaluation Unit coaching / feedback</li> <li>▪ RB facilitated Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro 4 additional modules / webinars</li> <li>▪ Regional &amp; global trainings (internal / external)</li> <li>▪ TDY opportunities in evaluation function</li> </ul>	<b>NA</b>	Officer

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>CD, HQ Division Heads</b>	Staff steering, supporting and using evaluations	<ul style="list-style-type: none"> <li>a) Ensure new programmes &amp; strategies are based on evaluation evidence</li> <li>b) Ensure overall planning &amp; budgeting for CE &amp; DE in line with coverage norms</li> <li>c) For centralized evaluations:</li> <li>d) Provide input &amp; support to CSPEs, IAHE, UNSDCF and other JEs</li> <li>e) As Evaluation Committee Chairs (DEs):</li> <li>f) Decide the evaluation type/scope</li> <li>g) Comply with Evaluation Policy's provisions and safeguards for impartiality</li> <li>h) Facilitate evaluation process and provide access to required information for evaluation</li> <li>i) Ensure evaluation management is free from undue influence &amp; reporting is unbiased &amp; transparent</li> <li>j) Set up and chair an EC &amp;</li> <li>k) Nominate EM per guidelines</li> <li>l) Approve evaluation budget, evaluation team, TOR, inception &amp; evaluation report</li> <li>m) Ensure DE reports are publicly available</li> <li>n) Prepare MR &amp; ensure publicly available</li> </ul>	<ul style="list-style-type: none"> <li>a) Understanding of value &amp; utility of evaluation for WFP &amp; partners as strategic tool to enhance programmes and partnerships in the region</li> <li>b) Awareness on evaluation commitments across UN; and opportunities that evaluations can create for enhanced UN partnership</li> <li>c) Knowledge on highlights of WFP's evaluation policy and strategy</li> <li>d) Knowledge on key elements of respective regional evaluation strategy</li> <li>e) (In case of CD) Knowledge on evaluation requirements/commitments for their CSPEs- incl. budget and staffing needs</li> <li>f) Knowledge of terms of reference EFSG and REC</li> <li>g) Understanding of roles and accountabilities of CD/Head of division (incl. as Evaluation Committee Chair); and other stakeholders in CO/HQ Units (in particular as stated in the evaluation charter- for both CEs and DEs</li> <li>h) Basic understanding on WFP's role in IAHE, UNDAF/UNSDCF and other joint evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro 2 - OEV/REU engagement in regional / global workshops</li> <li>▪ REU advisory support &amp; guidance material to CD/DCD</li> <li>▪ CD/DCD peer learning initiatives to share experience engaging in evaluation</li> <li>▪ Participation in REC meetings</li> </ul>	NA	NA	NA

<b>Regional Director</b>	Staff steering, supporting and using evaluations	<ul style="list-style-type: none"> <li>a) Oversees RB and CO collaboration for the undertaking of country visits and desk studies of centralized evaluations</li> <li>b) Ensures application of provisions for the decentralized evaluation function, including coverage norms and impartiality</li> <li>c) Engages to ensure complementarity between CEs and DEs</li> <li>d) Ensures that plans for decentralized evaluations are included in the design of strategies and interventions</li> <li>e) Ensures that resources are budgeted to manage independent</li> <li>f) Ensures that management responses to decentralized evaluations are prepared and made publicly available, and that relevant follow-up actions are undertaken</li> <li>g) Ensures that management responses to decentralized evaluations are prepared and made publicly available, and that relevant follow-up actions are undertaken</li> <li>h) Oversees application of DEQAS</li> <li>i) Ensures that new programmes and strategies prepared in the region are based on evidence from evaluations</li> </ul>	<ul style="list-style-type: none"> <li>a) Understanding of value &amp; utility of evaluation for WFP &amp; partners as strategic tool to enhance programmes and partnerships in the region</li> <li>b) Awareness on evaluation commitments across UN; and opportunities evaluations can create for enhanced UN partnership</li> <li>c) Knowledge on highlights of WFP's evaluation policy and strategy</li> <li>d) Knowledge on key elements of regional evaluation strategy &amp; status of implementation</li> <li>e) Knowledge of EFSG and REC ToR</li> <li>f) Understanding of roles &amp; accountabilities of RDs (incl. as REC Chair); &amp; other stakeholders in RB and CO (in particular CDs) as stated in evaluation charter- for CEs &amp; DEs</li> <li>g) Awareness on relation evaluation partnerships, in general and thinking of some specific donors in particular</li> <li>h) Awareness on region's progress as stated in regional evaluation strategy</li> <li>i) Knowledge on CSPE evaluation requirements</li> <li>j) Basic understanding on WFP's role in IAHE, UNSDCF &amp; other joint evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular engagement of OEV &amp; REU in regional / global workshops</li> <li>▪ Learning events on evaluation</li> <li>▪ Review key info products developed by REUs/OEV</li> </ul>	<b>NA</b>	<b>NA</b>	<b>NA</b>
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Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>EFSG (non OEV or RD)</b>	Staff steering, supporting and using evaluation	<ul style="list-style-type: none"> <li>a) Enables and provides strategic guidance for application of the Evaluation Policy's provisions, with particular emphasis on the decentralized function;</li> <li>b) Considers progress on Evaluation Policy implementation, targets and coverage norms, stewarding and supporting the financial mechanisms and arrangements established, and facilitating cross-functional solutions to challenges encountered;</li> <li>c) Leads by example, stimulating awareness, demand for and use of evaluation, internally and externally.</li> </ul>	<ul style="list-style-type: none"> <li>a) Knowledge of EFSG TOR</li> <li>b) Awareness on evaluation commitments across UN</li> <li>c) Understanding usefulness/utility of evidence/evaluation for WFP &amp; partners</li> <li>d) Knowledge on WFP's evaluation policy, strategy and charter</li> <li>e) Understanding of budget requirements of evaluation function</li> <li>f) Awareness on WFP's progress towards commitments as in evaluation policy, strategy &amp; charter (AER)</li> <li>g) Awareness on WFP's strategy and activities related to ECD</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular engagement of OEV &amp; REUs in regional / global workshops</li> <li>▪ Learning events on evaluation</li> <li>▪ Review of info products developed by OEV</li> </ul>	<b>NA</b>	<b>NA</b>	<b>NA</b>

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>Management of Evaluation Function (DoE and Dep DoE)</b>	OEV Management	<ul style="list-style-type: none"> <li>a) Sets normative framework for evaluation in WFP</li> <li>b) Sets evaluation job profiles and competencies</li> <li>c) Ensures adherence to all UNEG Norms and Standards for centralized evaluations<sup>25</sup></li> <li>d) Oversees decentralized evaluation function</li> <li>e) Ensures an enabling framework for the planning of DEs and design systems that support adherence to the DE quality assurance system</li> <li>f) Provides mentorship (and career path advice) to senior evaluation officers</li> </ul>	<ul style="list-style-type: none"> <li>a) New macro level developments and insights in the framework of UN Reform; System Wide Evaluations; UNSDCF guidance</li> <li>b) New macro level developments and insights in terms of professionalization, in particular in the context of the UN</li> <li>c) Global developments in terms of evaluation concepts, methods etc</li> <li>d) Management competencies as per individual development needs.</li> </ul>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>EB</b>	NA	<ul style="list-style-type: none"> <li>a) Considers progress on implementation of the Evaluation Policy and effectiveness of WFP's entire evaluation function</li> <li>b) Reviews OEV's work plan and priorities and approve OEV's budget</li> </ul>	<ul style="list-style-type: none"> <li>a) Awareness on evaluation commitments across UN</li> <li>b) Understanding on usefulness/ utility of evaluation for WFP and partners</li> <li>c) Knowledge on highlights of WFP's evaluation policy, strategy &amp; charter</li> <li>d) Awareness on WFP's progress towards commitments as stated in evaluation policy, strategy &amp; charter (AER)</li> <li>e) Awareness on WFP's strategy and activities related to ECD</li> </ul>	<ul style="list-style-type: none"> <li>▪ Debriefing as needed on WFP evaluation function</li> <li>▪ Participation in Annual Consultation on Evaluation &amp; Evaluation Round Tables preceding EB sessions</li> </ul>	<b>NA</b>	<b>NA</b>	<b>NA</b>

<sup>25</sup> UNEG Norms and Standards for Evaluation (2016), [www.unevaluation.org/document/download/2787](http://www.unevaluation.org/document/download/2787)  
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Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>CO Programme team</b>	Staff steering, supporting and using evaluations	<ul style="list-style-type: none"> <li>a) Advises CO Management on evaluation needs/plan &amp; makes provision for evaluation CSPs and interim CSPs</li> <li>b) Provides evaluation team with relevant background info on activities/ interventions considered for evaluation</li> <li>c) Ensures baselines and monitoring data are available to enable evaluation</li> <li>d) Supports in assessing evaluability of the activity/intervention to be evaluated</li> <li>e) Supports in estimating the budget</li> <li>f) Engages with evaluation team as relevant &amp; supports evaluation process</li> <li>g) Contributes to MR preparation, dissemination of findings and follow up</li> </ul>	<ul style="list-style-type: none"> <li>a) Understanding of types of categories &amp; types of evaluation (CE/DE) &amp; their varying degrees in engagement in CD vs. DEs</li> <li>b) Understanding of where evaluation fits in programme cycle and timeline for an evaluation</li> <li>c) Basic understanding of evaluation phases and roles and responsibilities of CO and partner staff in the exercise</li> <li>d) Understanding of evaluation principles</li> <li>e) Understanding on usefulness/utility of evaluation for WFP and partners in general, and in relation to priority areas for the division/country</li> <li>f) Knows where to access evaluative evidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro 3</li> <li>▪ Evaluation embedded in corporate Programme Learning Journey, Foundational Course &amp; learning materials Learning events on evaluation</li> </ul>	<b>NA</b>	<b>NA</b>	<b>NA</b>

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>Procurement team</b>	Staff steering, supporting and using evaluations	<ul style="list-style-type: none"> <li>a) Advises CO management on procurement options &amp; implications on time &amp; effort</li> <li>b) Advises the Evaluation Committee on any implications of procurement options</li> <li>c) Provides CO mgmt with relevant technical support &amp; advice on tendering &amp; LTA options</li> <li>d) Comments on draft evaluation report, focusing on analysis &amp; presentation of procurement related data to ensure factual</li> <li>e) Provides responsible staff with inputs for preparing MR to recommendations</li> </ul>	<ul style="list-style-type: none"> <li>a) Understanding of procurement processes related to evaluation conduct (contracting teams, individuals, etc)</li> <li>b) Basic understanding of evaluation principles and utility</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro 3</li> <li>▪ Evaluation embedded in relevant corporate Supply Chain Mgmt training &amp; learning materials</li> <li>▪ Key info products developed by OEV</li> </ul>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>HR team</b>	Staff steering, supporting and using evaluations	<ul style="list-style-type: none"> <li>a) Advises Evaluation Committee on recruitment strategies, ToE, ToR, clearances</li> <li>b) Briefs ET on specific HR</li> <li>c) Meetings with evaluation team to discuss HR processes &amp; systems</li> <li>d) Reviews the draft evaluation report and provide comments</li> <li>e) Discusses further with CO management any strategic/sensitive issues raised by the evaluation recommendations</li> <li>f) Contributes to MR preparation as required</li> </ul>	<ul style="list-style-type: none"> <li>a) Understanding of procurement processes related to evaluation conduct (contracting teams, individuals, etc)</li> <li>b) Basic understanding of evaluation principles and utility</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro 3</li> <li>▪ Evaluation embedded in relevant corporate HR training programme &amp; learning materials</li> <li>▪ Key info products developed by OEV</li> </ul>	<b>NA</b>	<b>NA</b>	<b>NA</b>

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>Finance/Resource management team</b>	Staff steering, supporting and using evaluations	<ul style="list-style-type: none"> <li>a) Advises CO mgmt. on budget available</li> <li>b) Contributes to planning &amp; budgeting processes</li> <li>c) Advises Evaluation Committee on availability of funds under budget lines intended to fund the evaluation</li> <li>d) Provides finance related documents to be used in the preparation of ToR</li> <li>e) Provides finance data / reports/ additional data/information or clarification</li> <li>f) Reviews &amp; comments on draft ER, focusing on analysis &amp; presentation of finance &amp; resource mgmt data to ensure they are factual</li> <li>g) Contributes to MR preparation as required</li> </ul>	<ul style="list-style-type: none"> <li>a) (For Finance) Understanding of the budgeting guidance for CSPEs and DEs</li> <li>b) Basic understanding of evaluation principles and utility</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro 3</li> <li>▪ Evaluation embedded in relevant corporate training programme &amp; learning materials</li> </ul>	NA	NA	NA
<b>Communication team</b>	Staff steering, supporting and using evaluations	<ul style="list-style-type: none"> <li>a) Supports the development of the communication and KM plan for evaluation</li> </ul>	<ul style="list-style-type: none"> <li>a) Able to tailor key message for different audiences &amp; present them in engaging &amp; accessible manner</li> <li>b) Understanding of engagement with stakeholders throughout CE/DE process</li> <li>c) Basic understanding of evaluation principles and utility and ethics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning events on evaluation</li> <li>▪ Exposure to evaluation processes (e.g. stakeholder workshops)</li> </ul>	NA	NA	NA

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>RAM and CPP-RMP</b>	Staff steering, supporting and using evaluations	<p>M&amp;E:</p> <ul style="list-style-type: none"> <li>a) Supports evaluation planning &amp; budgeting</li> <li>b) Supports in assessing evaluability of relevant activity/intervention</li> <li>c) Clarifies type of information monitoring systems &amp; processes can provide &amp; when evaluation results would be most</li> <li>d) Provides support and extends quality assurance to evaluations</li> <li>e) Provides relevant background information, monitoring data, reports, and analysis to support evaluation</li> <li>f) Seeks clarity on requirements for ensuring impartial &amp; credible evaluation</li> </ul> <p>VAM:</p> <ul style="list-style-type: none"> <li>a) Provides ET with relevant information</li> <li>b) Contributes to briefing ET at Inception &amp; Data Collection</li> <li>c) Reviews draft evaluation report and provides comments</li> <li>d) Contributes to MR preparation as required</li> </ul>	<ul style="list-style-type: none"> <li>a) In-depth understanding of MRE plan</li> <li>b) Understanding on how evaluation evidence complements other types of evidence</li> <li>c) Awareness of DE process</li> <li>d) Understanding of role in CEs</li> <li>e) Knowledge of Management Response</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro</li> <li>▪ Evaluation embedded in relevant corporate training programme &amp; learning materials</li> </ul>	NA	NA	NA

Function /Unit	Target Group <sup>23</sup>	Roles (as relevant to this strategy) <sup>24</sup>	Capacity Development Needs	Activities			ECF level competency
				Basic	Intermediate	Advanced	
<b>Partnerships &amp; Advocacy Dept</b>	Staff steering, supporting and using evaluations	<ul style="list-style-type: none"> <li>a) Communicates key info on WFP Evaluation Function to donors/ partners</li> <li>b) Ensure that funding framework agreements &amp; specific grants are in line with WFP Evaluation Policy</li> <li>c) Use available evaluation evidence as relevant for their communication with donors on fund raising/resourcing</li> </ul>	<ul style="list-style-type: none"> <li>a) Basic knowledge of WFP guidance on evaluation planning and budgeting (requirements)</li> <li>b) Understanding of evaluation principles and implications for engaging with donors in evaluation process</li> <li>c) Basic understanding of opportunities that evidence provides for advocacy and funding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technical Note on Engaging Donors in evaluation</li> <li>▪ Embedding evaluation in corporate learning programme</li> <li>▪ Dedicated session in annual PPF/PPR workshops</li> </ul>			
<b>All other Staff</b>	All staff		<ul style="list-style-type: none"> <li>a) Basic knowledge on evaluation function and purpose and objectives of evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro 1/short introductory online resources on evaluation or Introductory module of Evaluation Foundational Course</li> </ul>	<b>NA</b>	<b>NA</b>	<b>NA</b>

## Annex IV – Mapping of the Evaluation Competency Framework to Evaluation Capacity Development Initiatives

	Officer (P2, P3)	Intermediate Officer (P4)	Senior Officer (P5)
<b>Professional Foundations</b>			
• Ethics and Integrity	<ul style="list-style-type: none"> <li>▪ EvalPro 4</li> <li>▪ Coaching</li> <li>▪ Community of Practice</li> <li>▪ RB led workshops</li> <li>▪ Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro Additional Modules</li> <li>▪ Webinars</li> <li>▪ Mentoring</li> <li>▪ External Evaluation Trainings</li> <li>▪ TDY opportunities within the Evaluation Function</li> <li>▪ Secondment to other Offices of Evaluation</li> <li>▪ Co-convening of UNEG working groups</li> <li>▪ Evaluation conferences/professional evaluation associations</li> <li>▪ Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentoring</li> <li>▪ External Evaluation Trainings</li> <li>▪ Co-convening of UNEG working groups</li> <li>▪ Peer learning</li> </ul>
• Evaluation Norms and Standards			
• Knowledge Base			
• Human Rights and Gender Equality			
• Reflective Practice			
<b>Technical Evaluation Skills</b>			
• Quality Standards	<ul style="list-style-type: none"> <li>▪ EvalPro 4</li> <li>▪ Coaching</li> <li>▪ Community of Practice</li> <li>▪ RB led workshops</li> </ul>	<ul style="list-style-type: none"> <li>▪ EvalPro Additional Modules</li> <li>▪ Webinars</li> <li>▪ Mentoring</li> <li>▪ RB led workshops</li> <li>▪ External Evaluation Trainings</li> <li>▪ TDY opportunities</li> <li>▪ Secondment to other Offices of Evaluation</li> <li>▪ Evaluation conferences/professional evaluation associations</li> <li>▪ Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentoring</li> <li>▪ External Evaluation Trainings</li> <li>▪ Evaluation conferences/professional evaluation associations</li> <li>▪ Peer learning</li> </ul>
• Evaluation Purpose and Design			
• Evaluation Approaches, Methods and Data Analysis			
• Reporting Findings, Conclusions and Recommendations			
<b>Management Skills</b>			
• Work Planning	<ul style="list-style-type: none"> <li>▪ EvalPro 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentoring</li> </ul>

	Officer (P2, P3)	Intermediate Officer (P4)	Senior Officer (P5)
• Coordination and Supervision	<ul style="list-style-type: none"> <li>▪ Coaching</li> <li>▪ Community of Practice</li> <li>▪ RB led workshops</li> <li>▪ Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ External Evaluation Trainings</li> <li>▪ TDY opportunities</li> <li>▪ Secondment to other Offices of Evaluation</li> <li>▪ Peer learning</li> <li>▪ Co-convening of UNEG working groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ External Evaluation Trainings</li> <li>▪ Peer learning</li> <li>▪ Co-convening of UNEG working groups</li> </ul>
• Adapting the Evaluation to Fit Circumstances			

### Interpersonal Skills

• Communication Skills	<ul style="list-style-type: none"> <li>▪ EvalPro 4</li> <li>▪ Coaching</li> <li>▪ Community of Practice</li> <li>▪ RB led workshops</li> <li>▪ Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentoring</li> <li>▪ External Evaluation Trainings</li> <li>▪ TDY opportunities</li> <li>▪ Secondment to other Offices of Evaluation</li> <li>▪ Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentoring</li> <li>▪ External Evaluation Trainings</li> <li>▪ Peer learning</li> </ul>
• Facilitation Skills			
• Negotiation Skills			
• Knowledge Sharing Skills			

### Promoting a Culture of Learning for Evaluation

• Integration of Evaluation in Policy and Programming	<ul style="list-style-type: none"> <li>▪ EvalPro 4</li> <li>▪ Coaching</li> <li>▪ Community of Practice</li> <li>▪ RB led workshops</li> <li>▪ Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentoring</li> <li>▪ Webinars</li> <li>▪ External Evaluation Trainings</li> <li>▪ TDY opportunities</li> <li>▪ Secondment to other Offices of Evaluation</li> <li>▪ Peer learning and learning on the job</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentoring</li> <li>▪ External Evaluation Trainings</li> <li>▪ Peer learning</li> </ul>
• Utilization-focused			

## Annex V – Evaluation Capacity Development in WFP Regional Evaluation Strategies

Summary matrix on ECD priorities in WFP's six regional evaluation strategies (2018-2021):

Some of the below activities are underway and well-aligned with those foreseen in this strategy. Others that are still in the planning stage may need refinement to be consistent with other corporate strategies.

WFP evaluation steering and supporting staff (as referred to under Outcome 1)	
Regional Bureau	Delivery strategies
RBB Strategy	<ul style="list-style-type: none"> <li>Regional Evaluation Unit customized support to CO</li> </ul>
RBC Strategy	<ul style="list-style-type: none"> <li>Bulletins and annual reports</li> <li>Thematic dissemination workshops (by sub-regional, sub-theme)</li> <li>Evaluation Learning Programme (EvalPro)</li> <li>Sharing of lessons learned/findings on emergencies ahead of emergency responses</li> <li>Sharing of findings through the regional evaluation committee</li> <li>Production of easily digestible communication products for various audiences (internal/external)</li> <li>Global Evaluation Meeting, regional meetings etc.</li> <li>Development of regional working groups on impact evaluation related to specific programmatic topics (social protection, nutrition)</li> <li>Joint programme/evaluation data sharing events and roundtables</li> </ul>
RBD Strategy	<ul style="list-style-type: none"> <li>Global Evaluation Meetings</li> <li>Regional Evaluation Unit advisory support</li> <li>Evaluation Learning Programme (EvalPro)</li> </ul>
RBJ Strategy	<ul style="list-style-type: none"> <li>Evaluation Learning Programme (EvalPro)</li> <li>Regional Evaluation Unit advisory support</li> </ul>
RBN Strategy	<ul style="list-style-type: none"> <li>Evaluation Learning Programme</li> <li>Regional Evaluation Unit advisory support</li> </ul>
RBP Strategy	<ul style="list-style-type: none"> <li>Inclusion of evaluation in programmatic workshops and retreats</li> <li>Regional Evaluation Unit onsite and remote advisory/quality control</li> <li>Evaluation Learning Programme (EvalPro)</li> </ul>
WFP M&E staff/ managers of Decentralized Evaluations (as referred to under Outcome 2)	
Regional Bureau	Delivery strategies
RBB Strategy	<ul style="list-style-type: none"> <li>Evaluation Learning Programme (EvalPro 4)</li> <li>Regional Evaluation Unit coaching</li> <li>Regional evaluation learning and training workshops</li> <li>Peer learning meetings/experience sharing</li> <li>UNEDAP training</li> <li>Inclusion of evaluation in individual Learning and Development plans</li> <li>Community of Practice</li> </ul>
RBC Strategy	<ul style="list-style-type: none"> <li>Regional Evaluation Unit remote and on-site advisory</li> <li>Evaluation Learning Programme (EvalPro 4- incl. at regional level)</li> <li>TDY</li> <li>Peer exchanges</li> <li>Regional workshops</li> </ul>
RBD Strategy	<ul style="list-style-type: none"> <li>Evaluation Learning Programme (EvalPro 4)</li> <li>Regional Evaluation Unit advisory support</li> <li>Dedicated evaluation workshops</li> </ul>

**WFP M&E staff/ managers of Decentralized Evaluations (as referred to under Outcome 2)**

<b>Regional Bureau</b>	<b>Delivery strategies</b>
	<ul style="list-style-type: none"> <li>• Evaluation sessions in workshop of other functional areas</li> <li>• Global Evaluation Meetings</li> <li>• Community of Practice</li> <li>• Evaluation Channel (intranet)</li> <li>• Peer exchanges in calls/webinars</li> </ul>
RBJ Strategy	<ul style="list-style-type: none"> <li>• Evaluation Learning Programme (EvalPro 4)</li> <li>• Regional Evaluation Unit coaching (remote and on-site)</li> <li>• Workshops and courses</li> <li>• Conference participation</li> <li>• Cross country and peer learning</li> <li>• Exchange visits and TDYs</li> <li>• Lesson learning exercises</li> </ul>
RBN Strategy	<ul style="list-style-type: none"> <li>• Evaluation Learning Programme</li> <li>• Regional Evaluation Unit advisory support</li> <li>• Training programmes organized by reputable external organizations</li> </ul>
RBP Strategy	<ul style="list-style-type: none"> <li>• Periodic assessment of staffing demands</li> <li>• Regional M&amp;E workshops</li> <li>• Regional Evaluation Unit onsite and remote advisory/quality control</li> <li>• Evaluation Learning Programme 4 (EvalPro)</li> <li>• Learning calls</li> <li>• Webinars or other exchanges</li> <li>• Community of practice</li> <li>• Guidance provision</li> </ul>

## Acronyms

CD	Country Director
CE	Centralized Evaluation
CO	Country Office
CPP	Corporate Planning and Performance
CSP	Country Strategic Plan
DCD	Deputy Country Director
DE	Decentralized Evaluation
DEQAS	Decentralized Evaluation Quality Assurance System
DoE	Director of Evaluation
EB	Executive Board
ECD	Evaluation Capacity Development
ECF	Evaluation Competency Framework
EFSG	Evaluation Function Steering Group
EO	Evaluation Officer
EQAS	Evaluation Quality Assurance System
ET	Evaluation Team
EvalPro	Evaluation Learning Programme
HQ	Headquarters
HRM	Human Resources Division
IRG	Internal Reference Group
KM	Knowledge Management
KPI	Key Performance Indicator
OEV	Office of Evaluation
M&E	Monitoring and Evaluation
MR	Management Response
PD	Programme and Policy Development Division
RAM	Research Assessment and Monitoring
RB	Regional Bureau
RD	Regional Director
REC	Regional Evaluation Committee
REO	Regional Evaluation Officer
REU	Regional Evaluation Units
RMP	Performance Management and Reporting
SO	Strategic Outcome
TEC	Technology Division
TOR	Terms of Reference
UN	United Nations
UNEG	United Nations Evaluation Group
VAM	Vulnerability Assessment and Monitoring
WFP	World Food Programme

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