Final Report

EVALUATION of
UN WOMEN ESARO
Capacity Development
Initiatives

*during Strategic Note
period 2014-2017*

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List of acronyms

ACTIL	Africa Centre for Transformative and Inclusive Leadership
AU	African Union
AWP	Annual Work Plan
CD	Capacity Development
DRF	Development Results Framework
EI	Extractive Industries
ESARO	Eastern and Southern African Regional Office
GAB	Gulf African Bank
GEWE	Gender Equality And Women's Empowerment
ICO	Intermediate Capacity Indicator
KU	Kenyatta University
M&E	Monitoring & Evaluation
MOU	Memorandum of Understanding
MOPD	Ministry of Devolution and Planning
NGO	Non-Governmental Organization
OEEF	Organizational Effectiveness & Efficiency Framework
PS	Peace and Security
RO	Regional Office
SN	Strategic Note
SP	Strategic Plan
TOC	Theory of Change
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
WEE	Women Economic Empowerment

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Executive summary

Capacity development (CD) has become a key priority for UNWOMEN that considers it as a crucial element for empowering women. In the Eastern and Southern Africa region, UNWOMEN Regional Office has been supporting Country Offices to develop various CD interventions to empower women.

Within this context, an evaluation was commissioned to assess the contribution of the RO in developing and implementing 6 identified CD initiatives covering different thematic areas i.e. women economic empowerment, women in peace and security, women's leadership and UN Women operational trainings. The evaluation used a mixed-method approach including qualitative as well as quantitative tools. 2 main ToCs were developed on the results and the process of CD initiatives so as to address the key questions identified in the evaluation matrix.

The evaluation found that ESARO has certainly contributed to achieving important results from the 6 initiatives under review. The large majority of those initiatives have achieved planned outputs and, often, learning objectives – the large majority of local stakeholders have benefited from participating in those initiatives, whether it was because of knowledge enhanced, awareness raised or network enhanced. Also, there is some evidence, yet scattered, showing that beneficiaries have started acting upon as a result of those initiatives. Also, the evaluation found that the RO team was able to develop very innovative yet needed interventions that, at times, were underpinned by ambitious visions.

However, this evaluation also found that the full potential of those initiatives have not been seized and that sustainability is endangered. Mainly, this is due because of the lack of a common understanding and approach to CD. The system to develop CD initiatives is, in fact, not institutionalized and there are some flaws, mostly, at diagnosis and follow-up stage. Complementary to that, no sufficient attention is given to M&E in terms of how to plan, monitor and evaluate CD initiatives effectively.

Important missed opportunities for developing, implementing and measuring those initiatives effectively were also due to the lack of clarity of the ESARO role versus the one of country offices, the RO strategic and convening role and the role of the RO as Knowledge hub.

Therefore, it is recommended for ESARO to **develop a more systematic approach to do CD, to reengineer the training processes and to develop guidance on how to do and measure capacity development initiatives.** It is also recommended for **UNWOMEN management to clarify further the role of ESARO.** This will be key for building on the results of the majority of 6 initiatives under review and to develop more effective CD interventions in the future on the basis of a collaborative approach.

ESARO should continue supporting country offices but should become more of a structured knowledge hub for the region by helping countries accessing the most effective solutions to complex problems on gender and helping them work together. The RO should also continue proposing and helping country offices to develop visionary CD initiatives.

I. Introduction

Context

Research has shown that women play an essential role in poverty eradication, equitable sustainable growth and in breaking cycles of poverty. Yet gender disparities still remain in many areas, even in rich countries, and the achievement of the Millennium Development Goals has been constrained by inadequate investment in the gender dimensions of the Goals.

UN Women considers **CAPACITY DEVELOPMENT** as one of the most effective ways to empower women and achieving the newly established **SUSTAINABLE DEVELOPMENT GOALS**.

The UNWOMEN strategic plan, for instance, mentions that the organization is "supporting capacity development as the foundation strategy for effective and sustainable development"[1]. In this sense, UNWOMEN has established five approaches to supporting development effectiveness in accordance with human rights and aid effectiveness principles. These are: 1) capacity development, 2) national ownership, 3) promoting inclusiveness, 4) advocacy and; 5) knowledge brokerage.

UN Women ESARO has engaged in supporting various capacity development initiatives at different levels and around the main thematic areas of the organization.

Within this context, an independent evaluation was commissioned by UN Women ESARO to evaluate some key initiatives on the basis of the following criteria:
- Initiatives that are considered most relevant and with significant human and financial investment

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[1] United Nations Entity for Gender Equality and the Empowerment of Women strategic plan, 2014-2017 "Making this the century for women and gender equality", 2013.

- Initiatives with strong learning potential
- Initiatives that are well documented
- Initiatives that are on-going or closed

Those programs will serve as case studies for this evaluation as they represent the three RO thematic areas Governance and Leadership, Women's Economic Empowerment, Peace and Security as well as RO initiatives to improve organizational effectiveness and efficiency.

Purpose, objectives and scope

The purpose of this evaluation is to evaluate the design, implementation, management, and outcomes of 6 selected regional CD initiatives in order to identify lessons and good practices that can improve future such initiatives managed by the UN Women Regional Office[2]. The evaluation will inform the development of the next RO Strategic Note which will be initiated in 2017 and the RO strategic directions in particular with respect to its 2 Flagship Programmes on Governance and Leadership and Women Economic Empowerment.

The specific objective of this evaluation assignment is to:
- Assess the relevance of UN Women RO contributions to CD interventions at regional and national levels, including alignment with international agreements and conventions on gender equality and women's empowerment (GEWE)
- Assess the effectiveness and organizational efficiency in working towards expected CD results
- Assess the sustainability of CD interventions with respect to GEWE achievements
- Analyse how human rights approach and gender equality principles are integrated in CD interventions
- Identify and validate lessons learned, good practices and examples of innovative work that support GEWE
- Provide actionable recommendations with respect to CD interventions

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[2] It must be noted that one of the initiatives that was initially selected (P&S in Sudan) was not considered a capacity development initiative by this evaluation – in fact, the initiative is about developing a strategy on gender, which is not a learning activities. Also, the initiative in Rwanda (gender needs assessment) will be reviewed but only considering the training part of the assessment.

The box above briefly describes the 6 CD initiatives selected for this evaluation. These initiatives represent 4 UN Women thematic areas on Leadership, Women Economic Empowerment (WEE), Peace and Security, and Operations.

Given the fact that this evaluation reviews 6 different initiatives on CD, the main contribution of this evaluation will be to find cross-cutting conclusions and recommendations that could be applicable for all CD initiatives developed by ESARO.

The key stakeholders involved in this evaluation include the following: UN Women (both Regional and Country) Offices in the Eastern and Southern Africa region, UN Women HQ, the Africa Centre for Transformative and Inclusive Leadership (ACTIL) in Kenya, Media for Education and Development (MEDIAE) Kenya, IFAD Eastern and Southern Africa, FAO Kenya, UNFPA Rwanda, and the Office of the Special Envoy of the SG for the Great Lakes (OSESG). These stakeholders were also represented in the Evaluation Reference Group that was engaged in various stages of this evaluation.

Table 1. Brief description of the 6 CD initiatives selected for the review

The Africa Centre for Transformative and Inclusive Leadership (ACTIL) - Leadership
UN Women in partnership with Kenyatta University (KU) in 2014 established ACTIL, which seeks to raise transformative leaders and build the leadership competencies of upcoming and existing leaders, especially women and youth in politics, business, government and society. Following the joint development of three training modules (Transformational Leadership and Agribusiness Development -which are the most popular courses offered by the center; and Women's Political Leadership) Statistics indicate that ACTIL has trained a major number of women politicians, senior officials in public service, and women in agribusiness from 23 African countries. This evaluation will review ACTIL CD activities since its origins.

OEEF training package delivered in 6 countries - OEEF
The UN Women Regional Office has developed a package of capacity enhancement for partners, which included results based management, financial management of UN Women funds, and audit preparedness. Additionally, the Office developed a detailed assurance and oversight mechanism on appropriate utilization of funds at the time of reporting on funds utilization. This capacity building package was delivered annually to existing and proposed responsible partners in Kenya but also for partners in Malawi, Mozambique, DRC, Somalia and Rwanda. This evaluation will review the OEEF training in those 6 countries.

Rwanda Peace and Security training - WPS
Since 2014 the Women Peace and Security (WPS) Unit has focused on building capacity of individual staff on peace and security and humanitarian action and to support regional initiatives to advance gender mainstreaming in recovery and humanitarian action. In Rwanda, in 2016 ESARO developed a training workshop whose objective was to enhance the capacity of the Gender Technical Working Group (GTWG) in ensuring gender-responsiveness in humanitarian action in order for the team to technically guide the gender needs assessment and response in refugee settings in Rwanda.

2014 and 2015 Sharefairs (WEE)
In 2014 UN Women RO launched Sharefairs, which focus the attention on important development issues as it tries to bring together policy makers and development practitioners. The expected result is to establish and deepen partnerships to find programmatic solutions to development challenges as well as leverage policy impact. In this sense, in October 2014 the UNW Regional Office in partnership with FAO, IFAD, WFP hosted the 1st Sharefair on 'Inspiring Agricultural Change: Rural Women's Technologies to Improve Food Security, Nutrition and Productive Family Farming' in Nairobi, Kenya. It brought together a major number of participants and exhibitors from across the region (rural women farmers and innovators, policymakers, academicians, investors, financial service providers, and other technology innovators). Following this in 2015 the UNW Regional Office in collaboration with the Australian High Commission and others hosted a Regional Sharefair on 'Gender Equality in the Extractives Industry'. It brought together women miners, mining companies, policymakers, researchers, academics, community groups, technology innovators and others. This evaluation will review the 2014 and 2015 Sharefairs events.

Edutainment initiative (WEE)
In 2015 ESARO in collaboration with Mediae developed and aired the Edutainment initiative "Makutano Junction" designed to increase women's awareness of technologies available to improve efficiency and productivity of women's work in agriculture, including ways to manage post-harvest storage to avoid food losses. The TV show "Makutano Junction" addressed issues of critical importance for rural women such as promoting women's access to land and public procurement, women's economic empowerment through engagement in markets and trade, and the use of household methodologies that help women and men collaborate to achieve shared household goals. The initiative was implemented in collaboration with UNW Kenya Country Office, FAO and IFAD. Some statistics seem to indicate that the TV show has reached about 6 million people in Kenya, Uganda and Tanzania. This evaluation will review the Edutainment initiative.

Source: author

II. Methodology

The main question driving this assignment was the following:

To address the main question

" To what extent and how effectively has the UN Women Regional Office been supporting the **6 selected CD initiatives** in the **4 UN Women thematic areas**? "

Leadership   *Women Economic Empowerment*   *Peace & Security*   *Operations*

This question was articulated in different and more specific questions that were grouped into 3 separate yet complementary areas, which represent the main evaluation criteria used by this evaluation[3]:

- Design and relevance[4];
  - o Are the ToCs for the initiatives well developed?
  - o Is there a common definition and understanding of CD?
  - o Is the "CD process framework" sound?
  - o In how far have trainings conducted been based on demand by UN Women COs and partners?

- Effectiveness and efficiency;
  - o What have been the results of the CD activities in terms of:
    - a) Individual empowerment/ICOs and change process and;
    - b) Development outcome
  - o Have the funds and activities of the 6 initiatives been delivered in a timely and efficient manner?

- Sustainability.

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[3] In doing so the evaluator adopted the United Nations Evaluation Group (UNEG) Norms and Standards, and adhered with UN Women's overall Evaluation Policy.

[4] This is a selection of the main questions identified in the evaluation matrix in the annex

  o Are CD results sustainable in terms of:

    a. Context: have the constraints in terms of environment been tackled?

    b. Organization and resources: have the issues at organizational level been tackled?

In accordance with UN Women evaluation principles issues of gender and human rights were included in the analysis. An evaluation matrix (see Annex 4) was prepared in order to specify the main questions and to relate the key evaluation questions to the approaches and sources of information to be used in answering them.

To be able to address the main questions and to assess the evaluation elements, the evaluation developed two complementary yet separate frameworks as follows:

- A ToC on the results of the CD under review – to evaluate effectiveness, efficiency and impact
- A CD process framework (that is, the articulation of the assumptions for the ToC of results) – to evaluate design and relevance as well as sustainability
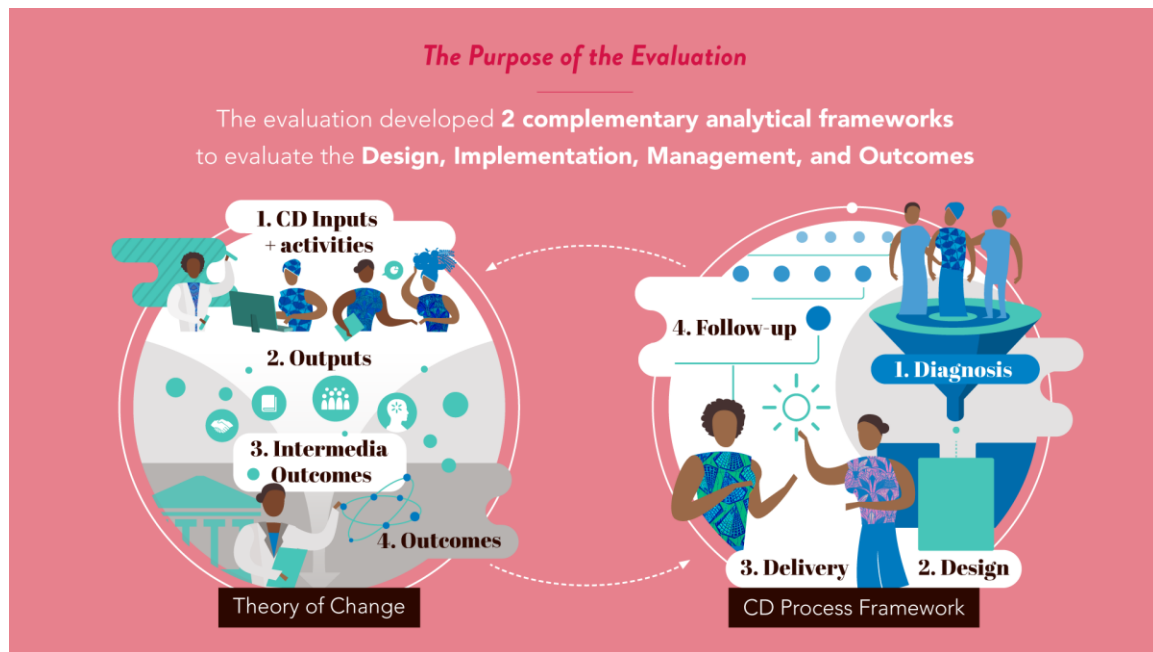
The section below describes the 2 frameworks and how they were developed.

Theory of change on the results and the process of developing CD initiatives

The difficulty to agree on a definition of CD and to measure CD activities has led to a lack of understanding of the effect and impact of CD activities. One clear example is the provision of training (one key CD activity) that is usually measured by the number of people who have been trained that consequently does not specifically look at: a) whether

participants have really acquired new knowledge; and b) whether participants have actually applied the knowledge to their organization or environment and what kind of impact has resulted because of that.

In this sense, the space in-between the outputs (number of participants trained) and real outcome (application of knowledge) is often overlooked by development practitioners even though it is the key to understand whether the CD efforts are sustainable or not[5]. One effort to better understand the change process has been to develop key indicators that can track the effects of CD activities in terms of *new disposition and ability* of participants to act (Annex 5 illustrates those indicators)[6].

"2 levels of change" could be identified as driven by CD activities:
- Individual "empowerment"[7] as a result of new information or skills acquired and understanding of the so called Intermediate Capacity Indicators (ICOs) – ICOs are the intermediate outcomes that CD initiatives produced such as awareness raised, knowledge enhanced or network enhanced. Annex 5 illustrates what these ICOs are and give some examples of those indicators. In this evaluation, ICOs are also referred to as learning objectives.
- Change in the organization or institution as a result of the application of the new knowledge on the organization, environment.

It should be noted that it is extremely important to understand the "2 levels of change" for gender related issues. A 2015 research[8] has shown, for instance, that even when women have

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[5] This space can be referred to as the "black box" for the difficulty to understand and measure the change process.

[6] It is important to mention that CD activities (such as trainings or knowledge exchange) are provided to individuals that act as "change agents" to affect change in their organization or environment. In this sense, the individual level (change agents) is the basis for a change in the organizational and institutional level. For instance, the implementation of a medium term budget framework strategy (organizational level) with long term results to improve the governance environment (institutional level) might be the result of CD activities addressing Ministry of Finance and line ministries to formulate the strategy through policy dialogue, better coordination and better implementation of know-how.

[7] More research has been done to better understand empowerment and its contribution to poverty reduction by identifying potential linkages and quantifying the effects. "Empowered" individuals are potentially able to solve their own development needs, hold governments accountable and demand accountability, provide incentives for governments to be more responsive and deliver better services, curb corruption etc. Thus, it is argued that empowerment can be an effective strategy to combat poverty reduction. Several IOs have come to appreciate the link between empowerment and development outcomes. For instance, the World Bank has articulated this link in the WDR 2001. A recent OECD paper has also showed how gender equality (Millennium Development Goal 3) and women's empowerment could potentially affect other MDGs (including poverty and hunger) OECD (2010).

[8] VSO, Women in Power: beyond access to influence in a post-2015 world, 2015. As highlighted in this report, a VSO partner women's organization in Nepal stated that: "women who are actually present at the power table will all be known to the male leaders – they are placed there and tend to be women that the men think will do what they want. They are only there to fill the quota and give a veneer of participation". What this implies is that to better understand whether CD activities have concretely had an impact on empowering women, there needs to be a measurement of the actual effects of those activities in terms of outcomes and not just outputs.

been appointed in political key positions, those positions did not reflect, at times, actual empowerment. In this sense, the Gender and Development Network (GADN) Women's Participation and Leadership Working Group suggested that the measurement of Target 5.5[9] of thee SDGS be done by not only looking at whether women are represented or not, but also the extent to which they are able to be actively involved in and influence decision-making processes at all levels through their participation.

This evaluation developed an articulated ToC[10] to evaluate the UNWOMEN CD initiatives under review.

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[9] This target states the following: Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

[10] A theory of change should show how the programme will lead to changes in the behaviour of participants and how these changes in turn will contribute to development. The theory of change should underpin and guide the programme's methods and contents and enable the programme to evaluate its effectiveness.

Figure 1. Specific ToC for UNWOMEN CD activities with relevant assumptions
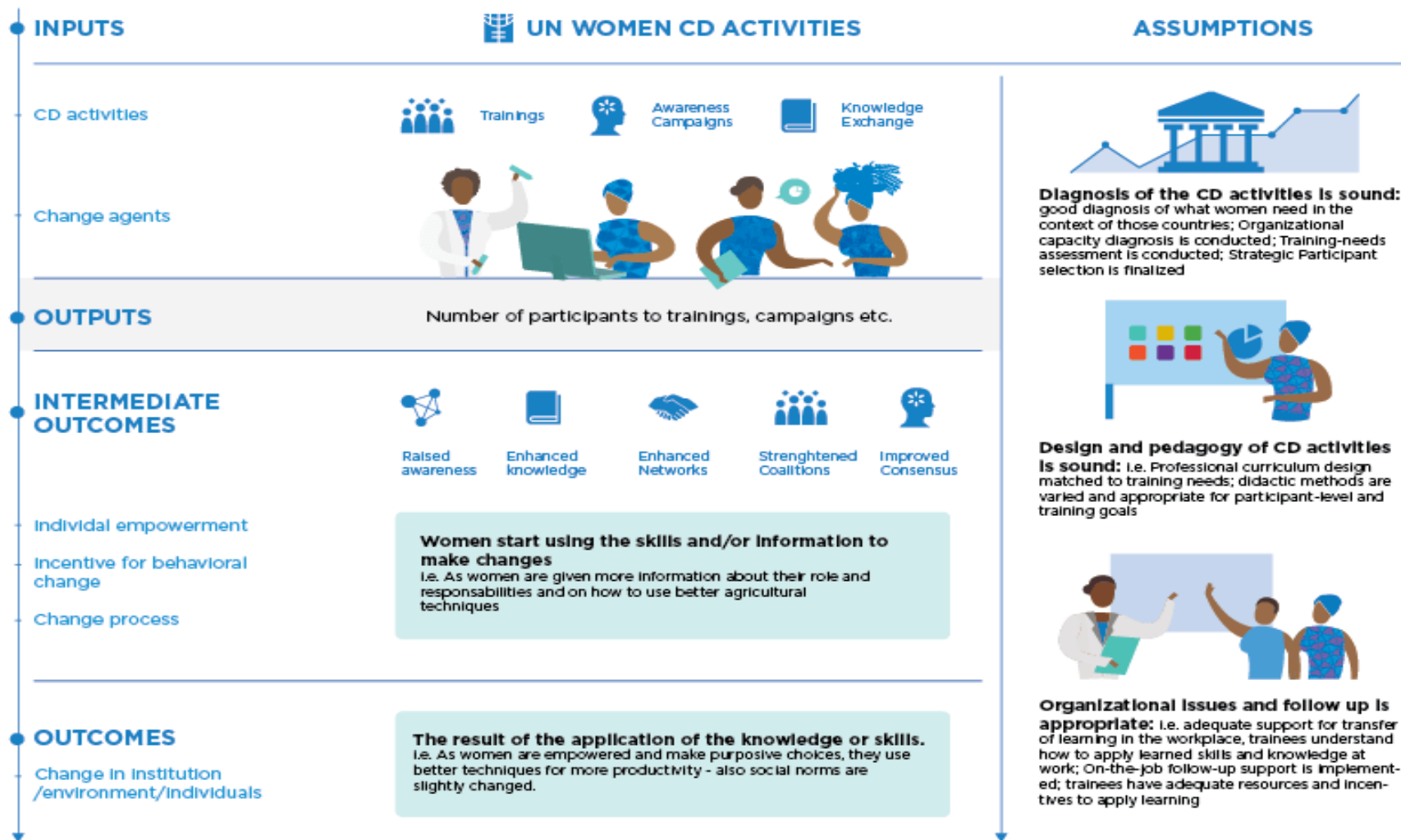
Source: author

Also, the evaluation sought to better articulate the assumptions of the above-illustrated ToC by developing a "CD process framework". This framework includes 4 different yet complementary steps to design a CD initiative[11]:

1. The diagnosis: how a CD initiative has been conceived and what kind of assessment has been made. There are 3 complementary yet different processes part of the diagnosis:

   - The diagnosis of capacity gaps involves assessment of existing organizational, institutional, and human capacity gaps to understand whether such an initiative should be developed or not to address these gaps (this is very much about the relevance from an evaluation perspective);

   - Needs assessment of CD initiatives involves the understanding of the present capacities to be strengthened;

   - Strategic participant selection is necessary to ensure that the participants are those whose capacities must be built up in order to meet development objectives.
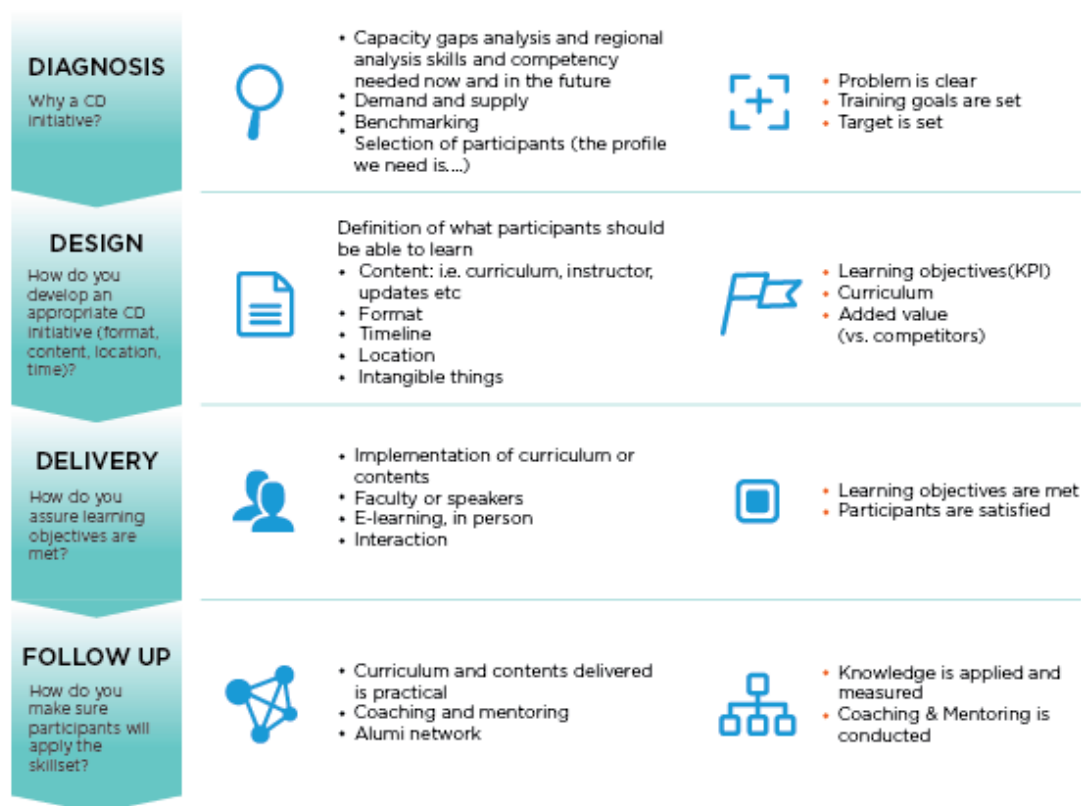
   All the elements are key and complementary (i.e. for instance, a project can correctly diagnose the need to build the capacity of government officials through training, but if it does not conduct training needs it may incur in some problems - incorrect assumption on the capacity of participants).

2. The design: how a CD initiative has been developed in terms of the following:
   - Content,
   - Format,
   - Timeline,
   - Location

3. The delivery: how a CD initiative has been implemented. For instance, for training programs, whether the trainers were good, whether the participants interacted);

4. The follow-up: how a CD initiative has been followed-up. This is a key element as often participants find obstacles applying the knowledge they acquired during the training or CD initiative. In this sense, it is of utmost importance to set up a follow-up system whereby participants are followed-up with support even by creating networks among themselves (i.e. alumni network).

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[11] This will be better explained in the recommendation section.

The figure below illustrates the CD process framework.

Figure 2. CD process framework – how to design a CD initiative

DIAGNOSIS			
Why a CD initiative?	🔍	• Capacity gaps analysis and regional analysis skills and competency needed now and in the future • Demand and supply • Benchmarking • Selection of participants (the profile we need is….)	• Problem is clear • Training goals are set • Target is set
DESIGN How do you develop an appropriate CD initiative (format, content, location, time)?	📄	Definition of what participants should be able to learn • Content: i.e. curriculum, instructor, updates etc • Format • Timeline • Location • Intangible things	• Learning objectives(KPI) • Curriculum • Added value (vs. competitors)
DELIVERY How do you assure learning objectives are met?	👥	• Implementation of curriculum or contents • Faculty or speakers • E-learning, in person • Interaction	• Learning objectives are met • Participants are satisfied
FOLLOW UP How do you make sure participants will apply the skillset?		• Curriculum and contents delivered is practical • Coaching and mentoring • Alumi network	• Knowledge is applied and measured • Coaching & Mentoring is conducted

Source: author

Evaluation design

To answer the key questions in the evaluation matrix, a mixed-method approach was used by this evaluation, which included the following: qualitative approaches (ToC approach, key informant interview, in-depth, open-ended interviews, and focus group discussions but also content analysis) and quantitative approaches (online survey)[12].

Information was sought, when possible, on learning objectives and ICOs, and longer-term outcomes through review of the documentation, interviews and through the online questionnaire. However, triangulation of data was very challenging for the lack of detailed documentation on the selected initiatives and limited time to verify the data. In this sense, while triangulation involves the verification to be done by more than two sources, this evaluation used a threshold of 2 sources to be able to refer to that information as "evidence".

In particular, the following tools were used:

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[12] A reference ToC has also been developed to try to test hypotheses – it has been illustrated in the previous section.

- **Qualitative data analysis:** Through the desk review, documents and data were analyzed using mainly qualitative methods. Content analysis was applied to the review of the documentation related to the CD activities as well as to the interview responses.

- **Key informant interviews:** 19 structured and semi-structured interviews (in person, skype or telephone) were conducted with a) program managers and b) participants/recipients of the 6 UNWOMEN selected CD initiatives (see annex 6 for the complete list). Given some availability constraints, not all the interviews initially planned were finally conducted.

- **Email survey[13]:** an online survey was developed addressing the participants of CD activities to gather information about their experiences with the CD activity (especially on the 2 levels of change but also on the design/pedagogy of the CD initiative as well as the follow up – see annex 7). To create more incentives for CD participants to respond to the questionnaire the evaluation adopted 2 solutions: a) use an easy-to-use and well-designed questionnaire management platform (typeform) and b) delegate the relevant UNWOMEN staff to send the questionnaire. In terms of the response rate:
    - ACTIL: there were 18 responses out of a list of 76 participants of different training (19 emails bounced-back, which made the same as big as 57 overall) - the questionnaire was sent firstly on the 12th of December, 2 reminders were then sent, respectively, the 18th and 23rd of December.
    - OEEF training: there were 4 responses out of a list of 25 participants (4 emails bounced back, which reduced this group to 21 people overall) – the questionnaire was sent firstly on the 5th of December, 2 reminders were then sent, respectively, the 12th and 19th of December.
    - GTWP Rwanda: there were 6 responses out of a list of 29 participants (4 emails bounced back, which reduced this group to 25 people overall) – the questionnaire was sent firstly on the 5th of December, 2 reminders were then sent, respectively, the 12th and 19th of December.
    - 2014 and 2015 Sharefairs: there were 20 responses out of a list of 102 participants (12 emails bounced back, which reduced this group to 91 people overall) – the questionnaire was sent firstly on the 2nd of December, 2 reminders were then sent, respectively, the 12th and 19th of December.
    - Makutano Junction: it proved to be impossible to retrieve the email contacts of the beneficiaries. However, the presence of the report commissioned by Mediae presented a good overview of their behavioral change as a result of the intervention.

The large majority of email addresses of training participants were handwritten (extracted from training attendance lists) and many emails bounced back as a result of that.

Ethical safeguards and confidentiality were ensured for both the interviews and the online questionnaire.

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[13] It is not possible to talk about overall population and sampling size given the lack of exact information about the number of beneficiaries of each initiative.

The assessment included 3 phases:

1) Inception report and desk review. This phase included the following: reviewing background material; identifying key issues and developing the evaluation matrix; developing a reference ToC; selecting sites and informants; developing a questionnaire; preparing the mission from a logistical standpoint; validating inception report.

2) Field work (+desk review). This phase included the following: an inception meeting with the Evaluation Reference Group, conducting interviews with key informants; presenting initial findings to the Evaluation Reference Group and receiving feedback.

3) Report writing. This phase included the following: preparing a draft report; receiving feedback; writing final report (the figure below illustrates the 3 phases).

The diagram below summarizes the three main phases of the evaluation.

Figure 3. Evaluation process
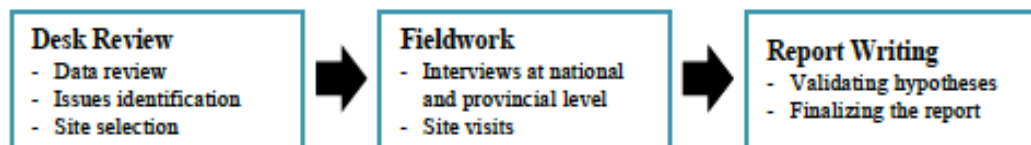
Source: author

The key stakeholders involved in this evaluation included both UN Women staff at RO and Country Office level and various partners as described above. They were represented in the Evaluation Reference Group and given an opportunity to engage in various stages of this evaluation i.e. the evaluation inception meeting, debriefing meeting and through virtual exchange.

Limitations for the evaluation

Some major limitations of the evaluations were the following:

- The 6 selected UNWOMEN initiatives are somewhat very diverse in terms of maturity, vision and scope and it was challenging to make sound recommendations that would apply for those initiatives altogether;

- The length of the evaluation was shortened to 5 days, which made it difficult to set up interviews with key informants and beneficiaries;

- The documentation and data on the results (learning objectives and outcomes) of the initiatives cannot be considered comprehensive for 2 reasons:
    - Lack of some key data on results and performance: for instance, on efficiency it is extremely difficult for this evaluation to make evaluative statements without articulated data on all the financials. For example, for this evaluation to be able to conclude on ACTIL efficiency information should

be available on the following data, which is currently missing in the documentation provided: articulated information on budget since 2013; information on budget normalised to Full Time Equivalents (FTEs) staff; information on actual staff; number of course participants per budget year; number of institutions that are sending participants to ACTIL;

o The quality of the information available on results: while there is some documents on the results of the initiatives, the information is at times vague and not enough comprehensive to be able to make evaluative judgments: for instance, while there are some case studies on ACTIL's beneficiaries applying the knowledge they learned through the training, there is no information about the actual overall number of people who have been trained who showed evidence of application of knowledge. Also, the metrics used by the 6 initiatives to define what is success is not clear (as mentioned in the report)[14]. This also represents a challenge in terms of coherence of this report – the information and the way the information is organized varies from one initiative to another.

o The lack of quality (monitoring) documentation also posed a challenge to a comprehensive analysis of issues around gender and human rights.
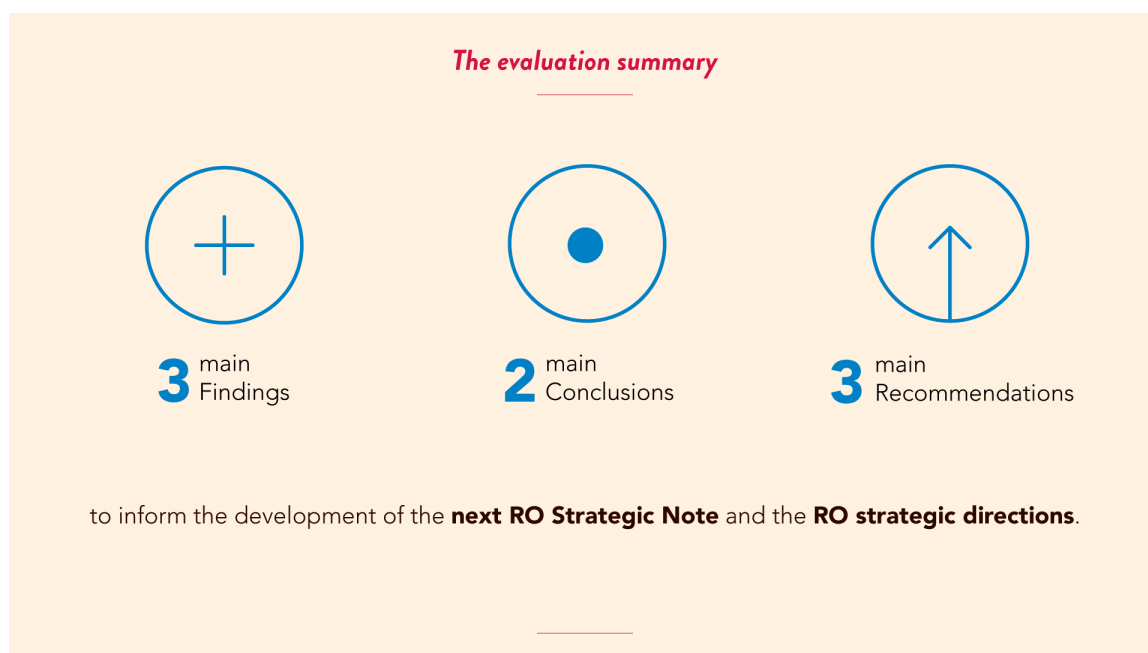
As mentioned above, the comprehensiveness of the results of the online questionnaire, which would have been key to understand the beneficiaries' point of view and longer-term results, was also constrained by the fact that many of the email addresses proved not to be correct.

It should also be noted that this evaluation is not an evaluation on one initiative only, rather it is an evaluation looking at 6 different initiatives at the same time. As mentioned above, its added value has to be found in the applicability of the recommendations for the all CD initiatives rather than the specificity of the recommendations for each initiative.

Structure of the report

The structure of this report is as follows: after a section on introduction and methodology (section I and II), section III highlights the main findings of the evaluation around the issues of effectiveness/impact, efficiency and sustainability. Section IV, then, highlights the main conclusions and recommendations based on the findings. Finally, section V illustrates the main lessons learned.

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[14] It should be noted that there is quite a difference in terms of the volume and, at times, the quality of the material for the initiatives on their results and conception – going from large (ACTIL, 2015 sharefair) to very small (Rwanda). This implies also that the length of narrative for the initiatives varies depending on the information at hand.

The evaluation summary

3 main Findings   **2** main Conclusions   **3** main Recommendations

to inform the development of the **next RO Strategic Note** and the **RO strategic directions**.

For the sake of consistency, the report uses the same order of reference for the 6 initiatives under review (firstly, the 3 training programs and, then, the 2 WEE initiatives), as follows:
- o ACTIL;
- o OEEF training;
- o GTWP Rwanda;
- o 2014 and 2015 Sharefairs;
- o Makutano Junction.

III. Analysis - Findings

This section is organized around: a) the CD process framework illustrated above on how to develop a CD initiative to evaluate relevance and design; and b) the ToC on the results to evaluate effectiveness and efficiency. The element of sustainability is a cross-cutting element depending mainly on the design of the CD initiatives.

The initiatives are highlighted in bold for ease of reference when referred to.

Design and relevance

Main questions:
a.   Are the ToCs well developed? Are they linked to each other? Are they clearly linked to the main UNWOMEN frameworks (i.e. is the strategic framework clearly linked to SN linked to Annual program and linked to the 6 selected initiatives)? Is there a M&E framework? Are the initiatives clearly related to UNWOMEN M&E framework (strategic plan + SN)?
b.   Is there a common definition and understanding of CD?
c.   Is the "CD process framework" sound? What is the content and format of the trainings- training design elements?
d.   In how far have trainings conducted e.g. on women leadership been based on demand by UN Women COs and partners?

Selected key indicators:
a.   A common ToC and CD process framework has been developed and is being used to develop UNOWMEN CD initiative (ACTIL, Edutainment etc.) and this is part of a well-developed project document for each initiative; assumptions are clear; the link between the strategy is clear; a M&E framework is developed
b.   The definition of CD is clear and agreed upon
c.   There is a manual on how to do training and good practices
d.   Beneficiaries consider the trainings as relevant to them

Main finding 1

While the vision and the conception of the 6 initiatives is commendable and, sometimes, groundbreaking, **the design process** (CD process framework) used to develop of CD initiatives **has not yet been institutionalized and used systematically**
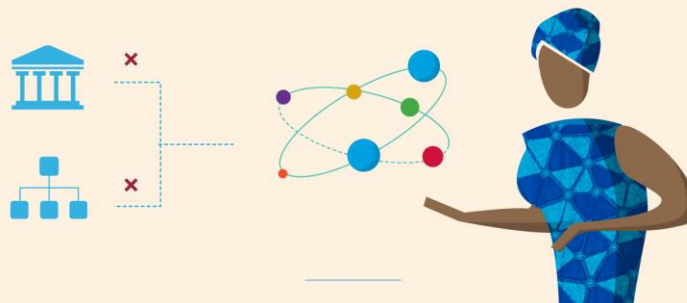
Some of these initiatives were born out of an ambitious vision (ACTIL) or were very innovative (Makutano Junction). Also, the design and the delivery of the majority of them is considered to be more than satisfactory. Training, for instance, has been successful, in the

large majority of cases, in meeting learning objectives, which suggests that pedagogy was adequate.

On the other hand, the evaluation found several weaknesses in terms of the diagnosis and, above all, the follow-up of those initiatives.

Overall, the evaluation did not find evidence of those initiatives being developed following a rigorous and systematic approach to CD (the CD process framework illustrated above). For instance, the evaluation could not find any evidence of a well-articulated document (project document) showing clearly how the initiative was developed, its results, indicators and how to achieve them.

The consequence of the lack of a systematic approach to CD led to weaknesses in designing the initiatives and, therefore, in achieving and measuring results[15]. A good example is ACTIL: the example of a program underpinning a big and ambitious vision to set up a university, which has not yet been achieved in its entirety, mainly, for design and follow up flaws.

Finding 1.1

While the relevance of all the initiatives under review is strong (capacity gaps were assessed appropriately in most of those initiatives), there is **less evidence** of using sound **needs assessment** (especially for training programs) and **participant selection systems**

Needs Assessment

Participant Selection Systems

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[15] As highlighted in the UNWOMEN Meta-evaluation a major determinant of outcome performance is the design of a project. For instance, effective training design for capacity building takes into account not only how best to achieve learning goals, but also how best to ensure that trainees can apply learning in the workplace and that training content responds to organizational or institutional needs. As such, good training design is important for success along the entire length of the training results chain.

Figure 4. CD process framework – diagnosis
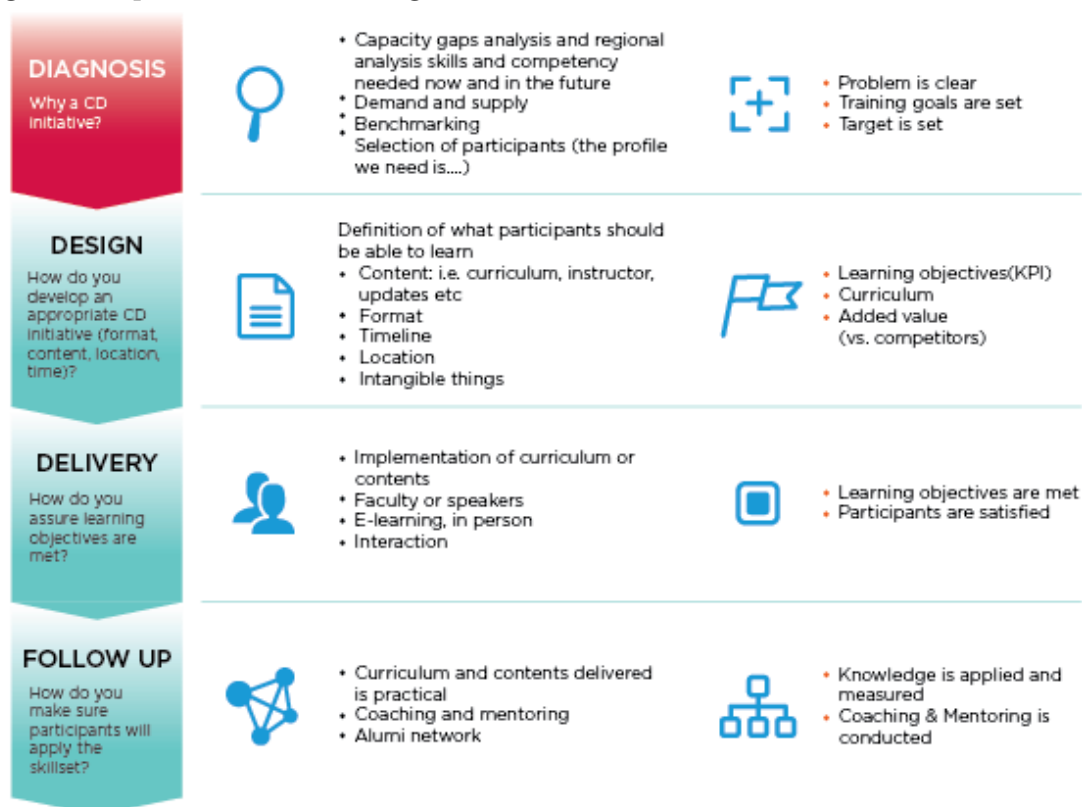
Source: author

Concerning the *diagnosis of capacity gaps (relevance)*, most of the initiatives are very relevant to the local stakeholders.

Much thought underpinned the conception of **ACTIL** so as to build a strong evidence basis for developing the initiative. Driven by the efforts of the former Regional Director, who has clearly been a visionary, ESARO undertook a mapping exercise to understand the most important entry points for empowering women in Africa in order to fulfill the mandate of UNWOMEN. Initially, the discussion came around the issue of agriculture as 80-90% of women work in agriculture – this was considered a very important entry point with the ultimate goal of creating some wealth for themselves and assets. Other elements discussed were trade and extractive industries. To get evidence and to prepare for the CD initiative, the ESARO team partnered with the University of Nairobi and produced the "cost of gender gap" in 2014 to show the economic loss not to invest in women – and the benefit for investing in women on the other hand.

The ESARO team felt that leadership was really the key as a way of capacitating women. The decision was to set up an institute that would create a space for: a) making women leaders of the future; and b) capacitating the existing leaders. The decision was to find a university so that there could be an accreditation system, which would give credibility to the leadership program. A competitive process was then established to choose the most appropriate university setting to build the leadership program – the institutional assessment

was based on 3 main criteria: flexibility, quick decision-making and open mindedness[16]. The final decision was to develop the program within Kenyatta University. According to interviews in the field, the MoU clearly divided tasks and responsibilities between the UN and the university – UNWOMEN was to finance the renovation work and several other aspects[17] while Kenyatta would provide the building, a team of professors, curriculum development, and an accountancy team.

However, there are questions as to whether the absorptive capacity of the university was assessed by conducting a throughout evaluative exercise[18]. This might have been a contributing factor for ACTIL not achieving fully its vision and for some of its weaknesses afterwards.

Similarly to ACTIL trainings, **OEEF training** is relevant to stakeholders. This was confirmed by training evaluation forms reviewed by the evaluation as well as by the responses to the online questionnaire. For instance, the training evaluation of the OEEF 2016 held in Kenya found that 94% of the participants thought that "the topics covered were relevant to me".

The case of **P&S training in Rwanda** is somewhat different from the others, as the evaluation did not find much evidence of an appropriate diagnostic being done. What the evaluation report refers to as diagnostics is not the gender needs assessment conducted by UNWOMEN but a needs assessment for better understanding how to tailor the training contents to the level, interest and knowledge of the potential participants. One of the objectives of the training was indeed to "map existing capacities within the GTWG members and possible further training/technical support required". Rather then doing this exercise as part of the training, diagnostics gaps should be done prior to do a training to better tailor the design of the training to the needs and gaps of the partner organizations and participants. It is difficult for this evaluation to evaluate the relevance of such a training given the lack of material on this issue.

According to several participants responding to the online questionnaire, the **2014 and 2015 sharefairs** were "what we needed". The whole plan about developing a sharefair was based on the practical idea to share experiences and knowledge to be able to provide a platform to link policy makers and practitioners[19]. In addition to that, ESARO decided that each year it would be appropriate to focus on an important area of interest, which had strong relevance for the region. While in 2014 the focus was gender in technology, in 2015 the area of interest was gender in extractive industries. In both cases, the diagnosis of gaps was conducted appropriately. For instance, concerning the 2015 sharefair, evidence showed that East and Southern African countries had been focusing much on extractive industries in recent years yet opportunities for women engagement had not been seized (table below)

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[16] However, this evaluation does not have enough information to be able to evaluate on the institutional assessment and how this was done

[17] According to the 2016 strategic partnership evaluation during the year 2014 UN Women's contribution was approximately USD 1,260,000, followed by contributions of approximately USD 400,000 in 2015 and 2016

[18] An assessment of the absorptive capacity of the university is outside the scope of this evaluation

[19] ESARO had strong connections with government officials so that it could be not so difficult to reach out to government officials.

Table 2. Good practice[20] – developing a CD initiative based on sound evidence for the 2015 sharefair

The 2014 annual report narrative provides some background of the thought process underpinning the birth of the 2015 sharefair "Gender equality and women's participation in the Extractive Industries (EI).

ESARO had already done much policy work around gender equality in the extractive industries (policy brief) and produced several guides on how women can be engaged more effectively in this sector. EI was a growing area of focus in Africa and a new area for UN Women in the ESA region. From initiating the engagement in the field in 2013, ESARO had also managed to establish itself as a leader, resource and 'go-to' entity for issues surrounding gender equality in the EI both, within UN Women and with external stakeholders. ESARO's work in the EI sector was featured on the UN Women online Marketplace. The first step for ESARO was to establish what the issues are in the EI sector with regards to gender equality. In 2013 UN Women in partnership with Publish What You Pay*, hosted a Regional Consultative Meeting that outlined the key issues facing women in the EI and provided UN Women with a basis for its engagement in the sector. Based on this and subsequent consultations with identified stakeholders, UN Women obtained the information to develop key knowledge products providing guidance in this new field: Policy Brief on Gender Equality in the Extractive industries; Roadmap for UN Women's engagement in the EI Sector; Guidelines for Gender Responsive Policy Review; and, Dialogue in the Extractive Industry Sector, and the Extracting Equality Guide. These documents provide an overview of the EI sector, the gender-specific issues, and the stakeholders operating in the sector, and they have served to guide the COs with their country level governments and stakeholders.

Source: author based on ESARO AWP reports

In the case of **Makutano Junction,** the evaluation found some evidence that ESARO appropriately selected some key topics together with FAO and IFAD[21] that could be tackled effectively by such an initiative. The process of developing the initiative was conducted in close collaboration between ESARO and Mediae. ESARO initially proposed a series of topics they were interested in, which were narrowed down through meetings with Mediae director, producer and cast. Also, there was an appropriate division of roles whereby Mediae took the lead in developing the script and doing the necessary arrangements to make it suitable for a wide rage of viewers (i.e. selection of professional actors) and ESARO gave "strong and important inputs on the technical contents" – as the partner organization stated. ESARO role was crucial in supporting the main issues with strong evidence, providing inputs on the contents and also validating the script.

In terms of *needs assessment* and *participants' selection,* the evaluation found several weaknesses among the initiatives under review.

For instance, participant selection was found to be an issue by this evaluation for **ACTIL.** Indeed, according to interviews in the field there the selection criteria identified at the

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[20] Good practice is defined by this report as a practice that: a) provide an example for other initiatives of a successful activity or initiative and b) can be replicated for other CD initiatives.

[21] UNWOMEN ESARO, IFAD and FAO funded each 2 episodes building on their comparative advantage and expertise. The choses topics were women empowerment; land issues and aflatoxin. UNWOMEN ESARO funded 2 episodes on women empowerment.

beginning were not really used in practice. The evaluation found little evidence[22] that ACTIL used clear section criteria from the beginning and systematically throughout the life of the initiative, which led to some problems: a) participants that were not very fit for leadership training[23]; and b) participants that had a very different level of understanding and experience of leadership [24] . This was confirmed by interviews in the field as trainers stated that "sometimes it is very difficult to teach to people with different expectations, interest and different experiences especially when it comes to teaching to a group where there are leaders and aspiring leaders at the same time". This is a challenge especially given the short timeframe participants have to learn.

Several people interviewed in the field state that needs assessment for **OEEF training** could be improved. Participants stated that while the curriculum of the training (design) was appropriate, they would have liked to have more of a say on what this would look like. In this sense, the majority of the people had several proposals on how ESARO could better tailor the training to their specific needs, for instance, by adding other crucial operational topics to the training.

In terms of the OEEF participation selection, while the evaluation found that overall the target population is appropriate, there is need (expressed by several participants) to mix budget, program and also M&E people in the same training.

According to some interviews in the field, both the needs assessment and the participant selection were not conducted in a systematic fashion for the **P&S training in Rwanda:** the needs assessment was done late in the process[25] and the participants were not always the ones who were invited (and had a different understanding of the topic). However, the evaluation found that the ESARO team did conduct a gender training assessment, yet it is not clear whether the design of the training was actually modified on that basis. Also, the quality of the training needs assessment could be improved given the brevity of the questionnaire and the type of questions.

Participant selection was, however, done in a very pragmatic way in the case of the **2015 sharefair.** For instance, Africa Union and UNECA were invited given their key role in championing "Africa mining vision" so that African countries could add a more gender inclusive to this sector. Participants were invited on the basis of the relevance of their work, potential to do networking and on the basis of the key themes that were identified for the event. Also, ESARO worked strategically within its network (for instance, with women in mining association) to select the most appropriate participants for the event.

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[22] It should be noted that while ACTIL has developed some criteria for selection (ACTIL Procedures Manual PM-7) the evaluation does not consider PM-7 criteria as sufficient to clarify how strategically people are selected for ACTIL. Also, as the diagram in Annex 11 "Linking ACTIL targets to UNW Impact Areas" shows, the strategic selection of participants should be linked to the overall M&E framework for ACTIL

[23] According to an interview in the field, "there were clearly some participants that were not interested in the training"

[24] There are circumstances where assembling training participants with a broad range of experience is desirable. However, the analysis found that having equal levels of experience and knowledge was an important contributor to perceptions of successful training for ACTIL.

25 Also it was the Deputy Representative who actually envisaged a needs assessment as the technical staff had not considered doing that.

There is no evidence of needs assessment and participation selection made for **Makutano Junction,** also given the different format the initiative has.
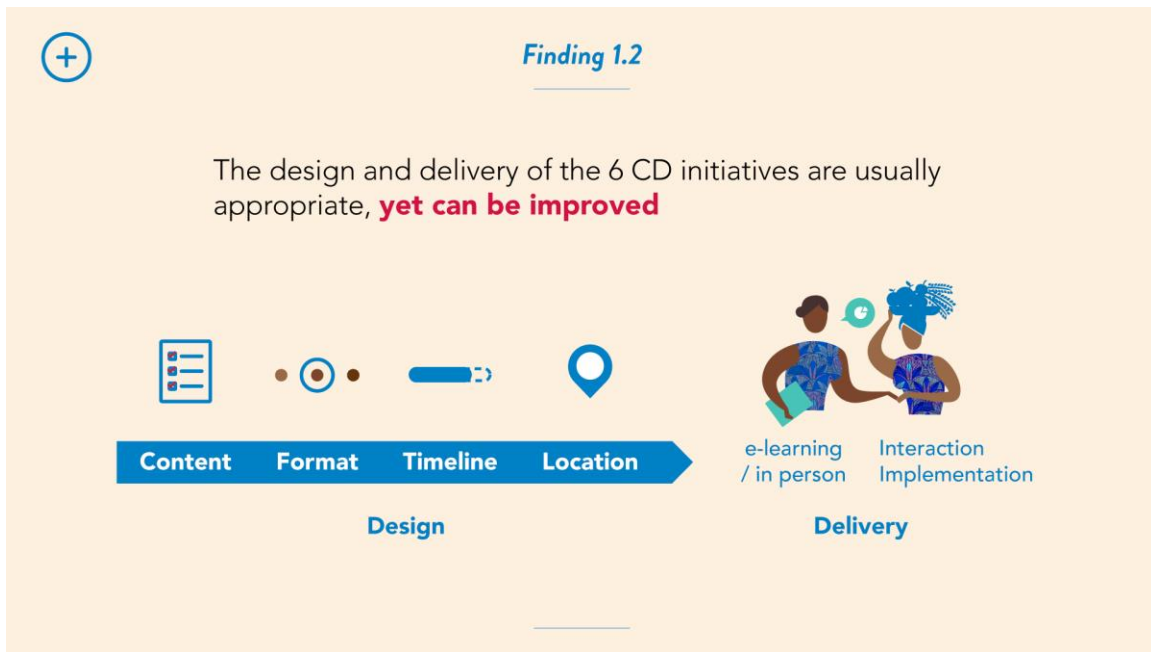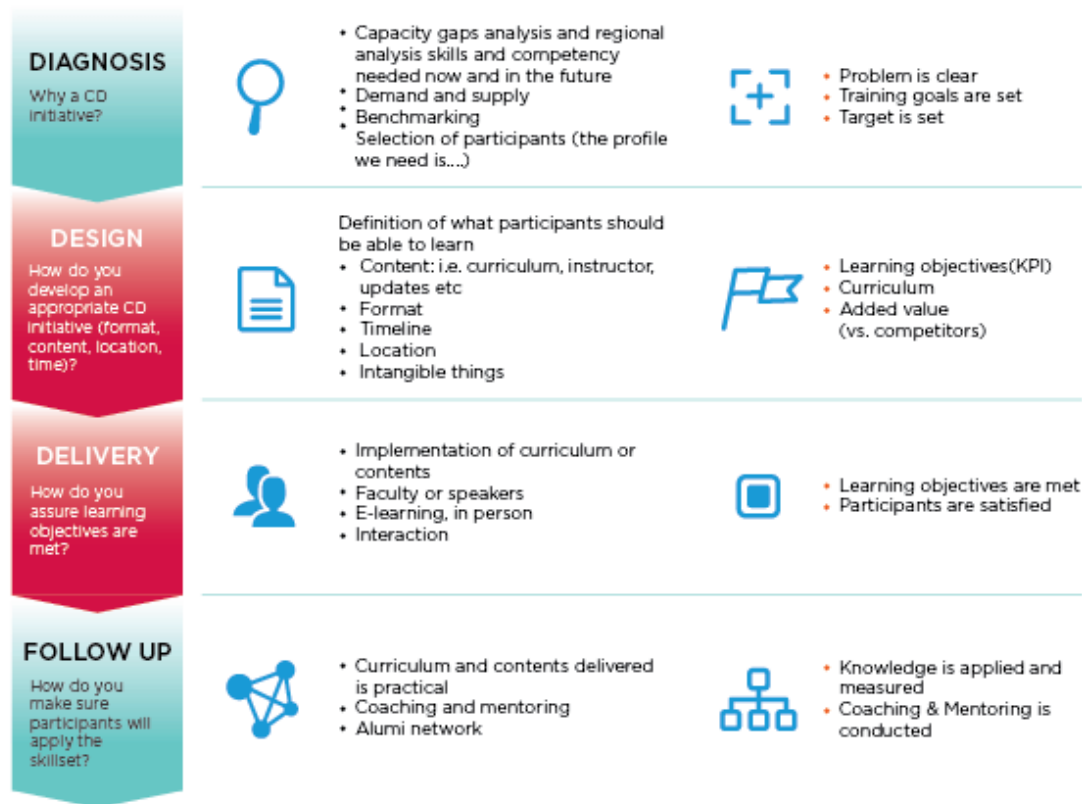
Figure 5. CD process framework – design and delivery

Source: author

Overall, the evaluation found the design [26] and the delivery of the initiatives to be appropriate.

On paper, the **ACTIL** training system was designed well. The decision of which kind of curricula was initially well developed and ESARO provided strong inputs on that (ACTIL drafted the curriculum yet ESARO team provided technical inputs)[27]. Also, a quick review of the courses developed shows that these are well developed and varied.[28] Respondents to the online questionnaire rate good or very good, the design of the course (72%) and the delivery of it (78%). The evaluation also found evidence of other training evaluation forms that all rate, design and delivery, good or above. On the other hand, the large majority of

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[26] A comprehensive, in-depth assessment of pedagogical methods is however beyond the scope of this evaluation, because it would have required detailed investigation of course attributes by area experts. Instead, interviews with participants and training providers in the field studies and the six-country survey responses about course interest and lecturer quality were used to indicate pedagogical design quality.

[27] The evaluation found good evidence of a series of well-articulated peer review of the ACTIL curricula

[28] Transformational Leadership (Foundation Course); Transformational Leadership for Women in Political Leadership; Transformational Leadership in Agribusiness; Transformational Leadership and Gender Responsive Evaluations; Transformative Leadership and Gender in Extractive Industries ; Transformative Leadership in Entrepreneurship and Business Management; Transformative Leadership for Women in the Public Sector; Transformative Leadership for Women in Corporate Leadership ; Transformative Leadership and Youth Development

respondents highlighted the timeframe of the training as a problem for them as being too short. This is an important issue to reflect upon in terms of developing an ambitious training program aiming at "transforming" women with just one week of training.

The original plan for the training programs was also to develop 2 sessions of each training (10 days in Kenya and another 10 days in Israel - ESARO managed to find a good partner in the Golda Meir Mashav center). The trainings sought to be as pragmatic as possible. For instance, the agribusiness training included demonstrations, fieldwork, and visits. For the political leadership stream to be made more practical, leaders speakers came and shared experiences. Above all, participants were supposed to develop "implementation plans" so as to make the course very practical (see Table 3 below).

Table 3. Good practice – implementation plan of ACTIL in theory

The initial plan (applied for some of the trainings) was to give the certification only after the participant could show that the implementation plans had been achieved (this did not happen for follow-up problems so that certificate is give just after the training).

The implementation plan included two levels:
• **Individual:** to develop an implementation plan for the single participant, which was part of a transformation objective.
• **Institutional:** to develop a plan related to make changes in the workplace.

There is also some evidence that the existence of the implementation plan with clear targets and actions to be put in place discouraged some potential candidates to actually participate in the training. A 2015 UNWOMEN report to UNDP mentions in fact that "some of the potential trainees declined to participate in the actual training on realizing that the training required clear plans of post-training business activities". This is to be considered a very good sign in terms of selection of only the most motivated candidates as highlighted in the recommendation section.

Source: author

However, many of these design assumptions did not concretize. Several of the initials plans (i.e. the demonstration of the actions from implementation plan) did not continue after a few initial examples. Above all, the follow up system   (namely, mentoring and coaching) never materialized. Some people interviewed in the field wonder whether the issue for ESARO was to assume that the university had the capacity to implement a very big and ambitious plan (problem of absorptive capacity).

Design and delivery are rated good or very good by the participants of the **OEEF training**. The two tables below show an example of the high ratings given to the design and delivery of the trainings from the participants of the OEEF training. The tables consider responses from both partners and staff regarding the OEEF induction training for the following countries: Congo, Mozambique, Rwanda, Somalia and Kenya (with the latter just for the partners training).

Table 4. OEEF - How was the induction?[29]
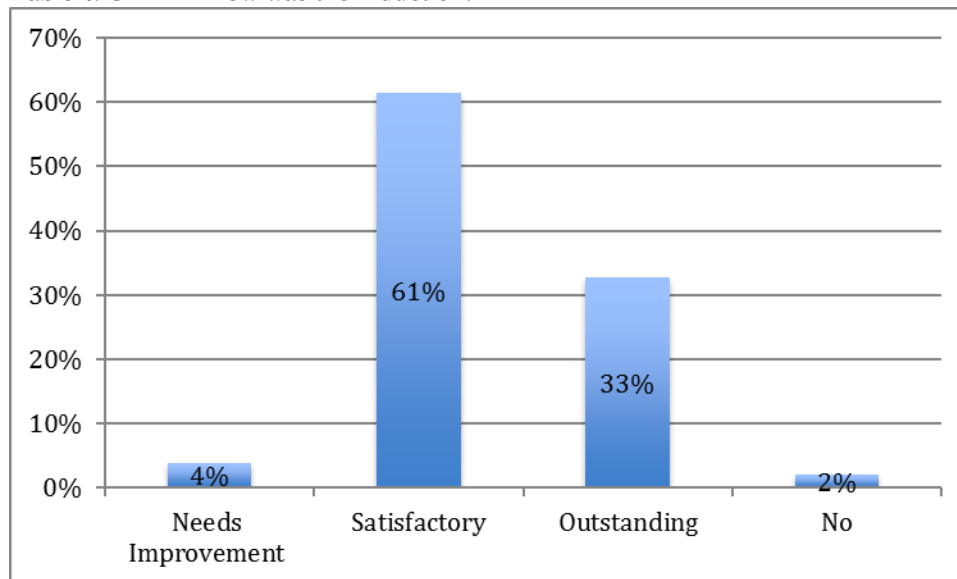
Source: author

Table 5. OEEF - Competency of the speakers[30]
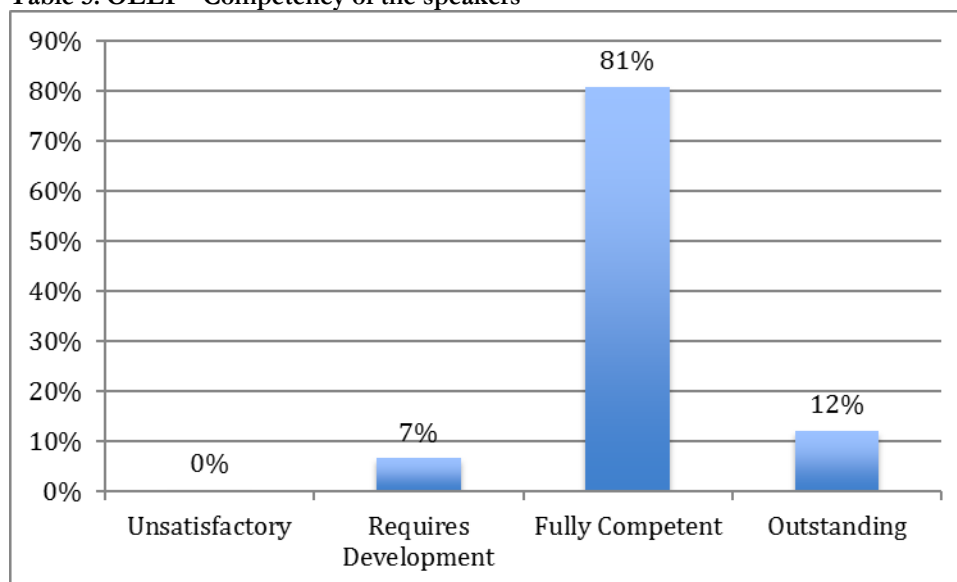
Source: author

Considering the design of the training, a clear statement made by the participants[31] of the training was time constraints for the difficulty to absorb so much information in so little

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[29] Sample size is 101 respondents overall: 4 respondents (needs improvement); 62 respondents (satisfactory); 33 respondents (outstanding); 2 respondents (no).

[30] The results include both the results of the question "Were the speakers clear and efficient in communicating the content? And "Were the speakers clear and efficient in communicating the content?". Sample size is 239 respondents overall: 1 respondent (unsatisfactory); 16 respondents (requires development); 193 respondents (fully competent); 29 respondents (outstanding).

[31] Training evaluation forms, interviews in the field and online questionnaire

time. For instance, according to the training evaluation forms, 35% of the partners trained and 29% of the staff trained, stated the training was too short.

Similarly to the OEEF training, for the **P&S training in Rwanda**, the large majority of the respondents to the online questionnaire stated that the design and delivery of the training was satisfactory or above, the timeframe, though, was too short for the participants to absorb all the information.

Concerning the **2014 sharefair**, there is much less documentation for this evaluation to be able to generalize on the design and delivery. However, there is some anecdotal evidence showing that the 2 elements were done appropriately. For instance, according to a partner organization interviewed, "ESARO role was crucial for putting the concept together and the delivery of the event was effective".

Photo 1. 2014 sharefair

Source: UNWOMEN ESARO, Transforming Equality: UN Women's Impact in Eastern & Southern Africa (2016)

Regarding the **2015 sharefair**, the design of the initiative (format, sessions, speakers etc.) was based on structured discussions and reflections on what kind of elements were most important from a women perspective in the extractive industries and how to tailor the CD initiative to make it most relevant for women – key themes were identified (i.e. exchange of knowledge around EI) and events were planned accordingly. This was the role of the Technical Planning Committee established to assure a good design process for the event. The committee planned the sessions on the basis of the most important and relevant topics (i.e. what kind of policy gaps are impeding women participation in this sector). The delivery of the 2015 sharefair is also commendable for the combination of technical and non-technical aspects so as to bring people together to exchange knowledge in an entertaining yet effective way. A good example in this case is the "networking cocktail" that proved to be an effective way for practitioners and mining companies to create awareness of women empowerment principles so that companies could better understand why they should invest in gender by unlocking interesting opportunities.

In terms of the design/delivery of both sharefairs, 13 respondents of the online questionnaire out of 20 rate the organization of the event good and very good (4 and 5 stars on a scale from 1 to 5 stars)[32]. The results are shown in the table below (table 4).

Table 6. Rating on the design and delivery according to 2014 and 2015 sharefair participants[33]
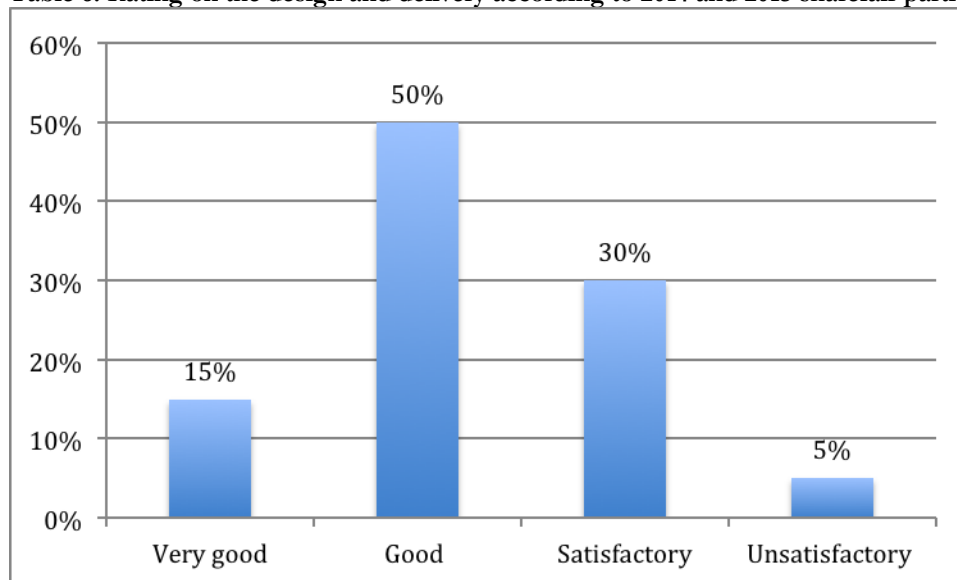
Source: online questionnaire

It should be noted that there were a few respondents asking to make the event easier to access (access to UN complex), better organized and better communicated (i.e. more and better information for all the session, better translation, more introductory information on technical aspects). For instance a participant of the 2015 sharefair state that "whilst the content and speakers were excellent, the event consistently ran late with little explanation or updates. There were also differences between the speakers listed on the agenda and the panelists there in person". Other respondents complain about the timing of the event in terms of several session being late (which constrained them to attend some sessions) and in terms of the overall timeframe considered to be too short for them to be able to networking with people.

Makutano Junction is a good example of how the design and delivery of the initiative was done following a CD process framework. As mentioned above, ESARO provided strong inputs on the contents. Design was effective in the sense that it managed to develop a show tackling a combination of social issues by also providing information in an effective manner. Given the division of labor, Mediae focused more on the script and on the format so as to make it enjoyable and easily understandable for a wide array of viewers. The delivery of the initiative was indeed very effective as the show was fun to watch and the contents somewhat easy to understand. The show managed to keep people "entertained while discussing highly

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[32] 6 respondents rated it with 3 stars, while only one respondent rated it with 2 stars.

[33] Sample size is 20 respondents overall: 3 respondents (very good); 10 respondents (good); 6 respondents (satisfactory); 1 respondent (unsatisfactory).

serious issues" as the partner organizations stated. The important viewing results are a confirmation of that.

Figure 6. Makutano Junction

Source: UNWOMEN ESARO, *Transforming Equality: UN Women's Impact in Eastern & Southern Africa* (2016)

Finding 1.3

The large majority of these initiatives are very innovative – sometimes the first time ever to be done

The evaluation found evidence that, for the large majority of these initiatives, innovations were made. At times, the innovation was the initiative in itself. Other times, innovation was about developing specific tools utilized during the implementation of the initiatives.

ACTIL certainly represents an important innovation in itself as UNWOMEN ESARO was financing the setting up of a training center within an existing university.

In the case of the **2015 sharefair,** as a participants stated, the event certainly was « breaking ground » as it was trying to raise a very important issue (gender in extractive industries) that had not received much attention previously.

Concerning the **2014 sharefair**, the innovation award deserves particular mentioning (see Table 7 below).

Table 7. Good practice – Innovation award for the 2014 sharefair

The Young Innovators Award (YIA) was developed to encourage and incentivize students, youth and young scientists in the fields of agriculture, IT and social sciences, to develop gender-sensitive technologies in agriculture. The YIA presented an opportunity for young innovators to be part of a high-level, international event where they could be exposed to influential organizations and institutions, as well as other networks of innovators in the region. The call for entries were circulated to over 100 learning institutions in the region, as well as a number of organisations who have youth and entrepreneurship programs – including ILO's Youth to Youth (Y2Y) Program and UNEP's Youth Professionals for Agricultural Development (YPARD) program.

There were 4 finalists in 3 categories for the Awards and their participation was fully funded by the Sharefair. In addition, the winners were provided with specific coaching and mentoring on 'pitching your technologies' and 'how to use and handle media' to better enable them to present their innovations at the Sharefair and specifically at the YIA Award Ceremony (see video clips for examples of the YIA winners' pitches of their technologies).

The YIA Award Ceremony was coupled with an evening cocktail reception and live musical performance which was attended by high level delegates, Sharefair exhibitors and attendees as well as a number of youth groups. At the Award ceremony each of the winners were given the unique opportunity to present/pitch their innovation on stage (using their training) and awarded with a cash prize of 5000USD. Following this, the entertainment for the Award Ceremony was provided by a specially selected, regionally acclaimed musician who has been actively involved in initiatives which promote the engagement of Youth in Farming (see attached Music Video). The format of the Award ceremony was specifically planned as an interactive and entertaining event with aim to shift the traditional and outdated image of agriculture, to one which is appealing to the wider youth audience. As such, the Award Ceremony gave the winners added recognition amongst not only high-level delegates, but also other youth groups and international media.

In conclusion, the YIA at the Sharefair represents an innovative practice, which has allowed youth to showcase their innovations in an international platform, which is not typically open to this age group. The benefit has been two fold; the winners have come away with a new experience and exposure and likewise, the field of agriculture has benefited from their innovations


Source: ESARO AWP narrative

Similarly to ACTIL, the conception of **Makutano Junction** was an innovation that combined the delivery of a serious and important message in a somewhat unusual format for a UN agency, a TV show. The partner organization of the initiative stated that "the cast and

the writing team was really excited at the idea of doing something on women empowerment, which was quite a change".

The evaluation found many other smaller innovations in the documentation of the 6 initiatives, when ESARO team took initiative and used their creativity. For instance, for the 2014 sharefair a document on lessons learned states that "creativity and flexibility became the watchwords. For example, to accommodate the restrictions of different organizations and agreements, reimbursement and financing arrangements had to be made at the level of the individual participant – i.e. to contribute airfare from one travel fund, hotel and accommodations from another, and airport transfer from yet another." Another example is related to the OEEF training where ESARO decided to add a "telling stories" element to the delivery of the training. This was indeed very effective, as confirmed by the interviews of partners who had been trained in Kenya.

Figure 7. CD process framework – the follow-up
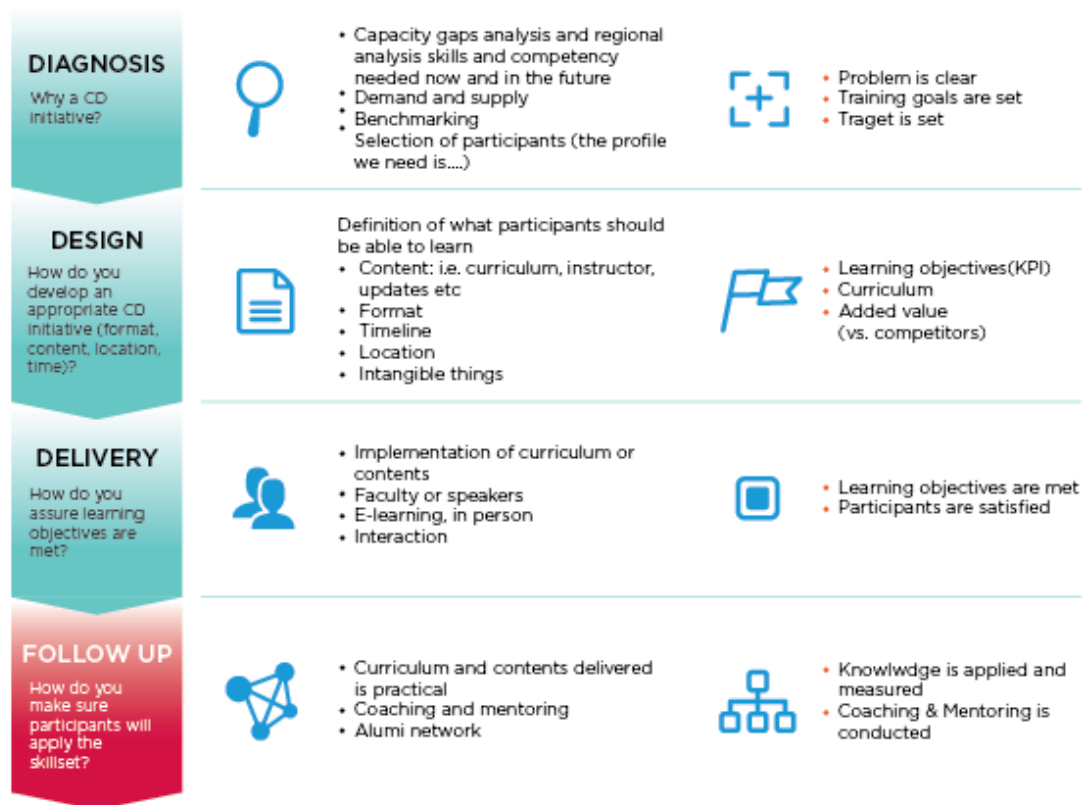
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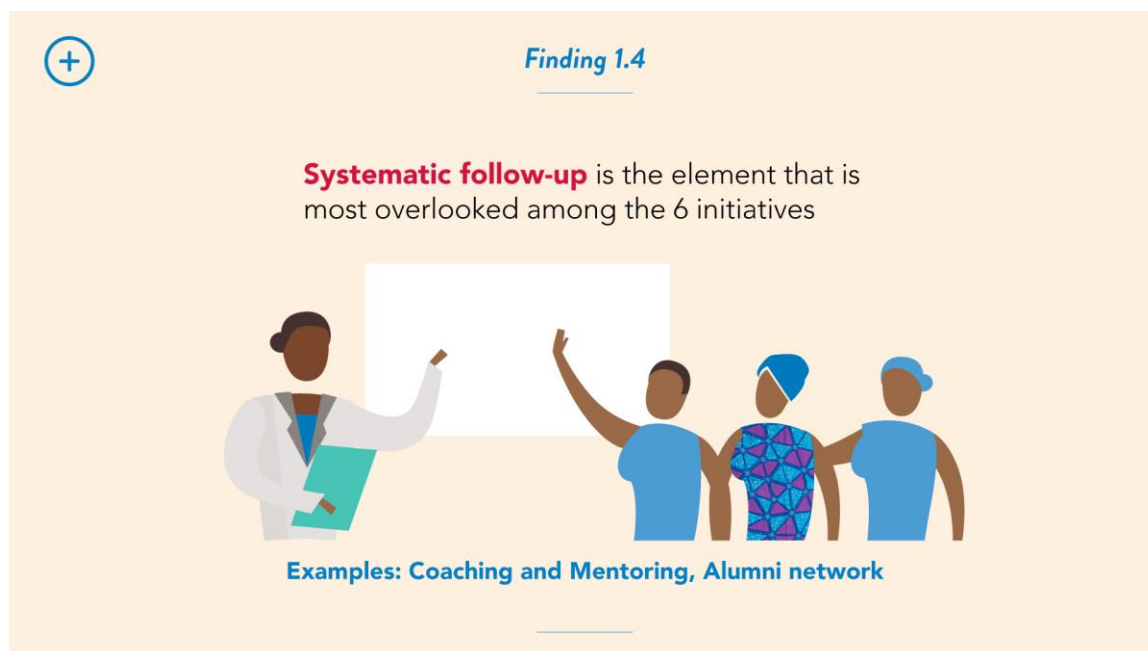
As mentioned in the methodological section, follow-up efforts are crucial for 2 reasons:

- Help and support stakeholders tackling organizational or other type of challenges to be able to affect change – the organization providing CD support needs to make sure that stakeholders will apply, for instance, what they have learned during a training. Research has shown that one of the biggest challenges in training programs is the difficulty for participants to apply what they have learned. Where these resources and incentives are not in place prior to training, training must be accompanied by sequenced interventions in order to address organizational and institutional constraints.
- Be able to monitor and report on good practices and show results

The evaluation found that all of the initiatives under review were developed without a specific focus on the follow-up element. According to several partner organizations met during the field mission "this is probably the biggest challenge of UNWOMEN". In most of the initiatives, ESARO staff stated that their "hope" and "assumption" was that other partner organizations would follow-up on their initiatives, confirming that this was not done systematically by the team[34].

The case of ACTIL is perhaps the best to illustrate this point. A UNWOMEN publication[35]

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[34] It is important to note that follow-up is strictly linked to how a CD initiative is conceived and designed. For instance, to be able to apply knowledge after a training program, the design of a training should be as practical as possible so that participants would find it easier to do so after the training is done. Some instances indicate that this was not always the case for the 6 initiatives under review. For instance, several participants indicated a need for more practical exercises for the OEEF training (evaluation training in Kenya 2015)

[35] UNWOMEN ESARO, Transforming Equality: UN Women's Impact in Eastern & Southern Africa, 2016

suggests that "as important as the **ACTIL** training is, the follow-up actions of the participants are critical. By the end of the training, they commit to disseminate the information as widely as possible within their communities, thus spreading the impact far beyond the original trainees". Unfortunately, this has not been the case especially after the beginning of the program. As mentioned above, out of the three key elements of the training program only one was kept, the training (figure 8 below).

Figure 8. ACTIL three pronged approach in theory
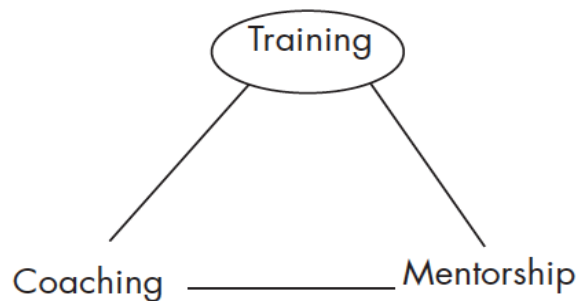
Source: author

ACTIL, with the support of ESARO, did try to develop some follow-up actions (send trainer coming from Kenya to follow-up on trainees, tried send professors for the pilot training for 6 countries). However, most of these efforts were not done consistently and did not lead to the development of a follow-up system with coaching and mentorship[36].

According to several people interviewed, the follow-up concerning ACTIL training programs is in fact its "biggest weakness"[37]. Respondents to the online questionnaire confirm that only 1 out 18 respondents had some sort of follow up. As a participant states: "The big challenge is that I was left in a dilemma, after seminar we were asked to come out with a action plan and to choose a person who will be my mentor in my area of work, but I don't know what happen because there was no more communication after that, so the problem was on a follow ups which act as a big challenge to me ask I was looking forward to grow more in my leadership skills".

As mentioned several times in this report, the importance of follow-up system cannot be underestimated for the need to be able to understand whether participants are applying what they learned and whether they are finding obstacles (such as organizational ones) to apply that so as to try to address them. In this sense, respondents of the ACTIL online questionnaire mention a series of obstacles and other issues as they are applying the skillset learned as part of the training (i.e. resource challenges, necessity to improve other complementary skills) and ask for more ongoing support. For instance, one respondent states she is still a "marginalized women in the political arena" who would need more

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[36] It is very important to note that the follow-up actions in terms of networking and coaching were certainly supposed to do by ACTIL not ESARO. However, ESARO was theoretically supposed to help ACTIL put a follow-up system in place from the beginning that would be sustainable over time.

[37] The way follow-up is done right now from ACTIL is very informal. As a trainer explained "we encouraged participants to share the actions they re doing but very often they do not get back".

support. Some of the respondents created themselves a "WhatsApp" forum to be able to share knowledge and support themselves after the training, yet that was because of their own initiative, as the ACTIL alumni network did not concretely materialized.[38]

Another missed opportunity for ESARO and ACTIL for not conducting systematic follow-up on the training participants is captured by a respondent of the online questionnaire: "we never had the chance for experience sharing in respect to opportunities gained and challenges encountered as the training ended. This would have also helped UN Women to evaluate the impact of this training".

On the other hand, it should be duly noted that ACTIL with the support of UNWOMEN ESARO is now in the process of launching an online knowledge hub, which will try to facilitate knowledge exchange within the alumni network. ESARO team stated that a mentorship data base is also being established across countries following the training of trainers.

Regarding the **OEEF training**, the evaluation could not find any systematic follow-up system in terms of monitoring or supporting participants after the training. Follow-up support in this case would be crucial as participants complain that the training was indeed to short (highlighted above) and as they state that learning occur over time on those topics and they would love to have more support from UNWOMEN.

However, according to the interviews in the field, ESARO did some follow-up meetings after some of those training. Also, OEEF provided participants with a contact person in case of additional questions.

Concerning the **P&S training in Rwanda,** the large majority of respondents of the online questionnaire state that no follow-up was done after the training, despite the fact that almost all of them confirm that follow-up would have been key for them and their work. On the other hand the Rwanda UN Women CO did maintain the weekly and monthly engagement with the Rwanda GTWG with the purpose to finalize the gender needs assessment for all refugee camps in Rwanda. The training for the GTWG constitutes an important element in this process.

In the case of the **2014 and 2015 sharefairs** the lack of focus on follow-up was a consequence of internal constraints. As some ESARO staff mentioned clearly, the lack of resources made impossible for ESARO to develop follow-up with participants and organize follow-up events. Overall, the assumption was that partner organizations or participants would follow-up on some of the topics discussed during the event, but also on implementing some of the actions identified in the outcome document produced at the end of the 2015 sharefair. The lack of a structured follow-up system is confirmed by the respondents of the online questionnaire as some of them state that "it would have been great to have like a platform to continue networking after the event". Most of the respondents indeed state the

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[38] There is a few documents showing that in 2014 there were some efforts to follow up workshops and build the alumni network

there was no follow-up from ESARO after the sharefair 2014 and 2015. "Have not really heard much back other than a thank you for participating."[39]

On the other hand, ESARO did conduct some follow-up actions on some activities after the sharefairs. As ESARO itself realized the need for more consistency in doing this type of training (women have been trained on mining yet how can they access this equipment and technology available), the office started interacting with the Canadian government to develop a full-fledged program on women training in extractive industries (Mali, Kenya, Mozambique will be the pilot countries).

With the same token, the team behind **Makutano Junction** developed the CD initiative expecting and assuming that some change would be produced without the need to do some proper follow-up. It is important to note that Mediae developed and implemented a SMS Feedback system as part of Makutano Junction. As per this system, SMS would be sent to viewers in case they felt the need for further information or for answering questions[40]. Mediae team also developed a Makutano Junction Facebook page, which has a steadily-growing fan base that allows us to put across the key messages highlighted in each episode and follow-up on issues and questions[41].

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[39] Some respondents also emphasize that it would have been appropriate to report on the implementation of the action plan following the 2015 sharefair.

[40] During the show a message would appear saying the following "Viewers who want to receive more information on a topic highlighted in an episode send an SMS to the Makutano Junction (MJ) short code 30606 at no extra cost."

[41] According to Mediae, the post that garnered the highest reach was Episode 4 'Maize storage with 1422 unique views. Second to this was Episode 10, whose central theme was women's rights to land. It reached 1333 people.

Effectiveness, efficiency and impact

Main questions:
Effectiveness/impact
- What have been the results of the CD activities in terms of:
  a) Individual empowerment and change process and;
  b) Development outcome

Efficiency
- Have the funds and activities of the 6 initiatives been delivered in a timely manner? If not, what were the bottlenecks encountered? How were they addressed? Could the activities and outputs have been delivered with fewer resources without reducing their quality and quantity?

Key selected indicators:
Effectiveness/impact
  a) Individual empowerment and change process and
    o Indicators in the AWP and Annual Reports; formal review of learning in project-based training has ever been completed
  b) Development outcome
    o Formal review of learning in project-based training has been completed

Efficiency
- Achievement of objectives VS disbursement/budget/time

Note: this list is a selected list of the questions as well as indicators identified in the evaluation matrix

Main finding 2

While the outputs and the Intermediate Capacity Outcomes (ICOs) of the 6 initiatives are concrete and have been reported on, **the evidence on outcomes and beyond is much more scattered**

Enhanced Knowledge / Strengthened Colalitions / Enhanced Networks / Raised Awareness / Improved Consensus

ICOs

The large majority of the initiatives under review (expect for the P&S training in Rwanda) have achieved some learning objectives. However, it is very difficult for this evaluation to make conclusive statements on the outcomes and impact of those initiatives because the evidence on the results is mostly scattered [42] and because there are no rigorous M&E frameworks for most of the initiatives under review, which makes it difficult to evaluate whether objectives planned were met or not.

It should also be noted that the evidence on the results of the initiatives varies depending on the maturity of the initiative and the efforts of each initiative in terms of producing rigorous M&E documentation.

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[42] Scattered means that the documentation on results has not been done systematically by following a clear M&E framework.

Finding 2.1

The CD initiatives under review have produced robust outputs and, partly, ICOs/learning objectives

Number of participants

Output　　　**M&E**　　　**ICOs**
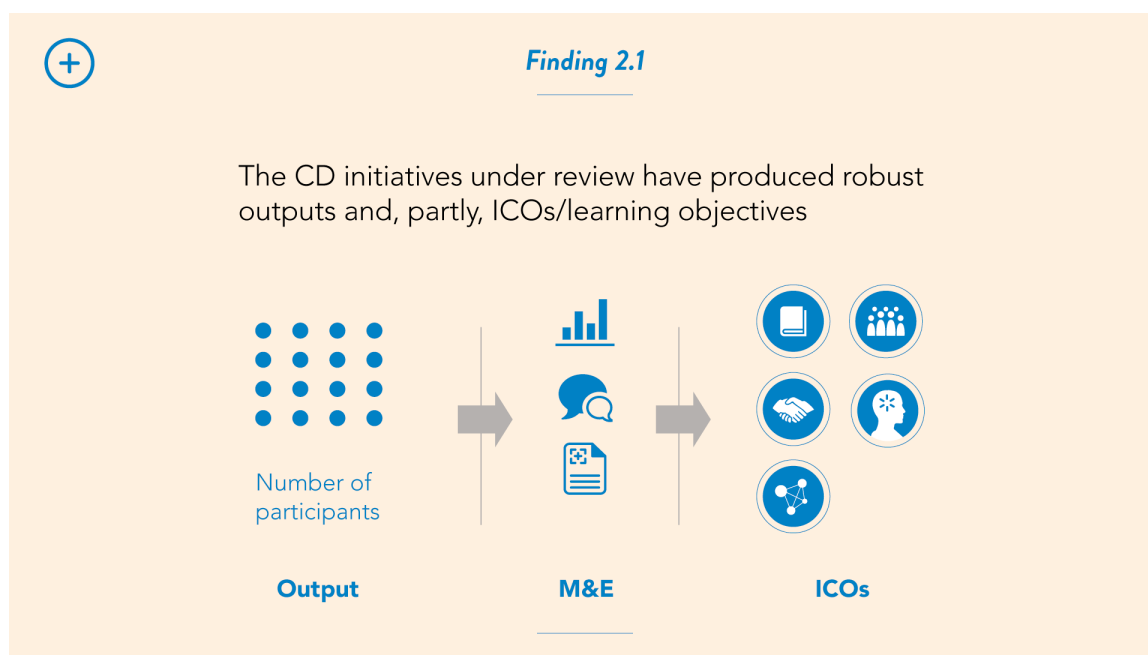
ICOs[43]

All the CD initiatives resulted in some demonstrable learning. This applies for the CD initiatives focusing on training as well as the other initiatives.

A good example is **ACTIL** in terms of outputs and, at times, ICOs. According to some documents reviewed, more than 800 participants have been trained by ACTIL since 2013, including women politicians, senior officials in public service, and women in agribusiness and health care from more than 23 African countries.

Some of the ICOs and learning objectives are certainly impressive in the case of ACTIL and they have been well documented in some success stories. From a review of the responses to the online questionnaire and a desk review, it is clear that gaining confidence and individual transformation (part of the knowledge enhanced and awareness raised) has been one of the most important and frequent learning objectives achieved. For instance, a respondent to the online questionnaire state, "I learn to accept to come out from my comfort zone and to accept my mind to be ready to learn from other within my team". Another respondent state that, "in my oversight portfolio committee I am now able to contribute confidently and not feel any less than my male colleagues. I think if I am not mistaken that I now contribute in all committee sessions as opposed to being a listener or passenger I have gained lots of confidence in what seemed to be a complex space." According to Dr Reginalda Wanyonyi (probably, the most shared ACTIL success story) "when I attended the training, that is when my journey to transformational leadership began. UN Women's ACTIL training changed me. It helped me to repackage myself. It revolutionized me." Lastly, a revealing statement by a respondent is that the course helped her "learn how to take advantage of my being a woman and turn disadvantages into advantages".

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[43] ICOs are described in the methodology section as well as in the Annex 5

Gaining confidence has been key for some of the participants to then take actions and affect change[44]. For instance, a participant states that "I have learned to be confident. I have also learned about the rights of women and youth in political participation. I am going to use that knowledge to sensitize my community on the rights of women to participate in political processes, and will make sure that, as women, we get the opportunity to go into leadership positions."

ACTIL training also enhanced the knowledge of participants, as confirmed by the online questionnaire. For instance, several respondents state they learned "leadership skills". Some were more articulated in their responses, as follows: "leadership is not leading from the front. Leadership is not about dictating things to subordinates only", "I learned that leadership is about to make right decision in time to grab opportunity, to lead from front and not forgetting those behind, to read between the lines, to know how use our strength, opportunity, how to overcome threat by improving on our weakness". Other respondents state they learned also things such as: how to do campaign strategies, empowering of communities, understanding accountability etc.

For the **OEEF training** as well, there is some good indication that the outputs and ICOs were achieved[45]. Overall, participants of those trainings highlight that the trainings were useful and several training evaluations confirm that the majority of them did acquire new knowledge or increased awareness on a series of topics. Just as an example of that, the table below highlights these elements for the Kenya partner induction evaluation for the 3rd-7th November 2014.

Table 8. Summary of the ratings for the Kenya partner induction evaluation for the 3rd-7th nov 2014[46]

	Description	% of participants who benefited
1	Overall usefulness of this training	94%
2	Extent to which this training raised your awareness of the financial management	88%
3	Increase in the strength of your partnership with UN Women	81%
4	Extent to which you developed useful finance focal points for you to continue working in future	81%
5	Extent to which you feel better equipped to handle Financial Management	88%
6	Improvement in your confidence about performing your work relating to audit and finance.	69%
7	Extent to which you were exposed to concepts that were new to you	63%

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[44] the 2nd level of change is described in the section below

[45] However, it should be noted that the learning objectives are not spelt out in any documents reviewed. Also, the rating scale should be improved as it is too much biased toward good performance. This is mentioned in the recommendation section

[46] Note that the information of the sample size and actual numbers are not specified in the document found.

8	Extent to which you acquired new knowledge on	
	a) FACE Form	88%
	b) Reporting Modality	94%
	c) Guidelines	88%
9	Extent to which you acquired skills that were new to you on	
	a) FACE Form	75%
	b) Reporting Modality	81%
	c) Guidelines	75%

Source: Kenya partner induction evaluation for the 3rd-7th Nov 2014

However, as mentioned several times in this report, there are no metrics identified for what kind of results were concretely expected by the OEEF trainings thus making it difficult to evaluate results overall.

Because of the lack of documentation as well as the fact that the **P&S training in Rwanda** was conducted recently, it is challenging for this evaluation to conclude on its learning objectives.

Concerning the outputs of the **2014 sharefair**, participation was undoubtedly very strong: the event had more than 100 participants from 14 African countries. In terms of the ICOs, there is some information that some have been achieved, even though this information was not collected in as structured way. The event had 4 (learning) objectives: 1) " Accelerate programmatic and policy attention to gender and agriculture and practical ways to overcome challenges in gender-related technology, food security, and nutrition", 2) "Generate a permanent technology repository of technology options that meet the needs of female farmers and that can serve the sector and the region",3) Identify new and scale up existing technologies by linking farmers to entrepreneurs, investors and policy makers"; and 4) "Strengthen the Regional Network on Gender and Rural Livelihoods through deepened collaborations on gender and agriculture and food security." In terms of improved consensus, the second objective was achieved [47] : a permanent technology repository comprising a menu of technology options that meet the needs of female farmers was created. The same applies for the 3rd objective as a Technologies Promotion Group to devise a strategy for upscaling the technologies demonstrated at the Sharefair was being created after the event. There is also some evidence that there was a strong networking and exchange of good practices during the event. Respondents to the online questionnaire for the 2014 sharefair report "networking with people" and "understanding the importance of a new subject" as a clear learning objectives during the sharefair (see Figure 9).

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[47] However, it should also be noted that there is some discrepancy in the documents reviewed in terms of the objectives of the 2014 sharefair: one document mentioned only 4 objectives while another one 5.

Figure 9. Most important learning objectives for the participants of the sharefair [48]
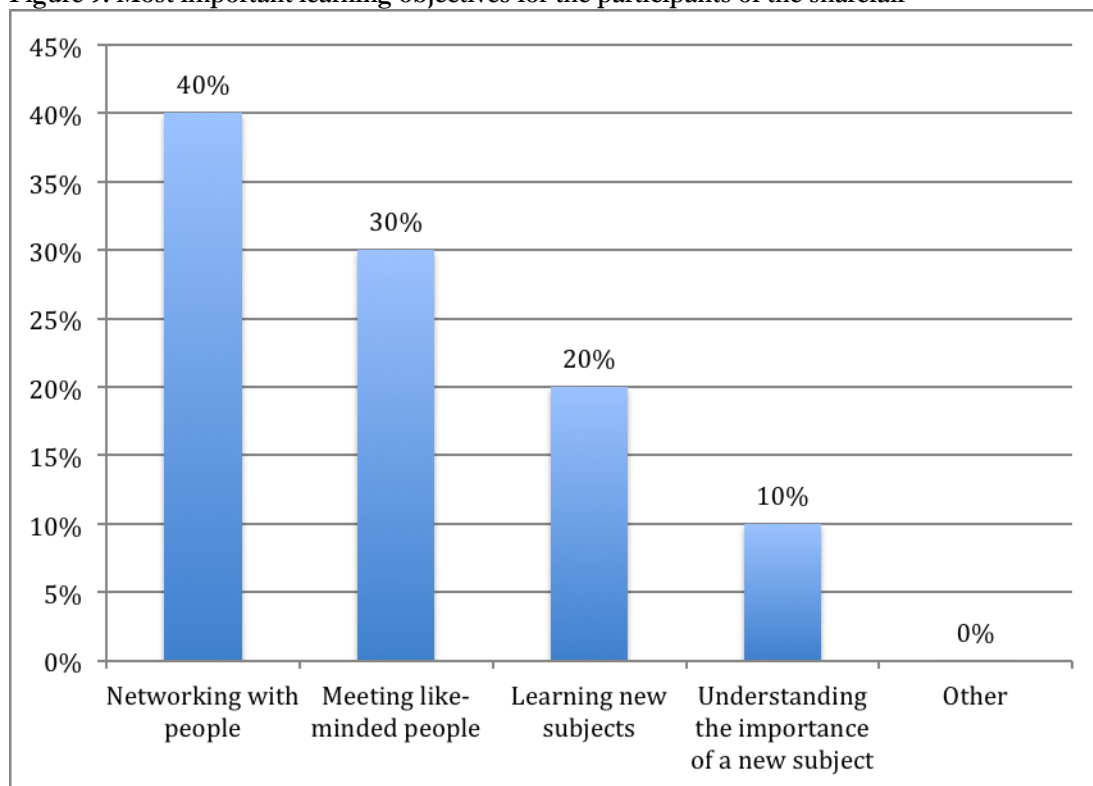
Source: typeform - online questionnaire

Regarding the 4th objective on strengthening the Regional Network on Gender and Rural Livelihoods, an African Women in Technology (AWIT) Initiative was indeed developed after the initiative even though it is not clear what the progress of this initiative is.

Similarly to the other sharefair, participation for the **sharefair 2015** was high, even higher then the previous event: documents reviewed talk about more than 400 participants.

In terms of the ICOs, there is some evidence that some of them were successfully achieved[49]:

- Strengthened coalitions**:** the Call to Action/ Outcome Document is a clear indicator showing that this ICO was achieved. This document includes a summary of the lessons learned and discussions held during the Sharefair.

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[48] Sample size is 20 respondents overall: 8 respondents (networking with people); 6 respondents (meeting like-minded people); 4 respondents (learning new subjects); 2 respondents (understanding the importance of a new subject); 0 respondent (other).

[49] The objectives of the sharefair were the following:
- Multi-stakeholder dialogue with government, civil society and private sector to raise awareness on how to benefit from gender equality in EI
- Expanding the evidence base towards a gender inclusive extractive sector
- South-south collaboration – sharing good practices for creating a gender inclusive EI
- Network mentor and create business/kno,melge opportunities for women in EI
- Development of a forward looking communiqué for gender equlaityin the EI in Africa

- Raised awareness: there is some anecdotal evidence that awareness was raised. For instance, one respondent of the online questionnaire stated that as government regulator, "I have been able to understand the challenges that are facing women in the mining sector". However, "learning a new subject" was chosen by only 1 respondent out of 20 to the online questionnaire when asking what "What were the results of this event for you personally?" This is somewhat related to the 1st objective of the event

- Enhanced knowledge or skills: according to he lessons learned document produced at the end of the event this document, "66% said that they learnt a lot from the Sharefair". This is somewhat relate dot the 2nd objective of the event.

- Enhanced network: according to the evaluation lessons learned report, networking was one of the most important result as part of the event. This is confirmed by the results of the online questionnaire. The majority of respondents (12 out of 20) stated that the most important result for them was to "meet like-minded people and network with them". This is somewhat related to the 3rd objective of the event (the difference between the 3rd and the 4th objective is not very clear though).

Clearly, also **Makutano Junction** had impressive outputs as the series 14 financed by ESARO reached out to 8.6 million viewers[50]. Concerning the ICOs/learning objectives, a baseline and follow up survey[51] clearly demonstrated that viewers learned indeed something. For instance, as much as 80% reported they have learned something from the programme. 92% of male viewers of the show also believe women should inherit land compared to 86% of male non-viewers.

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[50] According to the partner organization, it is however difficult to quantify exactly what was the exact audience was for several reasons (i.e. how the audience is measured, the fact that many people might be watching at the same time in a family household etc.)

[51] The survey was commissioned by Mediae, in collaboration with UN Women, and carried out by GeoPoll with 800 Kenyan respondents (a further 400 have been interviewed in the pre-broadcast survey Tanzania, bringing the total number or respondents up to 1,200).

Finding 2.2

While short-term results are found to be appropriate overall and, at times, documented, **it is very challenging for this evaluation to find strong evidence on substantial changes at the outcome level and beyond**

Application of ICOs resulting in institutional or behavioral changes
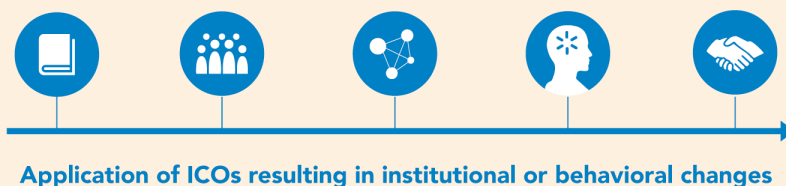
Understanding the 2nd level of change – the outcome level[52] – is key to realize whether the CD interventions are having longer-term impact on the ground and whether the intervention has been really "successful". Indeed, for CD initiatives to affect change concretely, it is not sufficient to only achieve outputs and ICOs.

While some evidence on the 2nd level of change from the 6 initiatives is documented in several documents and brochures, no formal review of the 2nd level of change was found by this evaluation (except for the report on Makutano Junction commissioned by Mediae). Above all, the lack of clear metrics, targets and objectives makes it very challenging for this evaluation to judge on the outcomes and impact. The table below shows the evidence found for each of the initiative for both levels of results.

Table 9. Evidence identified by this evaluation on 1st level and 2nd level of change for the initiatives under review

	1st level of change: Evidence on achieving ICOs	2nd level of change: Evidence on achieving outcomes
ACTIL	Scattered evidence on: enhanced knowledge; increased awareness. Source: Evaluation training + Online questionnaire + interviews in the field	Scattered evidence. Yet strong examples of a few cases where knowledge enhanced led to concrete results on the ground (i.e. SACCO) Source: Online questionnaire + interviews in the field + documents

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[52] As explained in the methodology section, outcome level is the result of the application of the knowledge from the CD initiatives, which should result in a longer-term change (impact).

OEEF training	Evidence, yet not so articulated (only level 1 training evaluation), on: enhanced knowledge.	Some evidence yet scattered on, for instance, better capacity to produce reports on time.
	Source: Evaluation training + Online questionnaire + interviews in the field	Source: Online questionnaire + interviews in the field
P&S training in Rwanda	Some evidence on enhanced knowledge, increased awareness.	Some evidence. However, only source of information is the online questionnaire data referring to, for instance, applying the knowledge on developing gender needs assessments.
	Source: Online questionnaire	Source: Online questionnaire
Sharefair 2014	Scattered evidence on enhanced networks, building coalitions and increased awareness.	Little evidence on how the ICOs led to longer-term outcomes
	Source: lessons learned report + online questionnaire	Source: Online questionnaire + interviews in the field
Sharefair 2015	Yes. Evidence on enhanced networks, building coalitions and increased awareness.	Some evidence on the application of the learning experience, such as, for example, the case of the government official better understanding the challenges faced by women in the mining sector.
	Source: evaluation report with survey	Source: Online questionnaire + interviews in the field
Makutano Junction	Yes. Evidence on: enhanced knowledge; increased awareness.	Yes yet only one report. Evidence of social norms changed because of the initiative.
	Source: Media report + interviews in the field	Source: Media report

Source: author

There are certainly some very strong case studies showing some results at the outcome level for **ACTIL**, even though the evidence on achieving those results is mostly scattered. From the desk review and the response of the online questionnaire, it is evident that some of the participants acted upon the knowledge and the awareness raised during the training:

- *To build new business to have more impact on the ground*: Some of the participants, for instance, created businesses that had some concrete impact on the ground. For instance, a participant states that "I was able to go ahead and start my own consultancy work, in youth and women development". One of the well-documented stories is the one of Dr. Reginald. After preparing a Personal Development Plan, she was inspired to develop a County Action Plan that described what she wanted to do for her county. The plan led to the creation of a very successful Savings and Credit

Society: the Bungoma County Women's SACCO in Kenya to create alternative collateral for women in the grassroots who cannot access financial products from institutions on the basis of lack of collateral. In its first eight months, the SACCO grew its membership from nothing to over 10,000. Realising a capacity gap amongst Bungoma women, the SACCO also started a Transformational Leadership Institute to help with building the capacity of women entrepreneurs. The Institute currently uses training modules from the World Bank and UN Women's ACTIL.

Similarly to Dr Reginalda, after attending a 2014 ACTIL agricultural entrepreneurship training, Catherine Mwikali Mbondo was inspired to change her business model. Initially, she grew local vegetables on her farm but transport became expensive, the vegetables would go bad in a very short time, and her suppliers did not offer her favourable terms. Upon completion of her ACTIL training, Ms. Mbondo decided to concentrate on bee keeping. She now has fifty bee hives and plans to soon add fifty more on her farm in Makindu, Kenya. In May of 2015, she focused exclusively on honey production marketing; her sales increased from 1kg to 6kgs per day by mid-July.

Photo 2. SACCO beneficiaries

Source: UNWOMEN ESARO, Transforming Equality: UN Women's Impact in Eastern & Southern Africa, 2016

Complementary to building skills and confidence to be able to build businesses, some evidence[53] shows that participants were able to access finance

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[53] 2015 UNWOMEN report to UNDP of a series of agribusiness trainings

- *To motivate others to act:* Sometimes leadership is about motivating other to act on the basis of a vision or purpose. Some of the respondents to the online questionnaire mention, for instance, that "I have tried to apply what I learnt from the training by motivating my department which I lead comprising of 23 people" or that "I have nurtured others into becoming leaders too"
- *Generally speaking, to be more active affect change:* several participants state they acted upon after the training. "I have also been able to making meaningful contributions during the organizational management meetings and in the development of the organizational strategic document. I have also contributed to resource mobilization in the organization". "After the training I have implemented some HIV interventions here at our clinical setting and advocated for more women related clinical and psychosocial services.

Similarly to the other initiatives, in the case of ACTIL the evaluation could not find any documentation systematizing the results at the outcome level (i.e. how many people out of the ones trained did had an impact on the ground) nor could it find structured information on metrics.

Concerning the **OEEF training,** there is some scattered evidence that indeed participants were able to apply what they learned, even though there has not been so far any evaluation to systematically gather what people learned and what obstacles they had if any. A respondent of the online survey states that she is " more attentive to the provision of the actual program LOA during the programming cycle and apply management procedures as agreed"[54]. Overall, without clear targets and metrics for this training, it is challenging to conclude on that. For instance, one result from the training was that some partner organizations did have audit report with fewer or no issues identified. However, was this a clear objective of the training? What increased percentage in terms of having "better audits" was expected?

Despite the narrowness of the sample size and lack of data on results in general, 6 respondents out of 7 of the online questionnaire for the **P&S training in Rwanda** mention they were able to apply some of the knowledge acquired after the training**.** This was done, for instance, for designing gender assessments in refugee camps or for integrating women centered approaches in gender and GBV prevention work. As for the other initiatives, the evidence is too little to be able to make evaluative conclusions[55].

Concerning the **2014 sharefair**, while the outputs and ICOs are backed by some evidence,

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[54] It should also be noted that this evaluation found that this training had spill-over effects for some of the participants as they stated they are applying what they have learned also outside UNWOMEN projects – they are applying general principles they learned about budget and finance to other projects.

[55] It should be noted that the WPS team is working through various channels to get the baseline of % of resources allocated to gender mainstreaming and women specific activities in Multi Donor Trust Funds for Humanitarian Actions and Recovery programmes to measure progress in gender mainstreaming for these programmes. An appeal was made to Heads of Agencies/Country Representatives at a recent R-UNDG and Heads of Agencies meeting in Kampala, Uganda (November 2016) for this information to be provided. Capturing this information would be a way to measure progress towards achievement of outcomes after a training.

the information and data on outcomes is mostly scattered. For instance, the evaluation only found a few examples about whether women applied the knowledge they learned during the event[56]. This is the case of Ms. Malama who went on to create an innovative greenhouse out of used sacks, bamboo and tree bark that is helping farmers in her village to produce seedlings in four weeks instead of two months. Similarly, a respondent of the online questionnaire states that after the 2014 sharefair, "I was able to develop a catalogue of the products that I privately produce which are energy cook stoves that has attracted customers to our company"[57]. Yet questions remain as to how many of the participants were able to affect change, how many encountered obstacles and how many ESARO reached out to understand what changes they were making as a consequence of the event.

The establishment of a Technology Promotion Group was one of the results of the 2014 sharefair. As a follow-up of the event, in fact, ESARO hosted a Rockefeller Foundation Bellagio Center meeting in May 2015 to develop a strategy for upscaling innovative agricultural technologies for rural women. The aim was to have "a conscious and strategic approach to up-scaling these technologies and services in countries" (annual work plan narrative report 2014). However, there is no evidence that the action plan of the Bellagio meeting had been implemented or not.

A survey conducted at the end the **2015 sharefair** shows that over 80% of the participants benefited from opportunities for learning, networking, dialoguing, knowledge transfer, and appreciative inquiry while building on the gender discourse. The question is then, how did women take on these opportunities to affect change on the ground? What happened after the event? What were the concrete results of the application of the knowledge raised during the event? The evidence in this case is based mostly on some isolated examples. Despite the limited number of responses collected, the online questionnaire sheds some light on the outcomes of the event. A few respondents to the survey, indeed, share their experience taking actions or applying the knowledge acquired "after the event I sharpened my criteria for inclusive programming that I could apply in real time". "After the Sharefair i very much inspired and quickly meet with my colleges in our organization and start to organize ourselves for action. And since then we have made a remarkable progress in our advocacy campaign in ensuring women in the mining communities start to demand for their share from mining proceed". "Understanding the full extent of the role women play in society, even in what is seemingly a male dominated activity, has meant that when planning an event I am more aware of how to maximize the inputs from women - the range of them, from low to highly educated especially in a (post-)conflict situation". "I have performed better as a result of knowledge gained from others. Been able to plan gender in extractives programmes better with knowledge gained from share fair. From the government side, a respondent also stated that "As a regulator, the increased awareness has helped me to push for policies that would enable women to harmoniously with male counter parts".

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[56] The statement found in the evaluation report conducted at the end of the sharefair "These links (between innovators and farmer) have since been carried forward into business solutions for exhibitors and their communities" cannot be really corroborated by strong evidence from this evaluation.

[57] Another example of results of the event was the innovation award: in fca, one of the innovators was in the process of patenting his technology and has had interest from a number of institutions (including FAO) to scale-up the use of the technology.

In terms of the "Outcome Document" the 2015 sharefair produced at the end of the event, he evaluation found no evidence that this has been taken forward. However, it should be noted that there is anecdotal evidence that Uganda had a follow-up forum after the sharefair with government officials to look at the outcome document from the sharefair and to come up with an action plan for the country[58]. However, there is no information found about when this forum happened, who participated and what results it produced.

The case of **Makutano** Junction is somewhat different from the others as the evaluation found a methodologically sound report[59] showing strong evidence of the "2nd level of change". For instance, according to the report, 68% of viewers stated they changed their behavior as a result of watching the show[60]. Also, according to the report, there was in increase of 5% of households taking decisions together from viewers after the show -7% more viewers than non-viewers take now decisions together as a family and with 30% of viewers favoring working together as a family, which equates to 2.5m people. After the program, there was also an increase in the number of people turning to their spouse to discuss family issues with 58% of viewers saying they do so – this is 12% more than the non-viewers. Those are clear signs that the behavior of some of the viewers did change indeed as a result of the show and that some change occurred as a consequence of that (i.e. social norms changed or were challenged)[61].

Table 10. Good practice. Behavioral change is possible through innovative CD initiatives

> Makutano Junction is a very interesting example on how awareness raising and knowledge enhancement can lead to longer-term changes.
>
> This evaluation highlights a few key points that have made this possible:
> - The format: Makutano junction was developed in a way that would reach a big audience and would discuss serious issues while keeping the message easy to digest and fun to watch. For instance, according to the partner organization producing the show, women empowerment was perhaps the most difficult topics among the 3 also because of the male predominant role in the family. In this sense, the show did manage to show the benefits for a family to take decision together and for the man to empower the women while he kept having a central role – thus not ridiculing him.
> - The follow-up system: it was key for the show to not only deliver a message but also develop a SMS system for follow up questions so that viewers could ask for technical questions on how to use the information they had just learned. In fact, key messages are summarized and explained in leaflets and an SMS system has been set up to manage questions and requests for information.

Source: author

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[58] The Mozambique CO also organised a national Sharefair event as a follow-up to the regional one

[59] The Mediae company, MAKUTANO Junction Impact Report Kenya Series 14 Un Women, Fao, Ifad July 2016

[60] Sample size is 400 viewers and 400 non-viewers

[61] It should be mentioned that, according to Mediae, a sufficient number of shows to air to be able to affect long lasting behavioral change is 6 to 9 shows on a single topic, while ESARO, IFAD, and FAO funded 2 episodes each on 3 different topics. In that sense, even though there was an awareness raising regarding aflatoxin (FAO funded), still 44% of the research population was still unaware of what aflatoxin was.

Finding 2.3

Evaluating efficiency given the lack of data
is challenging for this evaluation

The difficulty for this evaluation to review efficiency of the 6 initiatives under review is extremely challenging given the following 2 reasons:

- Lack of quality data on results and when results were achieved. For instance, the lack of a clear and articulated definition of what the planned objectives and targets are makes it difficult for this evaluation to evaluate the efficiency and cost-benefit ratio of the initiatives under review.
- Lack of data on resources (HR and articulated budget figures), For example, for this evaluation to be able to conclude on ACTIL efficiency information should be available on the following data, which is currently missing in the documentation provided: articulated information on budget since 2013; information on budget normalised to Full Time Equivalents (FTEs) staff; information on actual staff; number of course participants per budget year; number of institutions that are sending participants to ACTIL;
- Lack of data on actual financial disbursements VS planned disbursements.

Despite these challenges, this evaluation attempted to develop 3 key efficiency measures for ACTIL illustrated in annex 8.

Finding 2.4

M&E was not done systematically for the CD initiatives under review, making it difficult to evaluate results in terms of learning objectives/ ICOs and outcomes
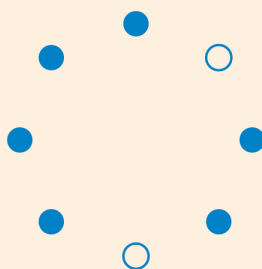
This evaluation found it very challenging to strongly conclude on the results of those initiatives given the following constraints:

- *Lack of M&E frameworks to be developed when the initiatives were conceived:* As a partner organization of one of the initiatives highlighted during the field interviews, "there were no quantifiable targets and indicators when conceiving the initiative" and as a result "it was difficult for us to really understand the ultimate objective of the initiative". The evaluation did not find any project document for any initiatives describing the M&E framework with impact, outcomes, inputs and related indicators (it is important to note that the LOA and MOU for ACTIL do not represent project documents). For instance, while the objectives of the 2014 and 2015 sharefair are spelt out, what are the indicators to measure the success of the initiative? Also, what is the difference between outputs part of the sharefair and longer-term objectives? In this sense, it was very difficult for this evaluation to understand "what constitutes a success" for each of this initiative. For instance, if 30% of reporting is done faster after a OEEF training, would that be a sign of success and improvement or not? Without a target it is difficult to say. Overall, it was very difficult to understand what the ToC was for some of those initiatives and how change was expected to happen as this was not illustrated.

- *Difficulty to understand the contribution of each of the initiatives' results to the UNWOMEN impact areas and how results have been measured:* The evaluation had challenges understanding where exactly each of the initiatives fit within the Strategic Note framework, the AWP and, consequently, the UNWOMEN impact areas.[62] Also,

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[62] For instance, the 2014 sharefair contributes to which of the AWP Development Results Framework outputs? " 2.1.1Decision/policymakers have access to nationally –generated data and statistics on women's economic empowerment", "2.2.1 Strengthened skills/opportunities and enterprise development assistance for women and youth to enhance their employment, access to financial services, wealth creation, and resilience" or

while there are several mentions of how ESARO contributed to UNWOMEN impact areas, this evaluation could not corroborate them with enough evidence. One example of that is a reference in the 2014 annual report : "the increase in numbers of women in parliament and other leadership positions has not yet resulted in systemic and gender responsive policies…". However, it is unknown how this statement was made. What was measured? And how was it measured? Another example is the numbers and percentages listed in the "impact areas summary table" in both 2014 and 2015 annual reports. Again, it is not possible to understand how this was measured.

For some of the results reporting documents, the evaluation also found some discrepancy. For instance, while the value of the output indicator in the 2014 annual report "Number of women trained, coached and mentored through ACTIL advocating for women's participation in electoral processes" is 0, the rating is stated to be "significant progress".

At the same time, there seems to be some discrepancy between internal ESARO M&E documents: for instance, while the SN 2014-2017 lists as outcome 1.1. "A cadre of interested, diverse and capable women leaders is formed", outcome 1.1 of both the 2014 and 2015 ESARO AWP DEF is different: "Gender equality advocates influence regional and national legal frameworks and policies to increase women's leadership and political participation".

- *Some lack of clarity on the use of M&E terminology and on definition of objectives:* the evaluation found some confusion between outputs and outcomes in several of the documents reviewed[63]. Also, the language to define objectives is sometimes vague. For instance, one of the objectives of the P&S Rwanda training was the following: "the GTWG has the skills in gender and humanitarian assistance". The objective is defined too broadly and it is not clear what kind of skills is expected to be enhanced. Similarly for ACTIL, the objectives are considered to be vague and not well articulated in the documents reviewed. For instance, "Develop the capacities of aspiring and existing leaders particularly women and youth in public and private sectors" is not articulated enough as to say clearly the target, the short and long term objectives, the definition of aspiring and existing etc.

- *Lack of rigorous and sound M&E reporting tools used to monitor and evaluate CD initiatives*: All of the training programs evaluated mainly concentrate on satisfaction surveys, which is not sufficient to give an overview of the results after the training of whether knowledge has been applied or not. An example is for instance OEEF that relied heavily on participant satisfaction rather than evaluating the results of the application

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"2.3.1Strengthened dialogue mechanisms and enhanced policy space enable gender equality advocates to engage at all levels of economic policy and poverty eradication processes through the extractive industries"?

[63] For instance, the ESARO SN 2014-2017 includes as outcome 1.1 "A cadre of interested, diverse and capable women leaders is formed" and output 1.1.1 "Capacities of women and youth leaders, cultural leaders, civil society and policy/decision-makers strengthened to better influence policies and participate in politics and government". While the latter is clearly an outcome, the former is actually an output. Also, it is very challenging to measure the current output 1.1.1.: how is it possible to measure influence and participation at the same time? The current indicator 1.1.1.a "Number of regional bodies and/or CSOs that demonstrate generated support for women leaders" does not seem to be suited for that.

of the knowledge.

On the other hand, the evaluation did find methodologically sound documents around M&E, good practices and lessons learned, such as the example illustrated in Table 11 below.

Table 11. Good practice: Capturing the lessons learned during the 2015 sharefair and reviewing the ACTIL curriculum

The Report on the Regional Sharefair on Gender Equality in the Extractive Industries Building On Good Practices offers a good example of how to capture the discussion for an event such as the 2015 sharefair.

The structure is clear (divided by day and session) and the document is easy to read. Moreover, the document contains tables and summary key points to facilitate the reading and highlight the main points discussed.

Lastly, it also contains the recommendations for each day of the event.

The ACTIL curriculum review workshop (30 June to 4th July 2015) is another good example of a sound M&E document. The document is well articulated and comprehensive. The analysis as well as the recommendations are clear and well defined.

Source: author

A better M&E system could have enabled ESARO to adapt the initiatives, support the local stakeholders and demonstrate results at the outcome level.[64]

Sustainability

Main questions:
- Are CD results sustainable in terms of:
  a.   Context: have the constraints in terms of environment been tackled?
  b.   Organization and resources: have the issues at organizational level been tackled?

Selected key indicators

a.   Contextual diagnosis at the beginning of the initiative and follow-up are appropriate
b.   Organizational diagnosis at the beginning of the initiative and follow-up are appropriate

Note: this list is a selected list of the questions as well as indicators identified in the evaluation matrix

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[64] In this sense, the evaluation disagrees with one of the findings on ACTIL of the strategic partnership evaluation that "but it is too early to assess the contributions to longer term behavioral changes at the population and institutional level". There is already evidence on longer-term results, the problem being to demonstrate these results systematically on the basis of a sound M&E system.

Sustainability is perhaps the most important thing in development efforts and, especially, in CD efforts. When designing a project or program the first question to ask is "how can this initiative be sustainable as support and funds withdraw? This holds true for a big program or for ad-hoc initiative. Sustainability in CD activity does not often mean to have follow-up projects (i.e. a training after another training) yet it means to ensure that people are empowered and can continue to learn (i.e. networking, coaching).

Overall, design flaws and problems in terms of follow up on CD initiatives makes it that sustainability remains a challenge for the majority of the initiatives under review, as explained in findings 3.1 and 3.2.

⊕   *Finding 3.1*
                                     ───────

                     The design of those initiatives
                     did not pay enough attention to sustainability

                                     ───────

Evidence[65] shows that the large majority of these initiatives were not conceived paying sufficient attention to sustainability. As mentioned above, some staff highlighted their "hope" or "expectation" that their initiative would be picked up by other organizations and partners so that. Therefore, there was no real answer to the question "What do we expect people would do after the CD events? And how do we support them"?

The case of **ACTIL** is very telling in this sense. According to several interviews in the field, "sustainability is a huge challenge for ACTIL". As the MoU between ESARO and Kenyatta University terminates in 2018, doubts remain that ACTIL can survive without additional support from external organization- the plan was that it would sustain itself after this period with sufficient revenue generation.

While ACTIL vision was ambitious, the evaluation did not find enough evidence that the following key sustainability elements were conceived at design stage:
- A well developed longer-term strategy with clearer objectives and target
- A articulated strategy on the profile of the participants
- A well defined marketing plan on how to attract them and on emphasizing the uniqueness of the program
- A core team of trainers (nationally and internationally)
- A clear leadership from the beginning until nowadays[66]
- A sound assessment of the Kenyatta University in terms of what capacity gaps existed and what the university could realistically do for developing capacity.

According to this evaluation, the lack of above-mentioned elements made it sustainability a challenge for the leadership program[67].

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[65] The evaluation did not find any document describing how sustainability would be ensured. An exception to that is the resource mobilization strategy for ACTIL.

[66] ACTIL was for over a year without a leadership (there was no director appointed – it was the technical committee who would fill this mandate). While the evaluation does not have enough information on this element, it was the responsibility to ESARO to push the center to appoint somebody more quickly

[67] It is important to mention that recently ESARO has started providing more systematic technical support not just in terms of developing the curriculum but above all to help ACTIL build a sustainable business model (technical committee every 2 months, functional board, access to partnerships). Also, the decision to appoint the last director is commendable given her wide experience and her efforts to push more quickly the sustainability agenda for ACTIL.

It should also be noted in this section that several partner organizations interviewed reported having great difficulty in dealing with UNWOMEN/ESARO administrative procedures, in particular, procurement processes such as getting the contract from UNWOMEN done. This evaluation believes this may be a challenge for sustainability purposes of some of the initiatives. For instance, in the case of ACTIL some people in the field underlined the importance to have more flexibility in the way resources are managed and planned as the training program needs to develop a longer-term strategy of training programs to be able to sustain over time[68]

⊕

Finding 3.2

Lack of follow-up negatively affects sustainability efforts

A structured follow-up system is indeed key for ensuring sustainability and the lack of it may endanger it. A good example in this case are the **2014 and 2015 sharefairs**. While many of the learning objectives were achieved by the end of the events (i.e. people did network during the event), respondents to the online questionnaire state that: a) they did not have the possibility to continue the networking for the lack of a structured network created as a consequence of the event; and b) they had constraints in terms of time and other issues that make them not followed-up systematically. Sustainability of CD initiatives (even ad-hoc events) can be ensured if a system is put in place ensuring that efforts continue after the event is concluded. For instance, a respondent to the online questionnaire states that she found challenges applying the knowledge acquired during the event, as "No proper mechanism to engage those who were at the event"[69].

This applies even more for training programs where research has shown that most of the people find some kind of constraints to apply the knowledge they learned through trainings. Many of the respondents of the online questionnaire for all the 6 initiatives highlight indeed specific obstacles after the training:

- Organizational constraints: difficulty to apply learning because of the structure or mentality of the organization where they work;

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[68] Overall, as several of these initiatives ACTIL or Makutano Junction) they require a different and more dynamic approach to "get things done" highlight a strong weakness for management attention.

[69] In this sense, a respondent stated that "would have been great to have like a platform to continue networking after the event". Similar answer with a suggestion from another respondent "create forum for conversation to continue so that it is not just a days event and then everyone disappears"

- Social norms: difficulty for women to apply what they learned because of the perception that women should not take part in the decision-making process.

It becomes then essential to follow them up through direct support or delegating to a network established (i.e. alumni).

IV. Conclusions and Recommendations

> **Main evaluation question:**
> To what extent and how effectively has the UNWOMEN Regional Office been supporting CD for the 6 selected CD initiatives in the 4 UNWOMEN thematic areas?

Conclusions

Main conclusion 1

Despite the lack of sound evidence for the initiatives under review, ESARO has contributed to achieving results from the 6 initiatives.

However, the full potential of those initiatives have not been seized and sustainability is endangered

...sound evidence[70]; ...6 initiatives[71]

This evaluation concludes that the 6 initiatives under review have certainly achieved important results.

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[70] "Sound evidence" refers to detailed documentation on the selected initiatives: lack of a clear M&E framework with targets and indicators, lack of documentation on results and processes, lack of documentation on how these results were monitored, how frequently, by whom etc.

[71] It should be noted that without doing a rigorous evaluation of a single initiative this evaluation is not in position to talk about attribution. Rather it is possible to talk generally about ESARO contribution to those results.

Evidence shows that outputs and, often, ICOs have been achieved. There is also some scattered information on longer-term results demonstrating that the design and delivery of the initiatives have been appropriate. There are indeed impressive case studies on how, for instance, women participating in ACTIL training have created long lasting impact (i.e. SACCO).

Some of the results show that behavioral change is indeed possible as a result of "smaller" intervention that are well thought of and well delivered (i.e. Makutano Junction).

While some of the results have been impressive, the potential and the vision of some of the initiatives has not been fully seized affecting negatively longer-term results - as explained in the paragraph below.

Main conclusion 2

The process for developing CD initiatives is not yet systematized and could be greatly improved. **CD is not yet considered as an engagement process** therefore affecting negatively sustainability

Overall, the evaluation concludes that ESARO does not yet have a system in place to develop systematically CD initiatives taking into consideration sustainability.
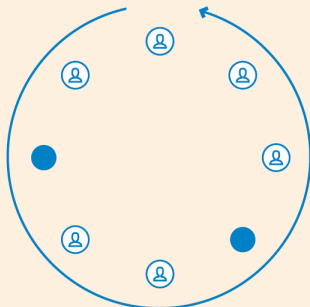
The evaluation could not find any evidence, for instance, of well-developed ToCs underpinning a longer-term strategy with assumptions and possible obstacles for implementing the initiatives[72].

A more articulated process to develop CD initiatives (the CD process framework) could have allowed ESARO to better address some of the obstacles that concretized for some of
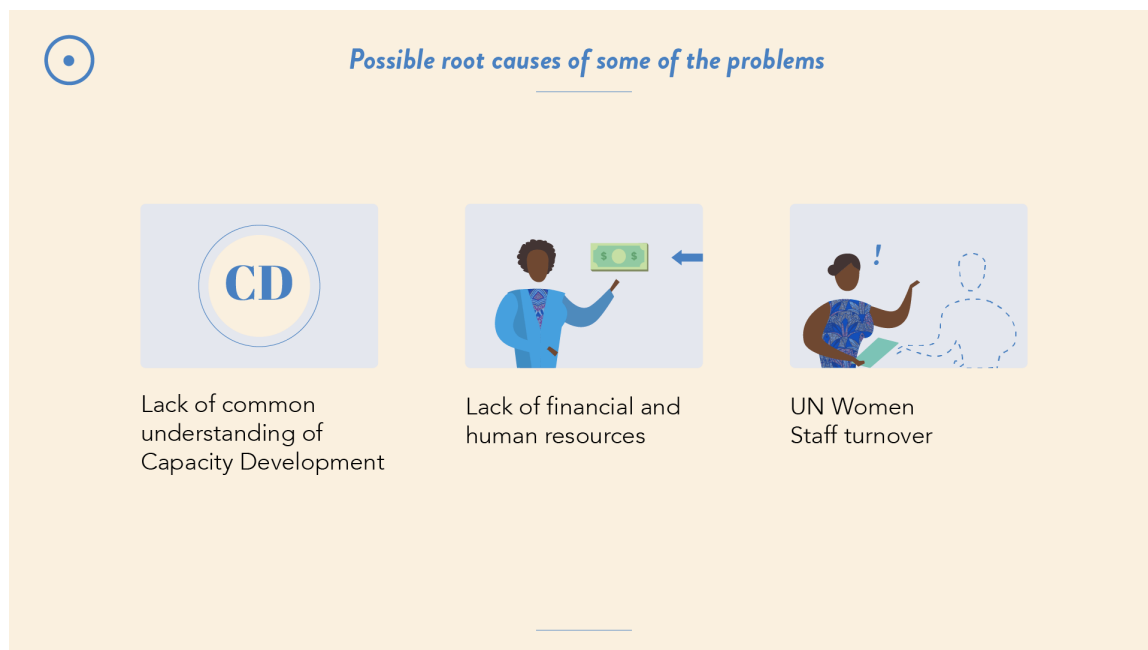
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[72] It is important to note that a earlier evaluation (Evaluation of UN Women Capacity Developpment Activities in Southern Africa (2009--22001100) had concluded similarly that ESARO has not yet developed an overarching Theory of Change (TOC) that would make explicit the key assumptions underlying its capacity development work.

the initiatives. For instance, one document about ACTIL states that "the major reason for cutting of a successful mentorship program was that ACTIL as an institution does not have capacity to carry on that". In this sense, a better-articulated design to conceive ACTIL, could have realized that from the start and try to address the capacity constraints or adapt the expectations. The focus on a systematic approach towards sustainability is even more relevant as ESARO has clear resource constraints.

Also, the evaluation found not only that the initiatives were developed without following an appropriate CD framework process (namely, diagnostics, design, delivery and follow-up), but also that the initiatives were not part of an articulated strategy that would link them among each other and to longer term goals. Most of these initiatives were born out of informal conversation that then led to the development of full-fledged CD initiatives. While the informality of the design process is commendable, a proper longer term strategy (i.e. the SN) should plan ahead what the goals are and how to achieve them through CD efforts so as to synergize and better plan them[73].

Possible root causes of some of the problems

This section tries to highlights some of the underpinning reasons as to why the potential of the 6 initiatives have not been fully seized:

Possible root causes of some of the problems

CD

Lack of common understanding of Capacity Development

Lack of financial and human resources

UN Women Staff turnover

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[73] A revealing statement found by the evaluation in this case is in the lessons learned document of the 2014 sharefair that states that "a constraint for the UN partners was the fact that this event had not previously been incorporated into workplans, budgets or resource allocations. Hence, planning for the Sharefair not only entailed surmounting interagency boundaries".

- There is not a common understanding of CD: According to an ESARO staff, "we don't have the same understanding of what CD is". Without a proper and common understanding of CD, it is not possible to expect staff to develop CD initiatives with the same systematic approach. In this sense, while some staff clearly sees CD as a long engagement process, other do not[74].

- Lack of financial and human resources: Many people interviewed highlighted that CD initiatives are resource intensive and therefore the need for appropriate resources is necessary. However, funding was clearly a big issue for developing and implementing the initiatives. For instance, for the edutainment initiative clearly there was the will from UNWOMEN ESARO side to fund more than 2 episodes (ESARO wanted to fund series 16 with the help of the Finnish government but the money did not materialize at last), however, funding was not sufficient

- UNWOMEN Staff turnover: Many people interviewed in the field pointed to this problem as a key problem that negatively affects the sustainability of initiatives and their follow-up

Recommendations

A. For ESARO and UNWOMEN, on how to design, conceptualize and strategize CD programs

Main recommendation 1

ESARO to develop a **more systematic approach** to do CD and to reengineer the training processes

CD Process Framework

ToC

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[74] It should be noted that some of the ESARO staff interviewed has already a strong understanding of CD as process engagement. However, this need to be generalized for all the staff and the theory must become practice.
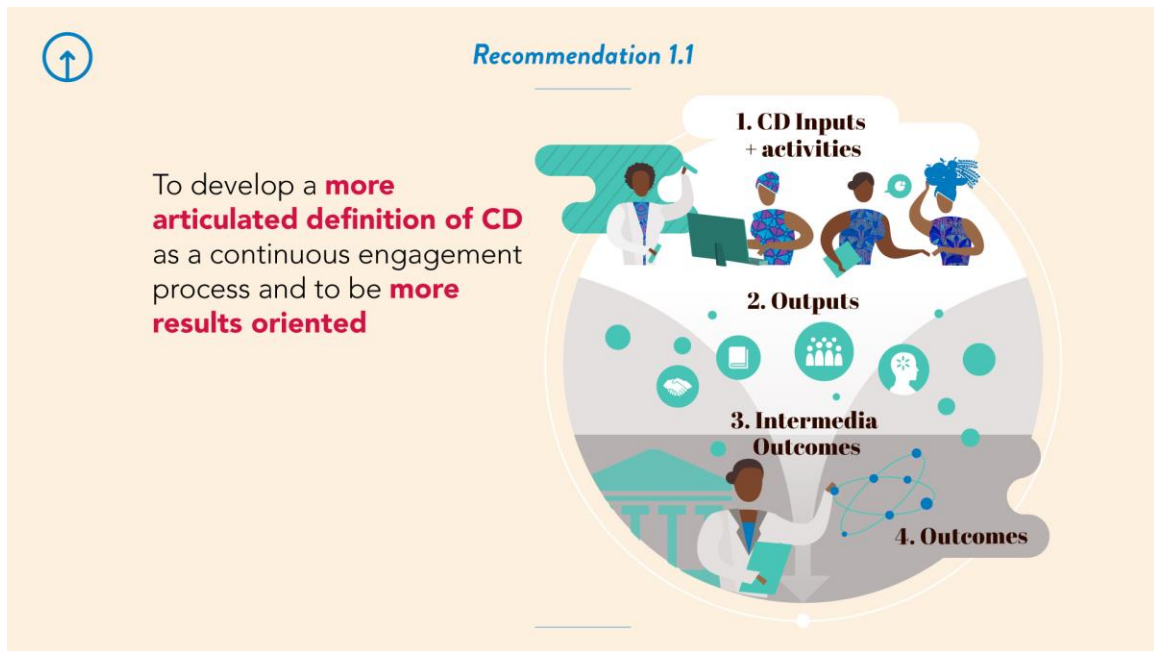
It is recommended to develop or refer to a common definition of CD, which considers CD as a continuous engagement process rather than an ad-hoc activity (Annex 9 highlights what is the current understanding of capacity development).

The development of engagement tools could include follow-up training session, building networks etc.

Figure 10. CD as a continuous engagement process
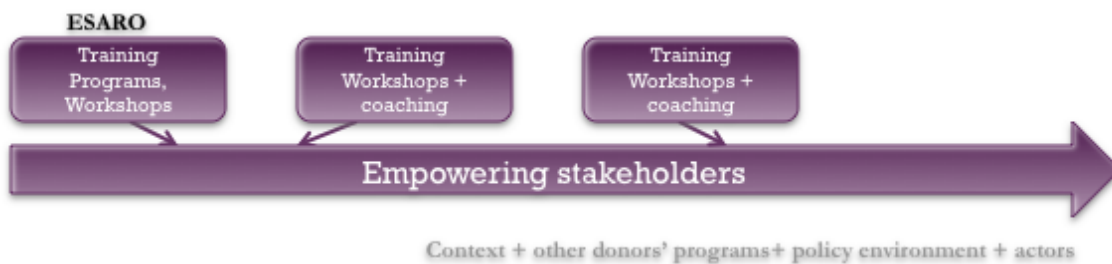
Source: author

Also, for real change to occur, the management of change and design of CD activities must focus on outcomes instead of outputs.
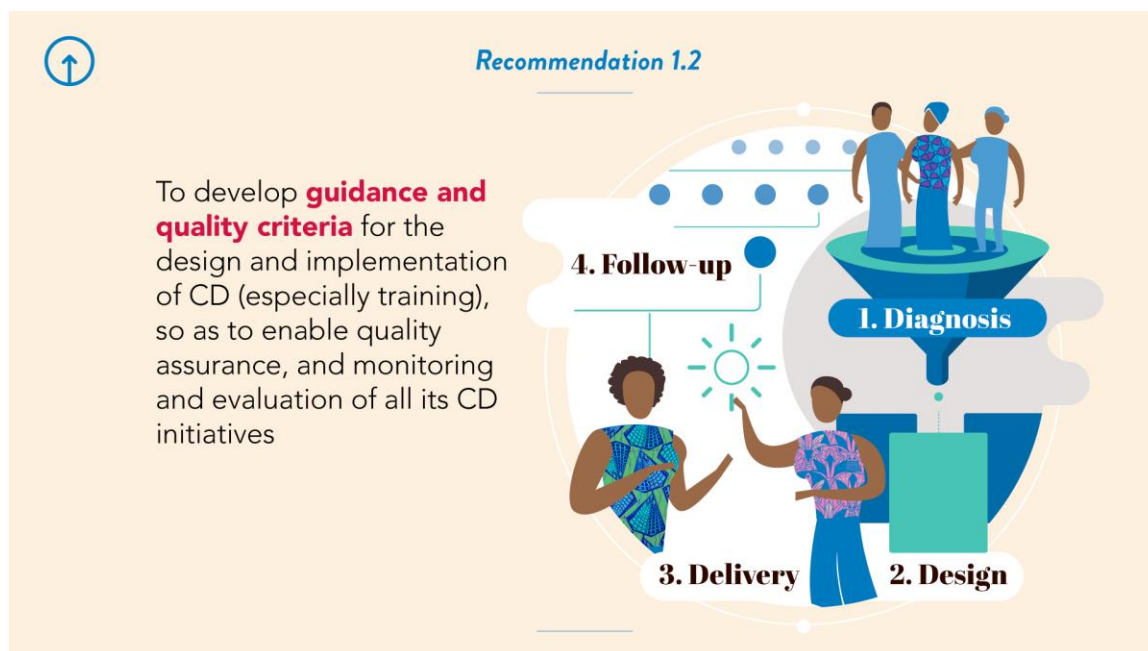
Research has widely demonstrated that successful training results are strongly correlated with good training-management processes. It is recommended that ESARO develop guidance and quality criteria for the design and implementation of training, to enable quality assurance and monitoring and evaluation of all its training support[75]. This guidance should be applied to all training developed or supported by ESARO. Design guidance should include:

1. How to conduct **training diagnostics** (capacity gaps, training-needs assessment requirements for training initiation and participant selection criteria)
2. How to **design** a training curriculum and **deliver** the training
3. How to develop a **follow-up** support system
4. How to develop a **training** program M&E system, including specification of performance-change objectives and key monitorable indicators.

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[75] It is important to note that CDs is not a unit level effort but calls for all competencies in an office to be available and involved i.e. namely Monitoring and Reporting personnel, Evaluations personnel.

Annex 10 explains in greater detail each of the steps illustrated in Figure 11 below on how a CD initiative should be developed.

Figure 11. CD process framework – how to develop a CD initiative

Source: author
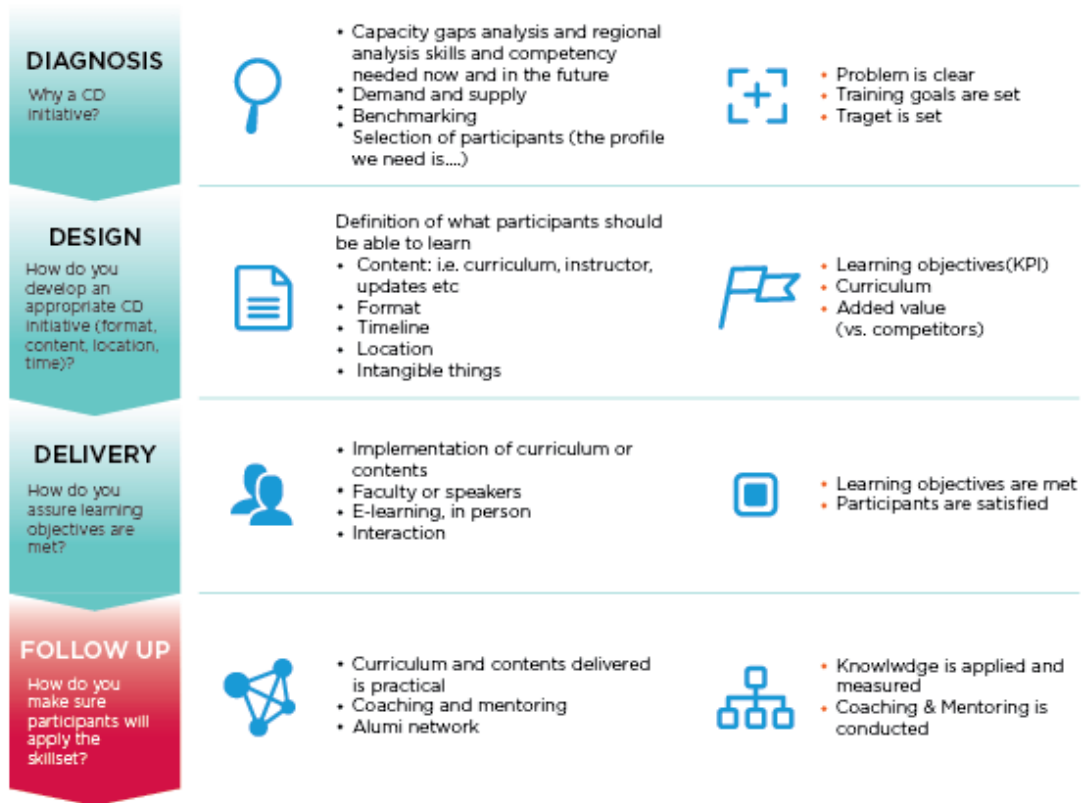
Measuring CD is challenging at times. In this sense, it recommended ESARO find innovative ways to measure CD to be able to affect impact in a more systematic way and to be able to better show results to donors.

Concerning empowerment, recent work has been done to measure empowerment by developing direct measures of it. For instance, the Poverty and Human Development at Oxford[76] developed a series of indicators to measure agency and empowerment, as follows:

1. Power over control: control over personal decision
2. Power to/choice: household decision-making and domain-specific autonomy
3. Power from within/change: changing aspects in one's life
4. Power from with/community: changing aspects in one's life

In terms of measuring training programs, it is also recommended ESARO scan for up to date measuring technique on learning programs. The evaluation should not just be based on multiple-choice questions. Below are 3 suggested ways to measure training effectiveness:

1.   Visual Confirmation:
Instead of demonstrating knowledge that may or may not be true to the learner's job, learners now have the ability to share visual confirmation they've completed a task in real life. Learners could in fact be uploading a video or audio recording and/or submitting other visual proof of a task completed (for example a screen shot or video via smartphone).

2.   Social   Ownership:
Social Ownership puts learners in the position to teach others by showing how they apply concepts in their real world. This concept not only engages learners to teach and

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[76] Missing dimensions of poverty data ' a proposal for internationally comparable indicators of agency and empowerment" Solava Ibrahim and Sabina Alkire 2009.

learn from each other, it also gives training managers the ability to measure how well concepts are being implemented within the organization. These peer-teaching moments can be captured via video or by having peer-peer workshops. Ultimately providing a new way to get learners involved and engaged to increase training effectiveness.

3. Skill Assessments: Creating a visual assessment of a participant's skill set and performance before and after a training moment. These snapshots of a learner's abilities can give a clear picture of performance and skill improvements you can directly tie to training.

Recommendation 1.4

To develop a strategic approach around CD programs and to develop a **more articulated Strategic Note for the ESA region**

- The regional vision, its overall goals
- The strategy to achieve them
- The Country programs related to the regional goals

It is recommended for ESARO and UNWOMEN to have a more strategic approach around CD and to develop initiatives based on a sound country diagnosis and country strategic documents. CD initiatives should therefore be part of a bigger strategy with clear priorities. From the current SN reviewed,[77] it is difficult to have a comprehensive understanding of what the strategy exactly is: why ESARO has chosen the impact areas selected in the document, which programs will be developed around those areas, which CO will be in charge of which program etc.

Given the increased attention from UNWOMEN toward more focused programming[78], selecting priorities would be key. It is recommended that ESARO develop a more articulated SN that includes[79]:
- The regional vision, its overall goals;

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[77] SN 2014-2017

[78] Guidance Note: 2017 UN Women Strategic Notes and Annual Work Plans 2017.

[79] The narrative section is only 7 pages and can be enriched by including those elements

- The strategy to achieve them;
- The Country programs related to the regional goals.

The figure below is an example of a possible summary table for the SN

Figure 12. Structure of a revised SN

Source: author

B. For ESARO (and/or the UNWOMEN Kenya Country Office), on how to better capitalize on the results of the 6 initiatives to adapt them or to learn for future and similar initiatives[80].

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[80] It should be noted that this evaluation is not an in-depth evaluation of any of those initiatives, yet it is an evaluation highlighting the cross-cutting issues among the 6 CD initiatives under review. Therefore, the recommendations in this section need to be considered as general recommendations that point into some directions.
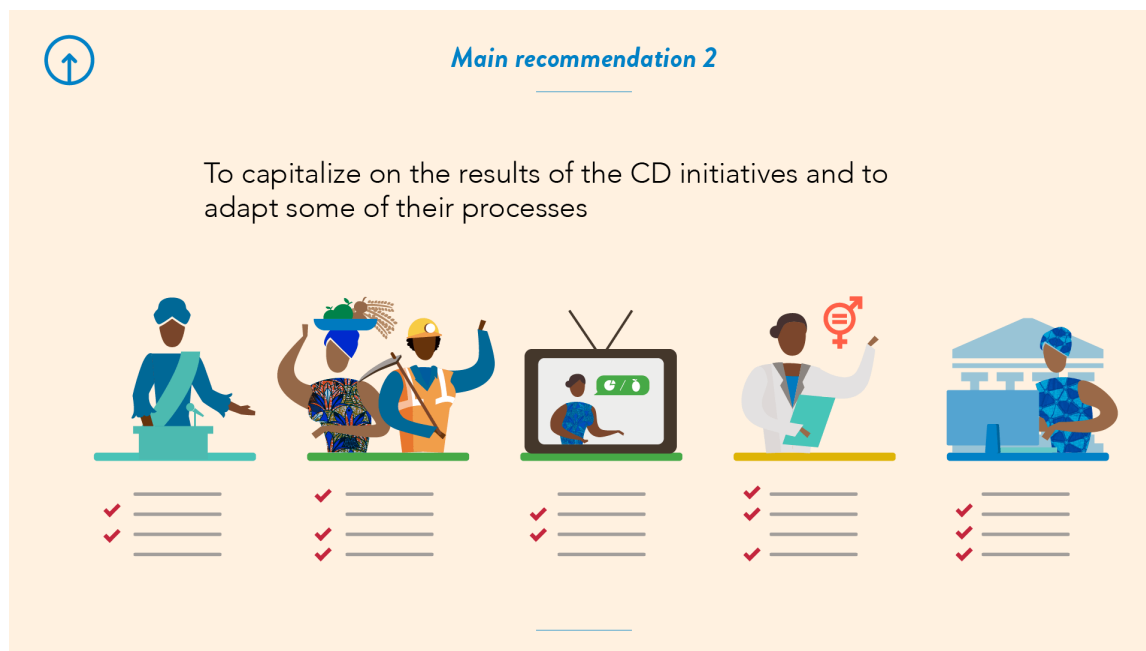
Whether ESARO office will move away from developing and conceiving operations on the ground or not, it is clear that the results of the initiatives needs to be built on. Also, some of the initiatives (in particular for ACTIL) need sustained support.

This section highlights some key recommendations for each initiative under review. For a more detailed look at the recommendations for each initiative, see annex 11.

ACTIL
For UNWOMEN management (headquarters, country offices)
- To continue support ACTIL and to make it a reputable international center.
- To conduct an assessment of the capacity of Kenyatta University and ACTIL right now to understand what gaps exist now and how can they be filled moving forward. On that basis and on the basis of the objectives set up, make sure that the right people are recruited by ACTIL to fulfill the mandate;

For ACTIL, ESARO and Kenyatta University
- To develop a stronger strategy based on a sound M&E structure (and ToC) around the program and links to UNWOMEN impact areas:
- To develop a more solid internal system in terms of strategy (M&E framework), curriculum, selection criteria, staff, resource mobilization and communication strategy
- To develop a sound alumni network

OEEF training
On the design process of the training

- To develop a training system on the basis of the CD training process illustrated above, in particular, to develop a systematic follow-up, to focus on training evaluation that goes beyond level 1

P&S training in Rwanda
On the design process of the training
- To develop a much stronger training system on the basis of the CD training process illustrated above, in particular on the capacity gaps of the participants, the training needs and the follow-up

2014 and 2015 Sharefair
For building on the results of the events
- To capitalize on the technology group and advance on the planned agenda (sharefair 2014)

For future sharefair events
- For ESARO to continue to do sharefairs yet with more support (also financial) and with a clear division of labor with country offices:
- To focus more on sustainability related issues

Makutano Junction
For possible future initiatives
- To concentrate on a single topics for a series of shows so as to have greater impact on the ground;
- To reflect more on the follow-up to make sure there is a structured process to give additional information to beneficiaries if needed;

C. For UNWOMEN management, on the need to clarify the role of ESARO

It is strongly recommended to further clarify the role of ESARO building on its comparative advantages so as to overcome confusion on what exactly its role is (as compared to CO). It will also be crucial for UNWOMEN management to make sure that the RO has the relevant skills and competencies to fulfill that role.

UNWOMEN has already developed a framework for the role of ESARO[81], however, ESARO has developed some CD initiatives on its own thus going beyond the scope of the tasks listed in that framework. Also, the functions for ESARO identified in the report need to be slightly revised and grouped together for the sake of clarification. This leads to confusion on what exactly ESARO should do, especially, at the operational level. For instance, while the mandate does not mention this, one UNWOMEN report states that "Through its regional office in Nairobi, and a number of country and multi-country offices, UN Women ESARO implements programmes".[82]

At the moment, there are 7 key functions for ESARO to do according to the UNWOMEN report, as the table below shows.

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[81] Implementation of the Regional Architecture in Eastern and Southern Africa Region, Regional Support Services, Version of 4 August 2014

[82] UNWOMEN ESARO, Transforming Equality: UN Women's Impact in Eastern & Southern Africa, 2016 inequality

Table 12: Functions of the Regional Office

1. Strategic Programme Development and Policy/Technical Advice
• Proactively assess trends and identify emerging issues at the regional level of relevance to the mandate of UN Women; Identify strategic programme opportunities, approaches and modalities to strengthen UN Women regional and country presence; Provide programme, policy, normative and technical advisory services to MCOs/COs; Quality assurance of country/MCOs analytical work.

2. Oversight, Programme and Operational Support and Quality Assurance
• Managerial performance oversight of country offices and multi-country offices, including programme quality, results reporting and compliance with corporate requirement; Monitoring and support in the formulation and implementation of high quality and relevant country programmes/projects and oversee the appraisal and approval of UN Women programmes in line with corporate strategies, policies and guidelines; Programme and operational support to MCOs/COs under the RC portfolio; Co-ordinate and oversee the preparation of regional reports for presentation or as inputs to regional Intergovernmental bodies or global intergovernmental processes as appropriate, ensuring high-quality standards. Undertake strategic evaluations and support decentralized evaluations at the regional and country levels for accountability, learning and use; develop quality assurance systems for evaluations in the region; support regional and country evaluation capacities; contribute to knowledge management through evidence emerging from evaluations on what works best for gender equality and women's empowerment; and promote United Nations coordination on evaluation; Support to COs in tracking implementation status of evaluation recommendations through the Global Accountability and Tracking of Evaluations (GATE) system.

3. UN Interagency Coordination
• Lead and support the coordination and promotion of accountability within the UN System at the regional level to advance gender equality and women's empowerment, and in advancing UN Reform working in close consultation with Coordination Division; Participate actively in the UNDG Regional Team to ensure that gender equality and women's empowerment issues are well integrated into UN programming processes such as CCA/UNDAF, Country Programmes, etc.; Provide leadership, guidance, and support in the UNDG and Regional Coordination Mechanisms in supporting enhanced response to national partners in advancing gender equality and women's empowerment; and in advancing UN Reform; Guide COs and MCOs in engendering the UNDAFs including by drawing on best practices, and be a lead resource in the region on UN reform tools and gender Accountability tools. Technical assistance to COs in engendering UNDAF and other UN joint evaluation processes

4. Intergovernmental Support
• Co-ordinate and oversee the preparation of regional reports, as well as provide inputs to corporate reports for presentation to intergovernmental bodies such as the Commission on the Status of Women, Economic and Social Council, the General Assembly and other policy-making organs, as appropriate ensuring high-quality standards; Provide support to Inter-governmental bodies; Provide analytical evidence base for further developing regional norms and standards.

5. Representation and Advocacy
• Represent, lead, coordinate and contribute to strategic and policy discussion on gender equality, and women's empowerment within the UN system, Intergovernmental, international, regional and national conferences and meetings and advocate UN Women's policy and initiatives in advancing gender equality and women's empowerment; Advocate to raise awareness and to stimulate action to advance gender equality and women's rights with government, UN agencies, NGOs, academia, media and the private sector. Guided by the corporate Communications Strategy, implement regional communications activities.

6. Strategic Partnerships and Resource Mobilization
• Forge regional strategic partnerships to promote gender equality and women's advancement in the region; Maintain active relationship/partnerships with Governments, regional institutions, NGOs, institutes and academia, media and private sector on women's rights and gender equality to enhance collaboration, resource mobilization and share and influence agenda and priority setting; Guided by the corporate Resource Mobilization Strategy, develop and implement regional resource mobilization strategies; Oversee COs partnership agreements including cost sharing agreement; Oversight and quality assurances of donor reports from COs.

7. Knowledge Management
• Manage the process of collecting and disseminating lessons learned on gender equality and women's empowerment strategies in the region and contribute to UN Women's knowledge management efforts; Lead the development/expansion of knowledge management strategies and methodologies at the regional and country level; Contribute to the development and maintenance of global, regional and national knowledge networks and practices; Produce knowledge products to meet UN Women needs and standards of quality

Source: Implementation of the Regional Architecture in Eastern and Southern Africa Region, Regional Support Services, Version of 4 August 2014

Several elements are not necessarily clear in this table: what is the difference between TA and operational support? What is the difference between "quality assurance of country/MCOs analytical work" under function and quality assurance under function 2? What exactly does "strategic program development" means? Does it mean to develop a program or, like the text seems to suggest, to just find some opportunities for program development? What is the role of the CO in raising resources VS the one of the RO? Why there is no separate function on research given that the analytical value of the RO is mentioned often in the narrative? Also, why is it that the strategic role RO can play seem so reductive in the text?

Therefore, it is recommended to further clarify the role of ESARO around 3 main areas as follows[83]:

1. Strategic role

ESARO should develop a common vision for the whole region and should develop a revised and more articulated version of the SN where explaining how the vision will be achieved through which country programs. The initiatives and approach to CD should be included as well.

Specific tasks should be the following:
- To develop a more articulated SN that spells out the longer-term vision as well as the CO programs and how the latter will contribute to the ultimate goals;
- To develop an "how to" for developing CD initiatives given the guidance that ESARO will be developed on how to develop CD initiatives, the approach behind CD, how to measure CD etc.;
- To identify relevant areas of work and propose initiatives or ideas to do programs with country offices

The *comparative advantage of ESARO* in this case is the position the RO holds that makes it more suitable than COs to envision a long-term strategy (an articulated version of the SN). Also, RO has proven to be able to conceive strategic initiatives that are innovative and visionary at the same time (such as ACTIL).

2. Knowledge hub: research, sharing, TA and advocacy

ESARO should become a real knowledge hub for country offices (but also for UN agencies). The RO should be able to provide country offices with customized development solutions backed by knowledge.

To do so, ESARO should focus on 3 key elements:
1. Research and knowledge gathering: ESARO should undertake rigorous research and understand what works and what does not around gender. ESARO should also gather knowledge from country offices and external organizations in the regions

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[83] Certainly, some oversight or administrative functions might also be added. However, the key functions should be the 3 listed in this report

around gender. It should also ensure proper capitalization on the many projects in the region (institutional memory) so as to address the problems around staff turnover. Also, ESARO should scan who does what on gender among UN agencies in the region to then share knowledge but also to understand whether there are gaps that need to be filled in

2. Knowledge sharing and communication: ESARO should share good practices and research to the possible extent so that knowledge is spread effectively. The RO should do so by continuing developing, together with country offices, regional sharefair but also by investing more in online tools (and in social networks)

Figure 13. Empower women

Source: empowerwomen.com

The role of sharing knowledge is key and ESARO should share what the country offices are doing in real time through online tools so that country offices could learn from each other and fins, at times, complementarities among programs. The role of knowledge hub should not just be confined to country offices, rather it should be open to UN agencies as well as beneficiaries (especially through social network and interactive portals).

3. TA and support: on the basis of the research and the knowledge acquired, ESARO should be able to provide consistent and systematic support to country offices. ESARO could either propose support to country offices or be the recipient of requests from country offices. Building on the example of the UNWOMEN India Regional Office, an online advice support tool should be developed to facilitate

accessing ESARO support. ESARO should become a "solution institution" that country offices and UN Agencies could access to if needed.

4. Advocacy: finally, based on the evidence gathered, ESARO should be able to push the gender agenda through advocacy activities.

The *comparative advantage of ESARO* in this case is that the RO has shown to be able to conduct important and rigorous research work[84] that has also facilitated the work of the country office at times. For instance, the study ESARO did with the World Bank on agriculture in Malawi helped the country office to better negotiate and justify the budget. As a confirmation of that, ESARO proved it has already staff with wide expertise on women issues. In the case of Makutano Junction, for instance, the partner organization clearly stated the appropriateness of the technical inputs provided by ESARO (which was more articulated and clearer than the one provided by other UN agencies). At the same time, ESARO has proven to be able to conduct advocacy in an effective manner according to several interviews in the field.

3. *Convening role and coordinator (government and UN agencies)*

ESARO should continue and strengthen its role as a convener on the basis of its comparative advantage.

In particular, ESARO should conduct the following tasks:
- Build partnerships to promote gender equality with relevant stakeholders in the region;
- Also, facilitate UN agencies to work together and to coordinate among themselves on gender

The *comparative advantage of ESARO* in this case is that the RO has proven it has been successful in creating partnerships and convening governments and UN agencies together. The best example in this case is the organization of the sharefairs[85]. According to many of the partner organizations and UN participants, ESARO did manage to successfully bring different partners together, in particular, UN agencies. "ESARO managed to help UN agencies work together and bring us together (UN agencies) as one UN". For another participant "We have worked with various UN agencies before, but it was the first time we had the opportunity to work with four UN agencies on one activity and with one purpose. That was excellent for me. And having such a strong partnership enabled us to lobby the African Union to participate and to create the necessary profile on the issues we were talking about". In parallel to that, ESARO managed to articulate a division of labor among UN agencies so that they would benefit from each other strengths avoid competiveness. It is very commendable that ESARO itself realized its key role in doing so and prepared a well-articulated brief on that [86]

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[84] One such initiative is a joint study undertaken by UN Women, the UNDP-UNEP Poverty-Environment Initiative, and the World Bank Group, which costs the gender gap in agricultural productivity in three countries: Malawi, Tanzania and Uganda.

[85] However, even in the case of ACTIL, developing partnership was key to build the program.

[86] Working Together as ONE UN - Sharefair 2014 on Rural Women's Technologies

Research: ESARO has shown to be able to conduct important and rigorous research work[87] that has also facilitated the work of the country office at times. For instance, the study ESARO did with the World Bank on agriculture in Malawi helped the country office to better negotiate and justify the budget. As a confirmation of that, ESARO proved it has already a staff with wide expertise.

V. Lessons learned

Lesson 1: It is key to develop CD initiatives taking into consideration that CD is continuous engagement process of change

CD has to be seen as an endogenous and long-term process. Ad-hoc CD initiative can be certainly developed, but only if they are a part of an ongoing engagement strategy based on the needs of the local beneficiaries. Also, CD initiatives should be developed considering outcomes rather than only outputs by focusing on the concrete application of learning outcomes and not just by focusing on whether the beneficiaries have learned something or not.

Lessons 2: When CD initiatives are planned according to a systematic approach results are evident and sustainability can be ensured

For CD initiatives to have longer-term impact on the ground and for them to be sustainable, there needs to be a concrete focus on how the initiative is designed, what results it is supposed to deliver, when and how. As mentioned above, this should be an effort that involves all competencies in one office. The initiatives under review were all developed concentrating more only on a few design elements (i.e. delivery more than follow-up support) without considering all of the elements together thus negatively affecting the effectiveness of the initiatives.

With the same token, the review shows that when, indeed, a systematic approach was used, concrete results were achieved on the ground. For instance, at least initially, ACTIL was able to produce impressive results, such as the case of Doctor Reginald that shows how a woman that faced challenges was able to learn from the training and apply the knowledge acquired by also impacting many other beneficiaries. In this case, the diagnosis (in this case, the selection of participant) was appropriate so it was the design/delivery of the course (she developed a sound implementation plan) and the follow-up (she was engaged in several other training and activities from ACTIL).

Lesson 3: All the elements of the CD process design are equally important and linked to each other

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[87] One such initiative is a joint study undertaken by UN Women, the UNDP-UNEP Poverty-Environment Initiative, and the World Bank Group, which costs the gender gap in agricultural productivity in three countries: Malawi, Tanzania and Uganda.

The review shows that the diagnosis, design, delivery and follow-up element of an initiative are equally important. OEEF training was somewhat appropriately designed and delivered, however, the lack of follow-up is clearly a missed opportunity in how to ensure that the application of knowledge would effectively take place. Also, all those elements are strictly linked to each other. For instance, a good selection of participants (diagnosis) for the 2015 sharefair meant that participants effectively learned from each other (design and delivery) thus contribution to achieving good quality learning outcomes.

Lesson 4: Focusing on the Intermediate Capacity Outcomes and learning objectives is key for ensuring that longer term results can be achieved

ICOs can be useful for a) understanding whether beneficiaries are effectively learning as expected and b) adapting the initiative in case there are constraints achieving the learning objectives. It is in fact crucial to better understand the ICOs and "process of change" whereby beneficiaries have learned something and have started applying what they have learned.   The evaluation found evidence, yet scattered, about how the initiatives under review looked at and actually measured effectively ICOs.

Lesson 5: While challenging, measuring CD effectively is essential and is feasible

Measuring the results of CD is, at times, very challenging. However, the review highlights several ways on how this can be done effectively by:

- Developing clearer metrics on what the initiative is supposed to achieve also through more articulated ToC;
- Focusing on 4 different level of training evaluation rather than just satisfaction level of participants;
- Developing measures that looks at direct measure of empowerment

 Measuring needs also to be complemented with accurate reporting on what the results are. The lack of data on results as well as the lack of M&E frameworks made it difficult for this evaluation to evaluate on the results of the initiatives.

Showing results, in a very concrete way, is even more essential for a "younger" UN agency such as UNWOMEN to clearly demonstrate its comparative advantage.

Lesson 5: Developing innovative initiative can really pay off, despite evident constraints, in terms of reaching beneficiaries on the ground

Despite the position of the RO as opposed to the CO that has direct contact with beneficiaries, ESARO was able to produce some important results on the ground in terms of behavioral change of the beneficiaries. This was made possible by developing very innovative initiative such as Makutano Junction where ESARO took advantage of an existing format to be able to reach out to a very large audience with a serious message about women empowerment.

Lesson 6: Effective collaboration between RO and CO pays off

The evaluation shows examples of the importance of the collaboration between the RO and the COs and how this could be beneficial for both of them (i.e. for instance, the evidence produced by ESARO allowing the CO to raise finances more effectively). A collaboration system needs to be more effectively put in place to ensure that despite senior management turnover or different personality, the collaboration would be ensure over time.

Lesson 6: ESARO can play a critical role if building on its concrete comparative advantages

ESARO demonstrated a comparative advantage in:

- Developing partnerships and coordinating UN Agencies
- Building evidence and knowledge
- Conceiving strategic and innovative initiatives

The role of ESARO moving forward should be mainly based around those 3 areas.

VI. Annexes

Annex 1 – list of documents reviewed

General documentation & resources: Evaluation of UNW capacity building initiatives supported by the RO during 2014-17

UN Women Evaluation Guidance and Resources
- UN Women Evaluation Handbook: How to manage gender-responsive evaluation; at http://genderevaluation.unwomen.org/en/evaluation-handbook
- UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluations (2014); at http://www.uneval.org/document/detail/1616

Global/ Regional Strategies and Workplans
- UN Women Strategic Plan 2014-17 incl. Annexes: Development Results Framework (DRF); Organizational Effectiveness and Efficiency Framework (OEEF)
- UN Women Eastern and Southern Africa Regional Office (ESARO) Strategic Note 2014-2017 incl. DRF and OEEF
- ESARO Annual Work Plans (AWPs) for 2014, 2015, 2016 incl. DRF and OEEF

ESARO Reports
- UN Women Annual Reports 2014 from online Results Management System RMS:
  - 2014 Annual Report Narrative
  - 2014 DRF Impact Indicators (Excel)
  - 2014 DRF Outcome Indicators (Excel)
  - 2014 DRF Output Indicators (Excel)
  - 2014 OEEF Output Indicators (Excel)
  - RMS 2014 Search Result 'Capacity Development'
- UN Women Annual Reports 2015 from RMS:
  - 2015 Annual Report Narrative
  - 2015 DRF Impact Indicators (Excel)
  - 2015 DRF Outcome Indicators (Excel)
  - 2015 DRF Output Indicators (Excel)
  - 2015 OEEF Output Indicators (Excel)
  - RMS 2015 Search Result 'Capacity Development'
- Transforming Equality: UN Women's Impact in Eastern & Southern Africa (2016)

Evaluation reports
- Kenya case study: UN Women Corporate Evaluation on Strategic Partnerships for Gender Equality and Women's Empowerment (2016)
- What can we learn from UNW evaluations? A meta-analysis of evaluations in 2014 and 2015 (June 2016)
- World Bank Using Training to Build Capacity for Development An Evaluation of the World Bank's Project-Based and WBI Training (2008)

Documentation on Africa Center for Transformative and Inclusive Leadership (ACTIL)

ACTIL Background
- MOU with Kenyatta University 2013
- Kenyatta University LOA 2014
- ACTIL Advisory Board members
- ACTIL Organizational Chart
- TOR ACTIL Advisory Board Technical Committee
- ACTIL Curriculum Peer Review Meeting report (Oct 2013)
- ACTIL Curriculum Review workshop report (June 2015)
- ACTIL report Jan-June 2014
- ACTIL report Jan-June 2014: Attachment
- ACTIL Narrative Report (April 2015-January 2016)
- ACTIL Resource Mobilization Plan
- ACTIL Technical Committee Minutes April 2014
- ACTIL UNW brochure
- ACTIL Sep 2015 Breakfast notes
- Draft programme outline ACTIL retreat - June 2015.doc
- AUC Training Budget Draft 1 – ACTIL
- ACTIL Procedures Manual (PM 1; 2; 7)

Training materials
- Revised Transformative Leadership Module (July 2015)
- Module 3 Transformative Leadership Political Participation july 2015.doc
- Training Manual: Building Gender Responsive and Transformative National

Evaluation Capacity (Jan 2016)
- PPT: CONCEPT SHIFT II- Umar
- PPT: 2014 Alumni Presentation at KU- Marion
- PPT: 2015 Alumni UPDATE AND NEXT STEPS- RoseMary
- PPT: Networking- M.Mwangi
- PPT: Tammie Kammonke's WEE Update
- PPT: THE CONCEPT OF TRANSFORMATIVE LEADERSHIP- Prof. Cathrine

Workshop Reports
- ACTIL Training Report Women Parliamentarians Sep 2015

- ACTIL Training Report Building GR Transformative National Evaluation Capacity (Nov 2015)
- ACTIL Women Agribusiness Report 2015
- PEW Workshop Report May 2016
- Transformational Leadership UNDP Report Dec 2015
- 2014 women economic empowerment alumni follow up workshop
- 2014 women economic empowerment alumni follow up workshop (2)
- Updated List of Training Workshops ACTIL (1)
- Updated List of Training Workshops ACTIL (2)

Lists of training participants
- Participant list 1 training Sep 2015
- Participant list 2 Training Sep 2015
- Participant list 3 Training Sep 2015
- List of participants 30 November-6 December 2014
- List of participants 23-29 November 2014 by country
- G20 Training participant list Nov 2015 Day 3
- G20 Training participant list Nov 2015 Day 5
- Training pax list CRESTA WORKSHOP Dec 2014 1
- Training pax list CRESTA WORKSHOP Dec 2014 2
- Training pax list CRESTA WORKSHOP Dec 2014 3

Training evaluations
- GULF TRAINING- EVALUATION FORM- ANALYIS Oct 2015
- Evaluation Forms (ZIP-FILE)
- Analysis of ACTIL Evaluation Forms (ZIP-FILE)

OEEF trainings
Somalia
- Workshop report incl. Participants' list and emails from training in Entebbe 14-16 July 2016
- Participants' list with emails from training in Hargeisa 24-28 May 2015
- Evaluation forms (Excel) for Partners induction 27-28 May 2015
- Evaluation forms (Excel) for Staff induction 24-26 May 2015

Rwanda
- Evaluation forms (Excel) for Partners induction 16 July 2015
- Evaluation forms (Excel) for Staff induction 13-14 July 2015

Mozambique
- Evaluation forms (Excel) for Partners induction 16 Sep 2015
- Evaluation forms (Excel) for Staff induction 16 Sep 2015

Kenya
2014

- Evaluation forms (Excel) for 2014 training
- Agenda & list of participants (Excel) for Partners' Induction Workshop Enashipai Resort 4-6 Nov 2014
- Kenya training participants list Nov 2014 (PDF)
- Minutes for Partners' Induction Workshop Enashipai Resort 4-6 Nov 2014
- Summary of Partners' Induction workshop evaluation Enashipai Resort 4-6 Nov 2014

2015
- Kenya Partners Training Program Nov 2015
- Kenya training participants list Nov 2015
- Evaluation forms (Excel) for Partners training 2015
- List of participants (Excel) for Partners training 2015

2016
- Kenya Operations training Aug 2016 participant list
- Kenya Staff list (with e-mails) and Agenda Ops training Aug 2016
- Evaluation (PDF) of Operations training 23-25 Aug 2016

DR Congo
- Agenda for Operations training 2015
- Evaluation forms (Excel) for Partners induction 30 Sep 2015
- Evaluation forms (Excel) for Staff induction 1 Oct 2015

Tanzania
- Draft training programme for partners

P&S training in Rwanda
- TOR for Gender needs assessment: Burundian Refugee Crisis in Rwanda, June 2015
- Inter-Agency Gender Needs Assessment of Burundi Refugees in Mahama Camp Rwanda, Sep 2015
- Joint Mission Report on Support to Rwanda Country Office, 28th May - 12th June 2015
- Concept note training of GTWG Rwanda
- Agenda GTWG training 4-5 Aug 2016
- Rwanda Gender Training Assessment Questionnaire
- Analysis Rwanda gender institutional capacity needs assessment
- Mission report Rwanda training workshop 3-6 Aug 2016
- Training report gender and humanitarian action Aug 2016 (incl. participants' list without e-mails)
- Participants 2016 Rwanda GTWG trainings with e-mail contacts
- PPT: UN OCHA Gender Policy
- PPT: IASC 2008 Policy Statement on Gender

- PPT: Women as First Responders

Edutainment Initiative
- UN Women Makutano Outputs Deliverables
- UN WOMEN Makutano EPISODE SCRIPTS (Zip-File with 17 docs)
- Revised payment schedule Mediae
- Proposal Mediae 25 May 2015
- Minutes second Meeting Mediae March 2015
- Correspondence UN Women and Mediae March 2015
- Makutano Junction Data Summary
- Makutano Broadcast messages Nov 2015
- PRC submission package from Aug 2015:
  - CaseStudy_MakutanoJunction
  - Emails PRC Aug 2015
  - Note to file MEDIAE May 2015
  - Justification Memo Mediae company
  - Research paper WWB-Access-to-Inclusion
  - PRC Submission Form Mediae Company
  - PRC Minutes - The Mediae Company_June 2015
- Reports:
  - Makutano Social Media interaction summary_v2
  - Makutano SMS Feedback report v2
  - Makutano Message takeout Report June 2016
  - GeoPoll_Mediae_Report April 2016
  - Final Report on Makutano Impact_July 2016
- Sample Makutano Video Clips (3 in total)

2014 Sharefair on Women's Rural Technologies
- 2014 Sharefair flyer
- Bellagio Workshop Summary May 2015
- Brief UNW Technology Upscaling Work
- Lessons Sharefair Rural Technologies Feb 2016
- UN Women UNDP LOA Original Sep 2014
- Excel-List of 2014 Sharefair innovators with email contacts

2015 Sharefair on Gender in Extractive Industries
- Evaluation Report Sharefair Extractive Industries Oct 2015
- Fund raising plan for 2015 Sharefair
- KQ Partnership 2015 Sharefair Letter
- LINKS TO FINAL DOCUMENTS 2015 SHAREFAIR
- Private Sector Concept Brief EI Sharefair
- Report on 2015 Sharefair
- Share Fair Final TPC Presentation_Oct 2015
- Sharefair 2015 Pamphlet
- Sharefair Programme 9OCT 2015
- Story Sharefair Extractive Industries Helps a Woman

- UNW Australia Cost Sharing agreement 2015 Sharefair
- Welcoming remarks_ Simone ellis Oluoch-Olunya Oct 2015
- Sharefair Panels Briefing Notes (22 documents)
- Women Empowerment Principles (WEPs) event background (6 documents)
- Excel-List of 2015 Sharefair participants and resource persons with email contacts

Annex 2 – List of people interviewed

- Christine Musisi, Director, External Relations Division, UN-Habitat (former Regional Director ESARO/UNWOMEN)
- Simone Ellis, Deputy Director, ESARO/UN Women
- Caspar Merkle, Regional Evalution Specialist, ESARO/UNWOMEN
- Francis Onditi, Programme Analyst, Leadership, ESARO/UNWOMEN
- Alka Gulati, Operations Team, ESARO/UNWOMEN
- Patterson Siemma and Martha Wanjala, Communications, ESARO/UNWOMEN
- Loise Maina, Programme Manager WEE, ESARO/UNWOMEN
- Fatou Lo, Deputy Representative, UNWOMEN Malawi
- Hulda Ouma, Programme Specialist, ESARO/UNWOMEN
- Jack Abebe, Knowledge Management, ESARO/UNWOMEN
- Asa Torkelsson, Policy Advisor, WEE, ESARO/UNWOMEN
- Cara Nora and Patricia Gichinga, staff, MEDIAE
- Queen Katembu, Head of Unit, Gender and Human Rights, FAO
- Elijah Wachira, Leadership consultant
- OEEF Partners, Kenya Office
- Najma Jabri Head of Women, Youth and HNI Banking – GAB
- Therese Karugwiza, Programme Specialist – UNFPA
- Josephine Odera, Director, ACTIL
- ACTIL trainers, ACTIL

Annex 3 - Terms of Reference

I. Background

UN Women in accordance with the United Nations Development Group (UNDG) programming principles has identified Capacity Development as one of its organizational principles and foundation strategy for effective and sustainable development1. UN-Women adheres to the United Nations system-wide common understanding on a human rights-based approach which specifies that development cooperation programmes, policies and technical assistance should contribute to the capacity-building of "duty bearers" to meet their obligations and/or of "rights holders" to claim their rights.

The UN Women Strategic Plan 2014-17 identifies robust capacity and efficiency at the country and regional levels as one of four key pillars for operational effectiveness and efficiency, together with effective and efficient UN system coordination, a strong culture of RBM, reporting, knowledge management and evaluation and effective resource mobilization. The UN

Women Regional Office (RO) 2014-17 Strategic Note outlines that regional programming "be aimed at providing high quality technical/policy advisory services, advocacy, generating knowledge, developing tools and capacity development initiatives that can be adapted to support country level programming. Programme strategies will include a more systemic capacity development approach that addresses capacities at the individual, organizational and enabling environment (systemic) levels including working with men and cultural leaders. Regional programming will complement country level programmes which will include developing strategic partnerships at the regional level that can be leveraged by country offices."3

The functions4 of the UN Women Eastern and Southern Africa Regional Office (ESARO) include support to and oversight for fourteen (14) country offices where UN Women has presence and a Multi Country Office covering four offices with no country office presence. More specifically this includes strategic programme development and policy/ technical advice, oversight, programme and operational support and quality assurance, supporting UN interagency coordination and intergovernmental support, representation and advocacy; strategic partnerships and resource mobilization and knowledge management.

2. Definitions and conceptual framework

By way of general definition Capacity can be understood as "The ability of individuals, institutions and societies to perform functions, solve problems, and set and achieve objectives in a sustainable manner. Capacity Development (CD) is the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time. It includes the activities, approaches, strategies, and methodologies which help organizations, groups and individuals to improve their performance, deliver development results, and achieve their objectives.5"

A commonly used CD framework distinguishes between individual, organizational and institutional levels as follows:

FOCUS	EXAMPLES OF INTERVENTIONS	EXAMPLES OF METHODOLOGIES
Individual	Technical and functional training Skill development Tools and equipment	Scholarship, study visit On-the-job training Retreat, workshop Coaching, mentoring
Organizational	Reconfiguring organisational structures Reforming management system Reforming budgeting Strengthening decision-making process	Organisational audit Technical assistance Advisory support Job re-structuring Gender-responsive budgeting
Institutional	Strengthening accountability of the public sector Strengthening governance and rules of law Reforming legal and judicial framework Strengthening national development strategy	Policy dialogue Negotiation and advocacy Compliance to international frameworks Pooled technical assistance

3. Description of selected CD initiatives supported by the RO

Since 2014 UN Women ESARO has engaged in supporting various capacity development initiatives at different levels. A sample of key initiatives are briefly described below that may serve as potential case studies for this evaluation. They represent the three RO thematic areas Governance and Leadership, Women's Economic Empowerment, Peace and Security as well as RO initiatives to improve organizational effectiveness and efficiency. The initiatives have been chosen based on the following criteria:

Initiatives that are considered most relevant and with significant human and financial investment
☐ Initiatives with strong learning potential
☐ Initiatives that are well documented
☐ Initiatives that are on-going or closed

3.1 Governance and Leadership
ACTIL: UN Women in partnership with Kenyatta University (KU) in 2014 established the Africa Centre for Transformative and Inclusive Leadership (ACTIL) which seeks to raise transformative leaders and build the leadership competencies of upcoming and existing leaders, especially women and youth in politics, business, government and society. Following the joint development of three training modules (Transformational Leadership; Agribusiness Development; Women's Political Leadership) an important result has been the number and diversity of people trained by ACTIL in only two years, including approximately 550 women politicians, senior officials in public service, and women in agribusiness and health care from 23 African countries. The partnership also helped to strengthen the capacities of both UN Women and KU in transformational leadership by exposing both institutions to each other's and external (e.g. Golda Meir Mount Carmel International Training Centre, GMMC) capacities and resources in this area.

3.2 Women's Economic Empowerment (WEE)
Edutainment initiative: In 2015 ESARO developed and aired the edutainment initiative "Makutano Junction" designed to increase women's awareness of technologies available to improve efficiency and productivity of women's work in agriculture, including ways to manage post-harvest storage to avoid food losses. The TV show "Makutano Junction" addressed issues of critical importance for rural women such as promoting women's access to land and public procurement, women's economic empowerment through engagement in markets and trade, and the use of household methodologies that help women and men collaborate to achieve shared household goals. The initiative was implemented in collaboration with UNW Kenya Country Office, FAO and IFAD and is estimated to have reached about 6 million people in Kenya, Uganda and Tanzania. Discussions about upscaling this initiative to other countries in Africa and expanding it to cover additional content are underway.
Sharefairs: In 2014 UN Women RO launched a concept of signature Sharefairs which focus the attention on critical development issues through bringing together policy makers and development practitioners. The expected result is to establish and deepen partnerships to find programmatic solutions to development challenges as well as leverage policy impact. More specifically, in Oct 2014 the UNW Regional Office in partnership with FAO, IFAD, WFP and others hosted the 1st Sharefair on 'Inspiring Agricultural Change: Rural Women's Technologies to Improve Food Security, Nutrition and Productive Family Farming' in Nairobi, Kenya. It brought together over 350 participants and 90 exhibitors from across the region. They included rural women farmers and innovators, policymakers, academicians, food producers, investors, financial service providers, and other technology innovators. Following this in 2015 the UNW Regional Office in collaboration with the Australian High Commission and others hosted a Regional Sharefair on 'Gender Equality in the Extractives Industry'. It brought together women miners, mining companies, policymakers, researchers, academics, community groups, technology innovators and others, comprising about 400 participants in total.

3.3 Women Peace and Security
In November 2014 the Women Peace and Security (WPS) Unit was established in the Regional Office to provide advisory support to Country Offices on peace and security and humanitarian action and to support regional initiatives to advance gender mainstreaming in recovery and humanitarian action. The Unit has focused on building capacity of individual staff working on peace and security and humanitarian action to enhance effective and results based programming in the region on women's rights in peace and conflict situations; supported the development of a conducive environment for gender mainstreaming in UN humanitarian response through development of tools for gender needs assessments in humanitarian settings, institutional gender needs assessments and trainings for relevant stakeholders in the humanitarian response;
and supporting initiatives on women's effective participation in peace building and conflict resolution through technical and advisory support to country offices and women's peace networks and financial support to facilitate relevant activities towards this end.
Most staff working on WPS in the Eastern and Southern Africa region received comprehensive training on WPS and humanitarian action that included the global and regional normative frameworks and provided with tools to support their programme development and implementation. In Rwanda, the RO supported the Country Office in

conducting a gender needs assessment of Burundi refugees in Rwanda to help ensure that humanitarian assistance for Burundi Refugees is being provided in a more gender sensitive manner. UN Women supported the lead Agency, UNHCR to conduct an in depth gender needs assessment of all the pillars in the Refugee Response Strategy. The assessment included the development of TORs for the assessment, development of the assessment tools, training of the enumerators, conduct of the assessment, analysis of the findings and writing of the Report, institutional gender needs assessment of key INGO, implementing partners and relevant gender training of UN, government and NGO implementing partners in the refugee response.

In Sudan, a Gender Strategy was finalised for the Darfur Development Strategy (recovery programme) to provide guidance for integrating women's rights in the implementation of the recovery programme. Extensive support was provided to the South Sudan Country Office to support women's engagement with the peace process which included development of the Women's Agenda for Peace, the 7 Point Agenda for Implementing the Peace Agreement and a Communique on their position on peace and implementation of the Peace Agreement.

Capacity building was also supported for women grantees of the Women's Platform for Peace in support of the UN Special Envoy of the Great Lakes' initiative to enhance women's engagement with peacebuilding in the Great Lakes region.

3.4 Organizational Effectiveness and Efficiency

UN-Women works with government, national machineries for women, civil society organizations (CSOs) and other partners at country level to develop and implement programmes. UN Women engages implementing partners (IPs) and responsible parties (RP) to assist in programme implementation. IPs or RPs are entrusted with a programme budget to spend on behalf of the UN, in accordance with a signed agreement on delivery of programme results. They are accountable for the UN-Women-administered funds and/or resources that they received. UN Women obtains assurance on proper use of the funds through an independent audit.

The UN Women Regional Office, which provides operational support services to Country Offices in the ESA region developed a package of capacity enhancement for partners, which included results based management, financial management of UN Women funds, and audit preparedness. Additionally, the Office developed a detailed assurance and oversight mechanism on appropriate utilization of funds at the time of reporting on funds utilization. Both these measures have resulted in successful implementation of partner agreements and more unqualified ratings for partner audits. This capacity building package was delivered annually to existing and proposed responsible parties in Kenya. The Office has also conducted the same training for partners in Malawi, Mozambique, DRC, Somalia and Rwanda.

4. Purpose, scope and use of the evaluation

The purpose of this evaluation will be to evaluate the design, implementation, management, and outcomes of selected regional CD initiatives in order to identify lessons and good practices that can improve future such initiatives managed by the UN Women Regional Office. It will inform the development of the next RO Strategic Note which will be initiated in Q1 2017 and the RO strategic directions in particular with respect to its 2 Flagship Programmes on Governance and Leadership and Women Economic Empowerment. The focus of this evaluation is on the role and performance of the Regional Office in supporting CD. It will only include in the analysis those CD initiatives at country level where the RO

has played a significant role in conceptualization and implementation. The scope will comprise CD initiatives supported by the RO during the period 2014-17.

Aligned with United Nations Evaluation Group (UNEG) Norms and Standards, this evaluation will have an explicit focus on utility. The evaluation will be shared with key stakeholders, donors and partners. In line with UN Women Evaluation Policy a management response will be prepared for this evaluation as practical means to enhance the use of evaluation findings and follow-up to the evaluation recommendations. The management response will identify who is responsible, what are the action points and the deadlines. It will be posted on the online UNW 'Global Accountability and Tracking of Evaluation Use (GATE) System' at http://gate.unwomen.org/.

5. Evaluation Objectives

The overall objectives of this evaluation are to:

☐ Assess the relevance of UN Women RO contributions to CD interventions at regional and national levels, including alignment with international agreements and conventions on gender equality and women's empowerment (GEWE)

☐ Assess the effectiveness and organizational efficiency in working towards expected CD results

☐ Assess the sustainability of CD interventions with respect to GEWE achievements

☐ Analyse how human rights approach and gender equality principles are integrated in CD interventions

☐ Identify and validate lessons learned, good practices and examples of innovative work that support GEWE

☐ Provide actionable recommendations with respect to CD interventions

6. Key Evaluation Questions

The following draft evaluation questions serve as first reference point for the inquiry. The specific evaluation questions, performance criteria and relevant evaluation instruments will be determined during the inception stage and in close consultation with the Evaluation Reference

Group.

Relevance

☐ To what extent are the selected CD initiatives relevant to the needs and priorities of beneficiaries, partners and the UN Women triple mandate?

☐ In how far have trainings conducted e.g. on women leadership been based on demand by UN Women COs and partners?

☐ How have other existing training facilities been utilized for delivering the required CD support? What linkages exist between UNW-supported training facilities e.g. on transformative leadership and other existing structures and initiatives? What is the added value of UNW-supported training facilities?

☐ What is UN Women's comparative advantage in this area of work compared with other UN entities and partners?

Validity of design

☐ How well articulated are the Theories of Change for the selected CD interventions? How do the main components of the CD initiatives contribute to the expected outcomes? How

well do they link to each other, are the underlying assumptions made explicit?

☐ How strategic are the selected partners for driving CD initiatives in terms of mandate, influence, capacities and commitment? To what extent are issues of duplication, coherence and synergy addressed among partners?

Effectiveness

☐ To what extent were the expected CD results achieved and how did UN Women contribute towards these? To what extent have the capacities of duty-bearers and rightsholders been strengthened?

☐ Which skills (e.g. leadership, networking etc.) have improved amongst trainees and how? What contributions are trainees (e.g. women leaders) making to different spheres of life?

☐ What are the reasons for the achievement or non-achievement?

☐ Did the CD initiatives have effective monitoring mechanisms and indicators in place to measure progress towards results? Has monitoring information been regularly analysed to feed into management decisions?

☐ Do UNW-supported training facilities have the infrastructure to measure the expected changes (e.g. transformed policies, institutions and public service delivery systems, accelerated economic growth and human development) that trainees have contributed to?

☐ What were the unintended effects, if any, of the CD interventions?

Efficiency

☐ Have programme funds and activities been delivered in a timely manner? If not, what were the bottlenecks encountered? How were they addressed?

☐ Could the activities and outputs have been delivered with fewer resources without reducing their quality and quantity?

☐ Have UN Women's RO and partner agencies' organizational structure, managerial and coordination mechanisms effectively supported the delivery of CD initiatives?

☐ What measures have been taken during planning and implementation to ensure that resources are efficiently used?

Sustainability

☐ To what extent were structures established to ensure sustainability of efforts and benefits for rights holders in particular?

☐ Do partners including Government and Civil Society demonstrate ownership, leadership commitment and technical capacity to continue the work?

☐ Do partners have the financial capacity to maintain the benefits from the program? Do they

have realistic resource mobilization plans? What might be needed to support partners to maintain these benefits?

7. Methodology

The evaluation methodology will be developed by the Evaluation Consultant and presented for approval to the Evaluation Reference Group. It will use a theory-based evaluation design based on a Theory of Change for the selected CD interventions with explicit assumptions about how change was expected to happen. This Theory of Change will be developed through a participatory approach during the inception phase of the evaluation. During the evaluation process the Theory of Change including its assumptions will be challenged, validated and further expanded.

The methodology should use a combination of quantitative and qualitative research methods that are appropriate to address the main evaluation questions. These methods should be responsive to human rights and gender equality principles and facilitate the engagement of key stakeholders. Measures will be taken to ensure the quality, reliability and validity of data and data collection tools. Limitations with respect to the sample (representativeness) should be stated clearly.

The evaluation will be carried following UN Evaluation Group (UNEG) Norms and Standards (see http://www.unwomen.org/about-us/accountability/evaluation/), UN Women Evaluation Policy as well as the Ethical Guidelines for evaluations in the UN system, see Annex to this TOR. Once finalized the evaluation report will be quality-assessed based on the UN Women Global Evaluation Reports Assessment and Analysis System (GERAAS). GERAAS standards and GERAAS rating matrix are available at http://www.unwomen.org/en/aboutus/ evaluation/decentralized-evaluations .

8. Main Outputs of the Evaluation
The consultant is expected to:
1. Conduct a desk review that includes an in-depth analysis of selected CD initiatives during the period 2014-17
2. Prepare an Inception Report that includes the evaluation work plan, description of the Theory of Change, Evaluation Matrix with evaluation questions and -criteria, indicators, data sources and methods of data collection
3. Undertake primary data collection through online survey(s), key informant interviews and focus groups with a wide range of UNW staff, representatives from partner UN Agencies, government, civil society, academia, donors, representatives of beneficiary groups etc.
4. Conduct field and site visits (to be determined): Decision regarding potential field visits will be made during the evaluation inception phase in consultation with the Evaluation Reference Group
5. Prepare a Power Point presentation with preliminary findings and a draft evaluation report for review by the Evaluation Reference Group
6. Prepare a final evaluation report incorporating comments on the first draft
7. A synthesized evaluation knowledge product (2-3 pages) based on the Executive Summary that visualizes the main evaluation messages

The following structure is proposed for the evaluation report:
1. Title page, Table of Contents and Acronyms
2. Executive Summary
3. Background and purpose of the evaluation
4. Programme description and context
5. Evaluation methodology and limitations
6. Findings
7. Analysis and Conclusions
8. Recommendations
9. Lessons learned (if applicable)
10. Annexes: Terms of Reference, List of documents reviewed, list of agencies and partners interviewed (without direct reference to individuals), evaluation matrix and data collection

instruments, any other relevant documents

9. Management Arrangements and Evaluation Reference Group

The evaluation will be managed by a UNW Regional Office team comprising the Regional Director and the Regional Evaluation Specialist. They will oversee the evaluation, make key decisions and quality assure the key deliverables.

In line with UN Evaluation Group Norms and Standards, an Evaluation Reference Group (ERG) will be constituted to serve as a sounding board and consultative body to ensure the active involvement of UN Women staff and key partners involved in the CD initiatives. The ERG will contribute to shaping the evaluation scope and focus and ultimately help build ownership of the evaluation findings. More specifically the role of the ERG members will as follows:

☐ Act as source of knowledge and as informant of the evaluation process
☐ Assist in the collection of pertinent information and documentation and in identifying key stakeholders to be interviewed
☐ Provide input and quality assurance on the key evaluation products: ToR, inception report and draft evaluation report
☐ Participate in the validation meeting of the evaluation report
☐ Participate in learning activities related to the evaluation report
☐ Play a key role in disseminating the evaluation findings and implementation of the management response

10. Time Frame

The evaluation will be done in 30 working days between 26 Sep 2016- 28 Feb 2017. A tentative schedule of the allocation of working days is presented below:

Activity	Duration (days)
Desk review analysis, preparation of evaluation inception report	7
Primary data collection (surveys, interviews, focus group discussions, site visits etc.)	10
Presentation of preliminary findings, preparation of draft evaluation report	8
Finalization of evaluation report	5
TOTAL	30

This assignment will be done by one international consultant who demonstrates the following competencies:

☐ A strong record (min 7 years) in designing and leading evaluations
☐ Extensive experience in applying qualitative and quantitative evaluation methods and data analysis skills

☐ Previous experience in undertaking capacity development assessments and evaluations
☐ Knowledge of issues around women's rights and gender equality; preferably in areas of Governance and Leadership, Women Economic Empowerment and Peace and Security
☐ Excellent facilitation and communication skills, both written and oral
☐ Experience with focus group discussions and key informant interviews and the ability to

deal with multi-stakeholder groups
 Knowledge of the UN system and of UN Women's role in Programming, Coordination and Normative work is desirable
 Language proficiency in English
 Country or regional experience in Eastern and Southern Africa

12. Application process
Interested candidates should apply via e-mail by latest Fr 9 Sep at consultancies.eharo@unwomen.org, and include "ESARO CD evaluation" in the subject line. Candidates should submit (1) a letter of interest, (2) a personal CV, (3) availability statement during the months Oct 2016 to Feb 2017. Shortlisted candidates will be requested to take a short oral interview as part of the final selection process.

13. Annex I: Evaluation Ethics and Code of Conduct
To ensure the credibility and integrity of the evaluation process and following United Nations Evaluation Group (UNEG) Ethical Guidelines, the Consultants will be required to commit to the Code of Conduct for Evaluation (see http://www.unevaluation.org/papersandpubs/), specifically to the following obligations:
 Independence: Evaluators shall ensure that independence of judgment is maintained and that evaluation findings and recommendations are independently presented.
 Cultural Sensitivity/Valuing diversity: Demonstrating an appreciation of the multicultural nature of the organization and the diversity of its staff. Demonstrating an international outlook, appreciating differences in values and learning from cultural diversity
 Impartiality: Evaluators shall operate in an impartial and unbiased manner and give a balanced presentation of strengths and weaknesses of the policy, program, project or organizational unit being evaluated.
 Conflict of Interest: Evaluators are required to disclose in writing any past experience, which may give rise to a potential conflict of interest, and to deal honestly in resolving any conflict of interest which may arise.
 Honesty and Integrity: Evaluators shall show honesty and integrity in their own behavior, negotiating honestly the evaluation costs, tasks, limitations, scope of results likely to be obtained, while accurately presenting their procedures, data and findings and highlighting any limitations or uncertainties of interpretation within the evaluation.
 Competence: Evaluators shall accurately represent their level of skills and knowledge and work only within the limits of their professional training and abilities in evaluation, declining assignments for which they do not have the skills and experience to complete successfully.
 Accountability: Evaluators are accountable for the completion of the agreed evaluation deliverables within the 30 days timeframe and budget agreed, while operating in a cost effective manner.
 Obligations to Participants: Evaluators shall respect and protect the rights and welfare of human subjects and communities, in accordance with the UN Universal Declaration of Human Rights and other human rights conventions. Evaluators shall respect differences in culture, local customs, religious beliefs and practices, personal interaction, gender roles, disability, age and ethnicity, while using evaluation instruments appropriate to the cultural setting. Evaluators shall ensure prospective participants are treated as autonomous agents, free to choose whether to participate in the evaluation, while ensuring that the relatively powerless are represented.
 Confidentiality: Evaluators shall respect people's right to provide information in

confidence and make participants aware of the scope and limits of confidentiality, while ensuring that sensitive information cannot be traced to its source.

 Avoidance of Harm: Evaluators shall act to minimize risks and harms to, and burdens on, those participating in the evaluation, without compromising the integrity of the evaluation findings.

 Accuracy, Completeness and Reliability: Evaluators have an obligation to ensure that evaluation reports and presentations are accurate, complete and reliable. Evaluators shall explicitly justify judgments, findings and conclusions and show their underlying rationale, so that stakeholders are in a position to assess them.

 Transparency: Evaluators shall clearly communicate to stakeholders the purpose of the evaluation, the criteria applied and the intended use of findings. Evaluators shall ensure that stakeholders have a say in shaping the evaluation and shall ensure that all documentation is readily available to and understood by stakeholders.

 Omissions and wrongdoing: Where evaluators find evidence of wrong-doing or unethical conduct, they are obliged to report it to the proper oversight authority.

The evaluator will have the final judgment on the findings, conclusions and recommendations of the evaluation report, and the evaluator must be protected from pressures to change information in the report. If the evaluator identifies issues of wrongdoing, fraud or other unethical conduct, UN Women procedures must be followed and confidentiality be maintained.

The UN Women Legal Framework for Addressing Non-Compliance with UN Standards of Conduct defines misconduct and the mechanisms within UN Women for reporting and investigating it.

14. Annex II: Key Evaluation Resources

 UN Women Evaluation Handbook and UN Women GERAAS evaluation quality checklist

http://www.unwomen.org/en/about-us/evaluation/decentralized-evaluations

 UN Women Evaluation Consultants Agreement Form

https://unw-gate.azurewebsites.net/resources/docs/SiteDocuments/UNWomen%20-%20CodeofConductforEvaluationForm-Consultants.pdf

 UNEG Norms and Standards for Evaluation in the UN

Annex 4. Evaluation matrix

Key issues (questions and sub-questions)	Indicators	Methodology (information source and collection methodology)	Limitations
1. Design and relevance (Development results framework)			
Is there a sound ToC (logic) behind each initiative? d. Are the ToCs well developed? Are they linked to each other? Are they clearly linked to the main UNWOMEN frameworks (i.e. is the strategic framework clearly linked to SN linked to Annual program and linked to the 6 selected initiatives)? Is there a M&E framework? Are the initiatives clearly related to UNWOMEN M&E framework (strategic plan + SN)? d. Is there a common definition and understanding of CD? Are trainings (same for other CD activities) developed	o A common ToC has been developed and is being used to develop UNOWMEN CD initiatives (ACTIL, Edutainement etc.) and this is part of a well-developed project document for each initiative ; Assumptions are clear; the link between the strategy is clear; a M&E framework is developed o The definition of CD is clear and agreed upon; the definition of CD includes knowledge learning activities (knowledge activities are clearly defined) o There is a manual on how to do training and good practices: o Targeting of training to organizational needs:	a. Desk review – key informant interviews b. and c. Desk review + key informant interviews + online questionnaire	a. Challenging to: understand ToC without full-fledged project documents; link different strategic frameworks (annual workplans change also indicators)

based on good practices?
 	
d. Is the "CD process framework" sound? In particular, how well the UNWOMEN driven trainings perform on the basis of 4 factors:
 	
    o Is there an adequate diagnostics? (What capacity gaps exist? Is training an appropriate means of organizational needs addressing these gaps? - What is the present capacity of those to be trained? What training is needed to address existing capacity gaps? - Who should be trained to meet organizational goals?- How strategic are the selected partners for driving CD initiatives in terms of mandate, influence, capacities and commitment?
 	
    o How is the design and delivery of the initiative been developed and implemented? Is the pedagogical approach sound?
 	
    o Is there an appropriate follow-up of the initiative? Is there an adequate support for transfer of learning in the workplace?
 	
d. In how far have trainings conducted e.g. on women leadership been based on demand by
	Organizational capacity diagnosis is conducted; Training-needs assessment is conducted; Strategic participant selection is finalized
	
	    o Pedagogical approach: Professional curriculum design matched to training needs; didactic methods are varied and appropriate for participant-level and training goals
	
	    o Support: In-class preparation is done to facilitate implementation of learning in the workplace through action learning to workplace learning and practical exercises; On-the-job follow-up support is implemented
	
	d. Beneficiaries consider the trainings as relevant to them
			c. Challenging to: review the diagnosis of the CD activities in case this was not done or no documents on it

UN Women COs and partners? To what extent do they reflect national or local priorities?			
2. Effectiveness/efficiency			
Effectiveness What have been the results of the CD activities in terms of the a) and b) development outcome? a. *Individual empowerment and change process (output)* o Have objectives (if clarified) been achieved (i.e. indicator 1.1. AWP 40 "Number of leaders trained, coached and mentored through the regional leadership center who are advocating for implementation of policies, constitutions and legislations that promote women's political participation" – has it been achieved?)? b. *Change in the organization, environment (outcome)* o What have been the results? Do M&E frameworks refer to this level of analysis?	*Individual empowerment and change process* o Indicators in the AWP and Annual Reports; formal review of learning in project-based training has ever been completed *Outcome – organization/environment change* o Formal review of	a. Annual report DRF output, outcome and impact (Reports); annual report narrative; formal review of learning in project-based training (questionnaire to participants) b. Formal review of learning in	a. and b. challenging to review the 2 levels of change for budget/time constraints; difficulty to get appropriate information on those results; difficulty to reach out to the participants/recipients; difficulty to measure the results of CD activities

	learning in project-based training has been completed (No indicators found in the AWP and Annual Report)	project-based training	
Efficiency a. Have the funds and activities of the 6 initiatives been delivered in a timely manner? If not, what were the bottlenecks encountered? How were they addressed? Could the activities and outputs have been delivered with fewer resources without reducing their quality and quantity?	a. Achievement of objectives VS disbursement/budget/time	a. Review of budget documents + key informant interviews	a. challenging and difficult to do, to review precisely budget documents to be able to exactly say whether funds could be used more efficiently
3. Sustainability			
Are knowledge results sustainable in terms of: a. Context: have the constraints in terms of environment been tackled? b. Organization and resources: have the issues at organizational level been tackled? For training programs: what is the follow-up of the trainings?	a. Contextual diagnosis at the beginning of the initiative and follow-up are appropriate b. Organizational diagnosis at the beginning of the initiative and follow-up are appropriate	a. and b. Desk review + key informant interviews + online questionnaire	a. and b. challenging to assess sustainability of CD activities for budget/time constraints and for the difficulty to assess the organizational context

Annex 5 – Intermediate Capacity Outcomes

An intermediate capacity outcome (ICO) is an improvement in the ability or disposition of stakeholders (or agents of change) to take actions. This improvement is considered an intermediate capacity outcome, because the expectation is that the stakeholders—thanks to the improved ability or disposition—will act to affect institutional changes toward the development goal of a capacity development program.

An ICO is the result of one or several steps (or deliverables) in the capacity development intervention (or initiative). These steps can involve different instruments (or learning approaches), including learning by- doing. Six standard ICOs provide a typology to guide the formulation of a capacity development program. The ICOs, their definitions and attributes are presented below:

Raised awareness	**Enhanced knowledge or skills**
Increased disposition to act, through, for example, improved • Understanding, • Attitude, • Confidence, or • Motivation	*Increased ability to act, through* • Acquisition of new knowledge or skills, or • Application of new knowledge or skills

Improved consensus and teamwork	**Strengthened coalitions**	**Enhanced networks**
Strengthened disposition or ability to act through improved collaboration within a group of people tied by a common task. This may involve for example, among team members, a stronger agreement or improved • Communication, • Coordination, • Cohesion, or • Contributions by the team members to the common task	*Strengthened disposition or ability to act through improved collaboration between individuals or groups with diverse objectives to advance a common agenda. This may involve, for example,* • Stronger agreement on a common agenda for action, • Increased commitment to act, • Improved trust among members, or • Improved ability of the coalition members to leverage their diverse strengths	*Strengthened disposition or ability to act through improved collaboration between individuals or groups with a common interest but not a formal common agenda for action. This may involve, for example,* • Improved processes for collaboration, • Stronger incentives for participation in the network, or • Increased traffic or communication among network members

New implementation know-how
Strengthened disposition or ability to act, arising from • Formulation of policies, strategies, or plans, or • Implementation of policies, strategies, or plans This may involve, for example, discovery and innovation associated with learning by doing.

Development practitioners can use the typology to develop project-specific objectives for capacity development as well as identify key points to observe, monitor and measure change in the capacity areas in need of improvement. By monitoring these points, practitioners can track progress toward the achievement of measurable results. If sufficient progress has not been made, they can revise project activities as necessary in a timely manner.

Deciding on the ICOs to be achieved requires assessing what local agents need to advance a change process. Once practitioners identify these outcomes, they can plan capacity development activities in a more concrete way by:

• **Identifying local agents of change**: Who are the local agents that will drive change? For example, agents may be individuals or groups of individuals in an organization, such as senior-level officials from the ministry of finance who hold lead responsibility for budget planning.

• **Defining learning objectives**: What differences are expected after the capacity development intervention is successfully completed? Are changes expected in behaviors, relationships, processes or development actions? For example, improved consensus might be an agreement reached within the ministry of finance among the departments of budget, finance, and accounting on the process for implementing a medium term budget framework.

• **Developing an implementation approach:** What are the most appropriate activities to achieve the targeted ICOs? For example, which activities would be appropriate for enhancing skills in government to implement a medium term budget framework? A conventional approach would be to conduct a training course on budgeting for local officials. However, to achieve ICOs, semi-structured learning activities—such as peer-to-peer knowledge exchanges or an action-learning workshop—might be more appropriate. Thus, considering the outcomes to achieve helps practitioners move beyond conventional training activities toward transformational learning activities that advance results.

ICOs	Examples of Objectives	Examples of Indicators
Raised awareness	Improve participant confidence and motivation to implement budget reform	Number and percentage of staff in line ministries targeted by a program who report improved confidence and motivation to implement budget reform
Enhanced knowledge or skills	Enhance staff ability to apply new skills in medium term budget planning	Number and percentage of finance division staff trained in macro-economic forecasting who apply the tools in planning a medium term budget
Improved consensus and teamwork	Improve communication and coordination among departments of the ministry of finance on an action plan for implementing a medium term budget framework	Improved communication and coordination within the ministry of finance among the departments of budget, finance, and accounting contributed to move forward the action plan for implementing a medium term budget framework
Strengthened coalitions	Advance multiple stakeholders' common agenda for action to implement a medium term budget framework	Joint plan of action to implement a medium term budget framework moved forward by ministry of finance, planning commission, and line ministries
Enhanced networks	Strengthen the ability of stakeholders with varying agendas but connected by common interests to apply technical standards	Application of common technical standards among community of practice of local budget directors
New implementation know-how	Formulate the ministry of finance and line ministries' implementation strategy for the medium term budget framework through an experiential participatory process	Strategy for implementation of medium term budget framework developed by ministry of finance and line ministries, based on a learning-by-doing approach

Source: author on the basis of World Bank Institute 2008

Annex 6. - Evaluation questionnaire for interviews

Introductory notes
- The following guiding questions are intended mainly to be used for semi-structured interviews with UNWOMEN staff and partners:
- The questions provided below are meant to serve as a menu. Only relevant questions will be used in each interview, depending on the experience and involvement of the interviewee in each of the initiatives selected.

Steps
- Introduction of evaluator/s and interviewee
- Introduction of the interview purpose
- Obtain the consent of the interviewee
- Question and answer

Guiding Questions

Introductory Questions:
- Tell me about your role and involvement in the initiative under review?

- What have been some of the key UNWOMEN successes and challenges facing the initiative in terms of the design, implementation and results?

Design and relevance:
1. To what extend is a ToC explicit? Is there a initiative/Project document ?
2. Is there a M&E framework?
   a. Is the M&E frameworks clearly linked to the main UNWOMEN frameworks (i.e. is the strategic framework clearly linked to SN linked to Annual program and linked to the 6 selected initiatives) – where are your initiatives results mentioned in the UNWOMEN framework and what do they contribute them towards?
   b. Do you have a clear idea of the initiative's strategic outcomes and outputs? Do results causally link to the intended outputs (immediate outcomes) that link to the outcomes and broader impact (development goal)?
3. Why did you design the initiative and what kind of needs (national and local) were you trying to address?
   a. To what extent has the initiative addressed relevant country needs, particularly the needs of targeted women and girls?
   b. In how far have trainings conducted e.g. on women leadership been based on demand by UN Women COs and partners? To what extent do they reflect national or local priorities?
4. TO what extent these interventions have been engaging men/boys as well?

Specifically, on training initiatives:

5. Why is this training being developed? (e.g., Are there compliance reasons? Is it needed for certain kinds of work? Are these interpersonal skills that will enable work in certain areas?)
6. What domain of learning is being targeted: knowledge, skills, or attitude/behavior?
7. Does this training seek to enable, inform, or change behavior, including the manner in which people's emotions, feelings, or attitudes are brought into play?
8. Will the training teach a skill that requires practice and can be measured?
9. Design of the operations – was there an appropriate diagnosis?
10. Is there an adequate targeting of CD initiative such as training to organizational needs? (What capacity gaps exist? Is training an appropriate means of organizational needs addressing these gaps? - What is the present capacity of those to be trained? What training is needed to address existing capacity gaps? - Who should be trained to meet organizational goals? How strategic are the selected partners for driving CD initiatives in terms of mandate, influence, capacities and commitment?

Effectiveness/efficiency:
11. Do you have a clear idea of the initiative outputs? If so, is the initiative making sufficient progress towards its planned outputs? To what extent has the initiative achieved its planned outputs or result areas? How was the quality of the outputs or benefits delivered by the initiative? Do the benefits accrue equally to men and women?
12. What have been the results of the CD activities in terms of the a) Individual empowerment and change process and b) Change in the organization, environment (outcome) development outcome?
13. Have the funds and activities of the 6 initiatives been delivered in a timely manner? If not, what were the bottlenecks encountered? How were they addressed? Could the activities and outputs have been delivered with fewer resources without reducing their quality and quantity?
14. Are there sufficient resources (financial, time, people) allocated to integrate human rights and gender equality in the design, implementation, monitoring and evaluation of the intiatives? Were there any constraints (e.g. political, practical, and bureaucratic) to addressing human rights and gender equality efficiently during implementation?

Sustainability:
15. Are knowledge results sustainable in terms of:
    c. Context: have the constraints in terms of environment been tackled?
    d. Organization and resources: have the issues at organizational level been tackled?
16. For training programs: what is the follow-up of the trainings?

Organizational performance as an institution (Management and coordination (OEEF)
17. Based on the design, relevance, effectiveness and sustainability, what is the added value of UNWOMEN and comparative advantage in this area of work compared with other UN entities and partners in:

    o Supporting training activities? How have other existing training facilities been utilized for delivering the required CD support?
    o As a knowledge broker?

- o As a convener?
- o As a partner mobilization?

18. To what extent the M&E systems and processes in place allow for correct monitoring and evaluation of the 6 initiatives?
- Quality of M&E framework in terms of
    - o SMART indicators
    - o Clear definition and link between impact, outcomes, outputs
    - o M&E tools and approaches (i.e. how you measure umber of leaders trained, coached and mentored through the regional leadership center who are advocating for implementation of policies, constitutions and legislations that promote women's political participation?)

Annex 7. Online survey questionnaire

<div align="center">

Survey Questionnaire

</div>

Introduction

UN Women has identified capacity development as one of its organizational principles and foundation strategy for effective and sustainable development. Capacity development activities are learning activities such as trainings, workshops, networking events etc.

6 capacity development initiatives developed by UNWOMEN Eastern and Southern Africa Regional Office (ESARO) have been selected for an evaluation to: a) better understand their results on the ground (i.e. have training participants applied the knowledge they acquired during the training) and b) analyze whether the process of developing those initiatives have been sound (i.e. has the design and delivery of a training been appropriate for the level of participants).

I would be very grateful if you could answer a few questions for those 2 elements (design and results) – in particular, I would be very interested to learn about the results of those initiatives. Your answers will be crucial for UNWOMEN to learn from you and possibly improve their activities in line to what you need. **Certainly, your answers will be kept confidential.**

I thank you very much for your time and candor.

1. **Respondent Profile**
   Gender: Male -------   Female ------------
   Institution Represented : _____UN Agency   _____Government   ____NGO/CSO _____Private Sector
   Current Position of Respondent in the Institution _____

2. **Design and delivery of the initiative**
   2.1. To what extent has the UNWOMEN initiative been in line with your expectations in terms of how it was designed and delivered (for instance, the level of the trainings participants was not satisfactory to you or the initiative was not very relevant for some reasons or the content was not in line with your needs)? _____
   _____

   2.2. Do you think something could have been improved? _____
   _____

3. **Results**
   3.1. What did you learn from those activities – for training initiatives?_____
   _____

3.2. What were the most important results of this initiative/event to your appraisal (i.e. the people you met, the things you have learned)- for non-training initiatives?

3.3. To what extent have you been able to apply what you have learned? _____

_____

3.4. If you are applying what you have learned, what are the results of your applying the knowledge (i.e. for instance, you may have motivated other people to act on the basis of your leadership training)? - for training initiatives? _____

_____

3.5. Do you think you are doing something as a consequence of the UNWOMEN event/initiative? What exactly (i.e. you are networking with the people you met, you are applying some knowledge you gathered during the initiative) - for non-training initiatives?

3.6. If you have problems applying the knowledge, what kind of constraints do you have (i.e. is your organization not supporting you to apply the knowledge) _____

_____

3.7. To what extent has UNWOMEN followed-up this initiative with you (i.e. more trainings, follow-up events)?

Any other comments?

_____

Thank you!

Annex 8 – Developing efficiency measures for ACTIL

Despite the lack of material on efficiency related issues, this evaluation developed an exercise on efficiency for ACTIL developing 3 efficiency measures:

- Capacity utilization
- Cost per trainee
- Expenses in KSHS per Participant Day Delivered

1st EFFICIENCY MEASURE: CAPACITY UTILIZATION

A measure of operational efficiency: how busy is the organizaiton in its primary activity, delivering trainings

Assume: Capacity = Work Year   ACTIL has no own facilities rahter rents conference space, so physical capactiy theoretically limitless
Assume: work days in year   260   < Any seasonal, other blackout periods to account for?
Target session size   30   Assuming ACTIL at this early stage can only administer 1 group at a time, on any given day

Define KPI: Participant Day Delivered   1 participant gets 1 day of training = 1 participant day

Participant Days Delivered at 100% utilization   7 800   < Mathimatical max, not realistic in real life, will overheat the delivery organization and logistically impossible
Participant Days Delivered at 80% utilization   6 240   < Real life maximum, full steam utilization is around 80%
Participant Days Delivered at 60% utilization   4 680   < hypothetical operational limit for them; in a growth phase staff need to spend time on "sales" to build for future;
          also, delivery ops will not be stable or standardized so more staff time needed just to manage delivery
Their plan sugggests around 34% on average   2 661   < the constraint here is "sales", not "ops" as in my comments under 60%.
          The plan is good in that it tries to estimate realistically from the "sales" side

		THEIR PLAN		EVALUATION OPINION						
Participant Days Delivered at Utilization:	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	110%
	780	1 560	2 340	3 120	3 900	4 680	5 460	6 240	7 020	7 800	8 580

	2013	2014	2015	2016
Participant Days Delivered	674	2 123	1 120 ?	
Utilization	9%	27%	14% ?	

Conclusions

ACTIL came close to *their target/planned* utilization in 2014 but not 2015, what happened?
CTIL came close to *their target/planned* utilization but did not quite reach their own target
ACTIL could be more ambitious and go for 50% or so over the next couple of years, 60% with more courses for more outside organizations
Data needed: validate the participant numbers as being the latest and most complete, accurate

2nd EFFICIENCY MEASURE: COST PER TRAINEE

*A measure of *breadth* of impact - how wide a net the instituion is casting, how many different individuals does it touch with its programs*

	2013	2014	2015	2016
Participants	118	338	195	
Compare: PLAN Trainees enrolled	350	385	424	

Expenses per participant taught

Conclusions
Iin 2014 ACTIL hit target scale, demonstrating that
the existing team *can* deliver about what the plan calls for

Data needed: full participant lists (names) for each training delivered, to see if the same people are doing all trainings / determine the number of unique participants
Data needed: ACTUAL financial data for 2013-2015 (assuming 2016 not yet ready)

110

3rd EFFICIENCY MEASURE: EXPENSES in KSHS per PDD

in KSHS	2013	2014	2015	2016
Admin Staff Expense				
Faculty Staff Expense				
Total Staff Expense				
OpEx				
CapEx				
Total Expenses	0	0	0	0
ACTUAL KSHS/PDD	-	-	-	
Compare: PLAN KSHS/PDD	261 891	181 600		

Conclusions
Mission actual financial numbers, only the PLAN document
Data needed: ACTUAL financial data for 2013-2015 (assuming 2016 not yet ready)

Annex 9 – What is the current understanding of capacity development

In light of the Millennium Development Goals and the increasing focus on fragile states in development assistance, capacity development continues to be considered a priority for the development community. Participants to the Cairo Workshop on Capacity Development in 2011 have produced a "Cairo Consensus" reiterating the importance of capacity development to development effectiveness.

Acknowledging the importance of capacity development, UNDP argues that "the world's commitment to achieve the Millennium Development Goals by 2015 cannot succeed without adequate country capacity. Regardless of how much funding and how much external support is given, development efforts in many of the poorest countries will fail without enhanced country capacity both at the national and local levels" (OECD 2006, p.48). It is estimated that donors spend more than 30 billion per year on a range of CD activities to enhance the institutional capacity of country partners. There is in fact a broad consensus among development thinkers and practitioners that enhancing country capacity is a precondition for development. "Lack of requisite capacity undermines state effectiveness, impedes revenue collection efforts, compromises delivery of basic social services such as healthcare and education, and promotes corruption. In the absence of strong and coordinated support for capacity development, the efficacy of ongoing and future reform initiatives would remain in danger of reversal" (UNDP 2010, p. 16).

A careful investigation of the literature on capacity development shows that there is some agreement in the development community about what capacity development practically is[88]. The understanding of capacity development has evolved over time in line with donors' thinking about development. "In the past, capacity development was understood as what outsiders can do to build the capacity of others, like training or technical assistance. Today, however, it is seen as an endogenous process for which in-country partners are responsible" (International Dialogue on Peacebuilding and Statebuilding 2011, p.3).

The table below captures some of the ideas that constitute the current understanding of capacity development (Box 1).

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[88] For instance, Walters argue that Official agencies (UNDP 2006, DAC 2006), academic writers (Morgan 2006, Fowler 2006) international NGOs (Lipson and Warren 2006) and local practitioners (James and Wrigley 2006) all agree on certain aspects of capacity building such as the latter being an endogenous process.

Current understanding of capacity development

- Capacity development is an **endogenous and long-term process** ('formed from within') that involves multiple actors taking responsibility for the process of change. As the box below shows this endogenous process builds on existing capacities rather than creating new ones as there is no situation in which capacity does not exist.
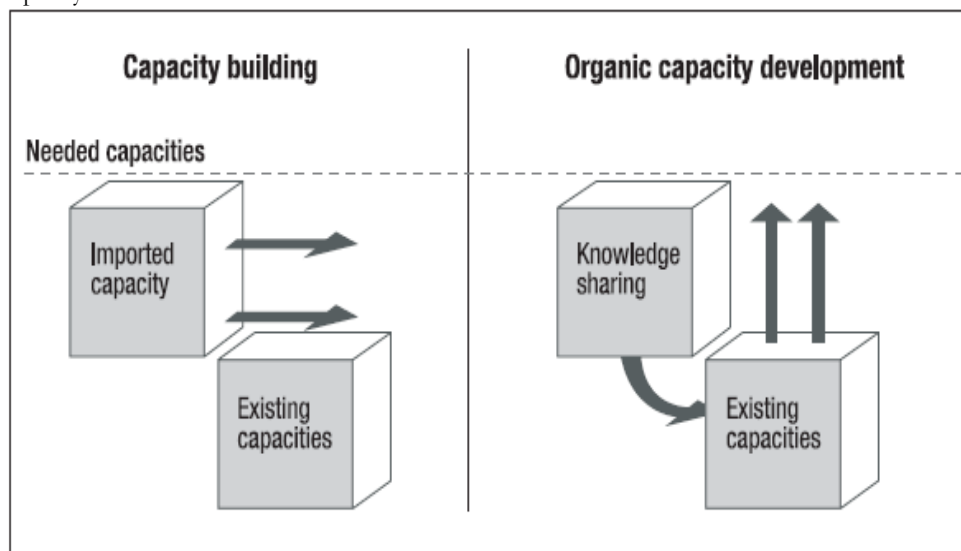
- It is a **complex, human process** that involves changes in **relationship and behavior** between elements.
- It involves shifts in **power** and **identity** – capacity involves 'people acting together to take control over their own lives'
- In this vein, it is about **empowering people**, a means by which individuals, institutions and societies are empowered to make choices and chart their own development course.
- It also involves **changing in the organizations and institutions**, which in its turn means changing in power relations and changing power relations (eg. gender equality).

Source: own visualization drawn from Walters 2007.

In line with the understanding of capacity development as endogenous process, capacity development cannot be imported but it can be supported or promoted.
In this vein, the focus of this literature is on *capacity development initiatives that support endogenous processes through* **deliberate actions**[89].

Those deliberate actions can include learning, knowledge and information exchange.In this regard, if in the past the promotion of capacity development was mainly considered as building individual skills through TA and trainings, the activities for supporting capacity development are now considered to be much broader than that. "Traditional capacity development is shifting from a focus on individual skills and organizational systems to entire

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[89] The analysis of which particular capacity emerges over time is out of the scope of this review.

leadership teams, multi-stakeholder coalitions and social networks to forge consensus for measurable and lasting change" (World Bank Institute 2011, p. ix). Capacity development is to be considered as a transformational and country-led process of change to facilitate achievement of development results.

Proposed operational definition of capacity development[90]

> Capacity development involves the empowerment of societal actors through learning, knowledge, information and innovation in order to effect transformational and sustainable changes in local institutions, which in turn enable achievement of their goals.

Source: author on the basis of the work of World Bank Institute

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[90] As the Approach Paper duly notes the study uses the operational definitions of capacity development derived from the WBI Capacity Development and Results Framework (CDRF) but at the same time it acknowledges that these definition is not meant to be prescriptive but a guide

[91] There is a whole literature on which specific capacities could be developed (morgan, (Browne, 2002). (Lavergne and Saxby, 2001).

Annex 10. How CD initiative should be developed step-by-step

Training success is predicated on an adequate design process. Research confirms that good training design process is found to involve three characteristics:

- Targeting of training content, anchored in diagnosis of institutional and/or organizational capacity gaps, formal assessment of participant training needs, and strategic participant selection (diagnosis)
- Use of appropriate and professional pedagogic design, including opportunities to practice learned skills (design and delivery)
- Provision of follow-up sport to trainees to help them implement knowledge and skills acquired (follow-up)

1. Training diagnostics

Research has demonstrated that targeting of training content has been found to be the most important design factor driving training success. For training to be well-targeted, organizational and institutional capacity gaps need to be correctly diagnosed, specific training needs must be assessed, and participants should be selected in a strategic manner. Correct diagnosis of training needs should both identify organizational and/or institutional capacity gaps to be targeted and the best means of addressing these gaps. The human, resource, and incentive dimensions of capacity should be considered in order to determine whether training is needed, and what other forms of capacity support are needed, in order to facilitate the implementation of training. The target organization should play an active role in diagnostic exercises, both to better identify capacity problems and to ensure client commitment to training goals.

3 processes are used to target training:

- **Diagnosis of capacity gaps** involves assessment of existing organizational, institutional, and human capacity gaps and of the appropriateness of training as a means to address these gaps.
- **Training-needs assessment** roots training design in an understanding of the present capacities of the individuals to be trained and the specific knowledge and skills that participants must acquire in order to meet development objectives.
- **Strategic participant selection** is necessary to ensure that the participants trained are those whose capacities must be built up in order to meet development objectives.

Diagnostics of capacity gaps

Diagnosis involves identification of human, institutional, and organizational capacity gaps that must be addressed in order to achieve development objectives. Diagnostic exercises should also consider what means are most appropriate for addressing these gaps: some human capacity gaps are better addressed through on-the-job technical assistance or the provision of independent learning materials. Moreover, diagnosis must also determine whether there are critical contextual conditions, such as resource or incentive constraints, that are likely to block successful implementation of the application of the knowledge.

As a good example, at Motorola University, new course topics are initiated by the company's production managers, on the basis of production problems in their units. Instructional designers are then commissioned to determine whether weak performance is attributable to knowledge or skills gaps—which are best addressed through training—or to other constraints, such as incentives, resources, or production processes.

When Not to Train

Training is not always the best way to address human capacity gaps. Other types of capacity-building interventions may be more appropriate when:
• Solving a problem requires applying a technique rather than building knowledge or skills,
• The number of persons requiring knowledge and skills is limited,
• Tasks are easy to learn,
• Learners have a strong background in the topic and new knowledge and skills can be self-acquired, and
• Learners are not used to or comfortable in classroom environments.

Source: author

Once diagnosis has determined the capacity needs to be addressed by training, a training needs assessment provides specific information on what participants need to learn, the issues they face, and what is expected from the training.

Training needs assessment
Training-needs assessment is used to determine what specific knowledge or skills must be learned to achieve capacity goals. A training needs assessment can be done as part of a diagnostic exercise or separately from it. As a good example, for InWEnt's multiyear training projects in the field of education, one education expert is contracted to diagnose what capacity gaps the program should address (for example, improving math instruction) and a second expert in the specific target field, is subsequently contracted to do a training-needs assessment and to design a learning program. To do this, a good starting point is a stakeholder analysis, which helps identify the best sources of information regarding training needs. Informants can report on whom they would like to see trained, what type of training is needed, or even who could potentially be a trainer. Involving many stakeholders allows the information to be triangulated and avoids bias caused by too much focus on any one type of respondent.

The training-needs assessment usually provides the necessary information for selecting participants or identifying the target group

Participant selection
For training to contribute to development objectives, it has to involve the right people, and the right combination of people, in any given classroom. Optimal participant selection strategies vary depending on the development objectives. For certain types of training, it is essential for all trainees to have similar levels of experience and expertise in order to facilitate learning, whereas for others, it may be useful to train an entire unit together, placing high-level managers and low-level assistants in the same classroom. There are circumstances where assembling training participants with a broad range of experience is desirable. However, in many researches done on participant selection it has been found that having equal levels of experience and knowledge was an important contributor to perceptions of

successful training. This finding suggests that where participants of similar backgrounds were preferable, this condition was insufficiently ensured.

Participant selection, including the number of people to be trained, as well as how diverse they are, must be linked with course objectives and the context in which change is taking place. The box below shows some of the ways to select participants for training programs

Type of participant selection for training programs

Type of strategy	Strategy description	Appropriate use of strategy	Example
Competitive	Selection based on a competitive application process.	Recruitment of new personnel to be trained for specific roles in the target organization. Selection may be phased, with performance in the first stage of the course determining continued participation. Strategy may be used in multicountry or multiorganization courses to ensure uniform high quality of training participants.	In the Bangladesh Procurement Reform Project, participants in the training of trainers program were selected through a multistage competitive application process. Initial training was done of trainers who had passed the screening process. The best performers in the first training course were selected to proceed to subsequent courses.
Targeted	Invitation of participants based on highly specified job profiles.	Training needed only for persons fulfilling specific key functions within an organization. These may be key decision makers or persons with specialized technical skills.	Trainees for plant protection and seed/plant certification as part of the Tunisia Agricultural Support Services project were selected on the basis of job profiles. Only technicians or high-level members of laboratories were accepted.
Widespread	Training large numbers of people in an organization or across a sector, often with different job functions and levels of expertise.	Training objectives are organizationwide, necessitate building support for change, or call for the coordinated action of persons serving a range of organizational functions.	The Initial Education Project in Mexico trained 1.3 million parents of children aged 0–4 in rural communities of 500–2,500 inhabitants, in order to help them play a positive role in their children's education.
Demand-driven	Training is open to (qualified) participants on a willingness-to-pay basis. Includes fee-based training and training with cofinancing credits.	Training for private sector organizations or in the context of community-driven development programs, where the participants are in the best position to evaluate their own needs.	The Competitiveness and Enterprise Development project in Burkina Faso offered 50 percent cofinancing credits to businesses requesting training support. Businesses were responsible for procuring their own training once the credits had been awarded.

Source: World Bank Using Training to Build Capacity for Development An Evaluation of the World Bank's Project-Based and WBI Training

The levels and backgrounds of the participants help determine the appropriate depth and level of detail of the training. Furthermore, task and job analyses help prioritize learning needs, in order to assign proper time allocation during training delivery. This aggregated information should, in turn, influence the method in which knowledge and skills will be imparted: face-to-face communication, interactive exercises, lectures, etc.

2. Design-delivery of training

Good pedagogy involves the matching of curriculum and learning methods to training goals and participant characteristics. Good training design seeks to achieve learning and to support the trainee in applying new knowledge and skills in the workplace. The two training-design

practices most commonly associated in the literature with supporting transfer of learning to the workplace are: a) The use of practical learning techniques such as exercises, action plans, and projects where the trainee has the opportunity to explore how learned knowledge and skills relate to or could be implemented in his or her workplace environment; and b) the follow-up support through on-the-job technical assistance or access to off-site expert coaching or advice.

There is no best strategy on how to design and deliver a training, as this depend on several considerations, many of which will depend on the first training diagnosis.
The following six principles provide useful guidelines for successful adult learning.

- Participation: People learn better and remember more when they are actively engaged in the learning process. Practical exercises, discussions, simulations, and games also prompt participants to share their knowledge and experiences, thus fostering a collaborative environment.
- Understanding: Checking participants' understanding by asking questions, listening to their discussions, or using a vocabulary appropriate to their level (as determined by the training needs assessment) can all improve the learning process.
- Feedback: Providing opportunities to practice and giving trainees specific feedback information on the quality of their work gives participants a sense of their progress toward the learning objectives.
- Interest: The relevance of the training objectives to the needs of the participants is crucial in developing the participants' interest and ownership of the training. Providing various case studies and activities will help stimulate and maintain interest.
- Emphasis: Focusing the attention of participants on the most important points of the training, by spending more time on important topics and allowing sufficient time to practice new skills, will help them remember the key lessons from the training.
- Results: Keeping participants informed of their progress, and recognizing them for work well done will increase their confidence in newly acquired skills and knowledge, and encourage them to use what they have learned.

Also, there should be a focus on how to use IT effectively and use more distance and remote learning. In this sense, classrooms could be held online. Teachers are invaluable for learning languages - but they don't need to be physically in the same room.

3. Follow up
Follow-up activities assist in the transfer of training to the workplace, by helping to address any barriers to the working environment, and by maintaining participants' motivation to apply new learning. Follow-up, through technical assistance or supervision, can help trainees adapt the learning to real-life situations. Furthermore, follow-up can contribute to self efficacy (confidence in one's ability to perform successfully) and motivation, two factors shown to impact skill maintenance

Follow-up support for trainees is in fact recognized in the literature as a second important method for assisting trainees in applying learning. Research has indicated that learning, particularly of skills, is far less likely to be retained and implemented if it is not reinforced by follow-up support once trainees return to the workplace. Where follow-up support is not given, short-term learning gains often do not translate into sustainable behavioral change, due to participant uncertainty about how to apply the learning or lack of positive

reinforcement in the workplace for learning application. As one training expert[92] notes, "training should not be seen as an end, but as a means to achieving the organizational objective. The changing of behavioral patterns is a long-term undertaking which, to be successful, needs to be continually monitored and reinforced . . . It is necessary to look beyond training by establishing a coaching and mentoring period to follow the training."
As a good example, Motorola provides coaches to help employees adapt and implement the training to the job, and sets up a Web page to facilitate dialogue among course alumni.

Follow-up can be assured by colleagues and management within the selected organization – the organization delivering the training does not have to always follow-up itself. Research has in fact shown that the support of managers and colleagues in the implementation of learning as the single most important determinant of training success, with availability of material resources and targeting of training emerging as other important variables. As the United Nations Development Programme argued in a 2006 capacity-development practice note: "Attempts to address capacity issues at any one level, without taking into account the others, are likely to result in developments that are skewed, inefficient, and, in the end, unsustainable." Specific incentives for application of new knowledge and skills include the support and encouragement of managers and colleagues and the existence of legal/regulatory frameworks for implementation of learning. Also, training should not be seen as an end, but as a means to achieving the organizational objective. The changing of behavioral patterns is a long-term undertaking which, to be successful, needs to be continually monitored and reinforced. It is necessary to look beyond training by establishing a coaching and mentoring period to follow the training.

4. Traning evaluation

For training programs to be effectively developed and implemented, an appropriate M&E system must be developed.

The box below shows the 4 level of evaluation training that should be considered when developing such an M&E system.

4 levels of evaluation training

Most training evaluation models today are based on the Kirkpatrick four-level model, described in the table below. Level 1 gauges participant satisfaction and the other three evaluation levels correspond with stages in the results chain.

Level	Measures	Common Means of Verification
Level 1	Participant satisfaction	End-of-course participant questionnaires.
Level 2	Learning outputs	Posttests, sometimes as compared with pretests.
Level 3	Performance change outcomes	Multiple, including observation, interviews and surveys of participants, colleagues, and supervisors.
Level 4	Organizational impact/results	Multiple, including comparisons with baseline organizational performance measures, surveys, and interviews with key informants.

Source:

The table below is a checklist summarizing the to-do list for developing a training program

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Checklist diagnosis

1. Training capacity diagnosis	Do you need a training? Have you conducted a Capacity diagnosis has been conducted? Has Human capacity building correctly identified as necessary for achievement of development objectives	☐
	Have you conducted a training-needs assessments?	☐
	Strategic participant selection	☐
2. Design	Have you developed Clear and specific learning goals?	☐
	Have you developed Training curriculum based on organizational needs ?	☐
	Have you considered To what extent are participatory methods or practical exercises necessary in order to achieve sustainable learning?	☐
	Have you considered the appropriateness of the length How much time should be devoted to specific topics? Have you considered that the length of training program in benchmarking institutions may be 20 to 2 month long?	☐
	Learning program based on correct assessment of the present capacities of participants	☐
3. Delivery	Have you made sure the curriculum and didactic methods appropriate for learning goals?	☐
	Have you made a decision on whether training content be delivered all at one time or spread out over weeks or months?	☐
	Are Practical exercises and action learning techniques being done?	☐
	Have you thought about whether small class sizes necessary to facilitate learning?	☐
	Have you thought about whether course content be covered using electronic or distance learning, or is face-to-face, classroom-based training necessary?	☐
	Are competent trainers being used?	☐
4. Follow-up	How do you make sure participants apply what they have learned?	☐
	Have you created a follow-up system whereby you would follow up on participants?	☐
5. M&E	Have you developed a M&E system for the 4 level of training evaluation information?	☐

Source: author

Annex 11 - Articulated recommendations for each of the initiatives under review

ACTIL

There is and there should be strong interest to continue support ACTIL and to make it a reputable international center. However, the primary and urgent focus should be on creating a solid internal system in terms of strategy, curriculum, staff, resource mobilization etc.
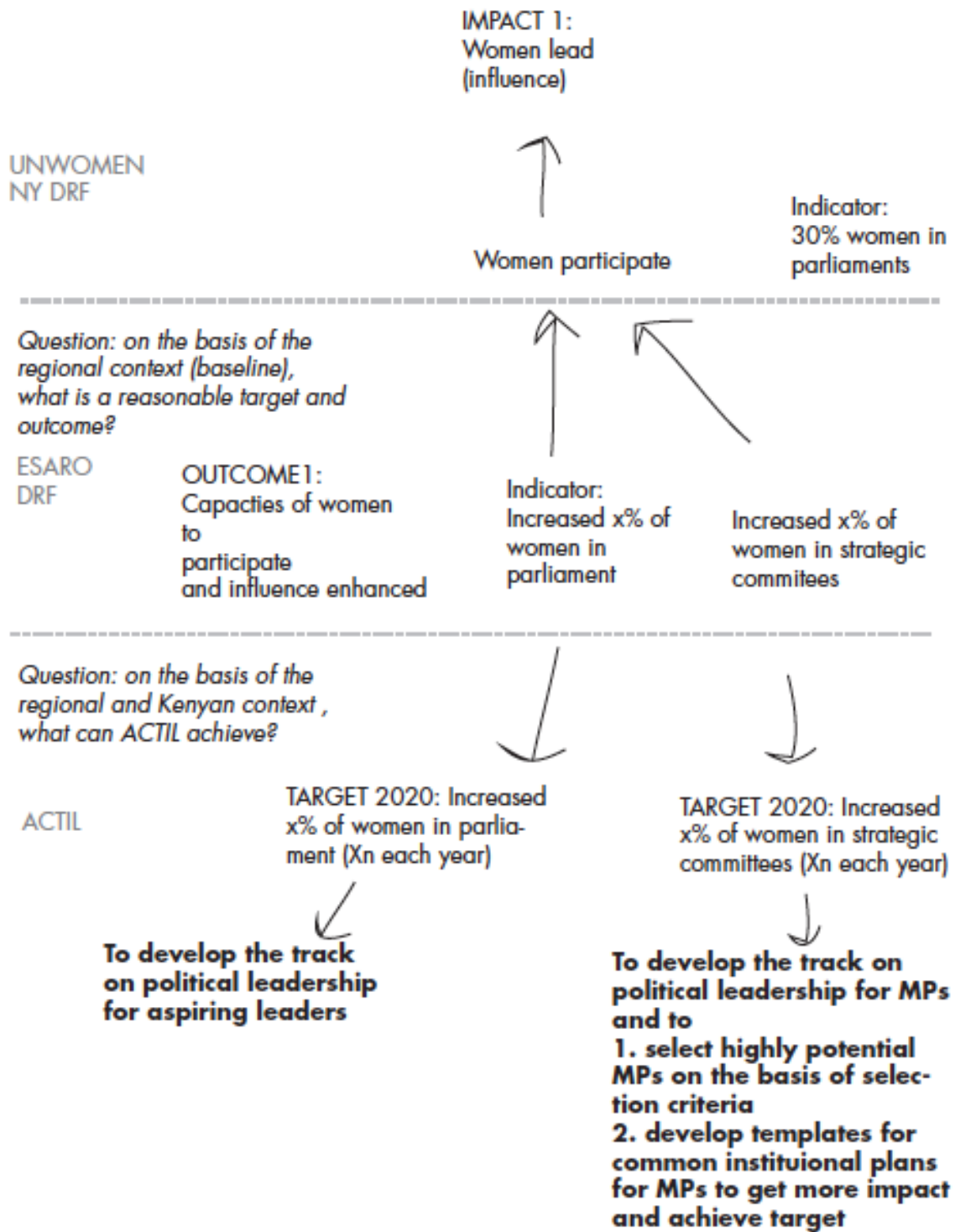
For UNWOMEN management (headquarters, country offices)
- To conduct an assessment of the capacity of Kenyatta University and ACTIL right now to understand what gaps exist now and how can they be filled moving forward. On that basis and on the basis of the objectives set up, make sure that the right people are recruited by ACTIL to fulfill the mandate;
- To consider a way to develop a longer-term strategy with some flexibility on how to manage resources (i.e. planning ahead in terms of developing a clear calendar of trainings over a year means planning and managing ahead some resources);

For ACTIL, ESARO and Kenyatta University
- To develop a stronger strategy based on a sound M&E structure (and ToC) around the program and links to UNWOMEN impact areas:
  - To think over the vision again: is the vision to attract as many participants as possiblly become a "center of excellence" or is the vision to position the center as a model, example and partner to similar initiatives elsewhere on the continent? What is the consequence in terms of sustainability and revenue generation? The objective of this reflection would be to set up a realistic strategy in terms of the expectations of what ACTIL can really achieve in the longer run.
  - To develop a longer-term strategy with trainings scheduled during that period
  - To develop metrics such as targets and objectives and to link them to the UNWOMEN impact areas (i.e. ACTIL target 2017 is to contribute to 30% increase in women appointment to parliament). The figure below shows an example of how a linkage between the objectives and targets of UNWOMEN, ESARO and ACTIL could help fine-tune the tracks, the curricula and selection criteria

Linking ACTIL targets to UNWOMEN Impact Areas

IMPACT 1:
Women lead
(influence)

UNWOMEN
NY DRF

Indicator:
30% women in
parliaments

Women participate

Question: on the basis of the
regional context (baseline),
what is a reasonable target and
outcome?

ESARO
DRF

OUTCOME1:
Capacties of women
to
participate
and influence enhanced

Indicator:
Increased x% of
women in
parliament

Increased x% of
women in strategic
commitees

Question: on the basis of the
regional and Kenyan context ,
what can ACTIL achieve?

ACTIL

TARGET 2020: Increased
x% of women in parlia-
ment (Xn each year)

TARGET 2020: Increased
x% of women in strategic
committees (Xn each year)

**To develop the track
on political leadership
for aspiring leaders**

**To develop the track on
political leadership for MPs
and to
1. select highly potential
MPs on the basis of selec-
tion criteria
2. develop templates for
common instituional plans
for MPs to get more impact
and achieve target**

Source: author

- o To retrieve the initial idea to develop "institutional plans" at the end of the ACTIL training programs but also develop common institutional plans for people coming from the same institutions (i.e. parliament) so that women can build on each others' strengths to achieve the objective and so that it is easier to measure success. For that to happen, it is recommended to prepare a common template with criteria and actions (i.e. "to participate in a strategic committee") so that participants could decide their own institutional plan asking themselves "what is the best strategy for us to change the status quo" on the basis of the proposed actions
  - o To develop a communication/marketing plan for ACTIL and to possibly recruit a communication advisor – to make it more "catchy" and interesting for potential candidates to apply for the training:
    - ▪ To clearly state the uniqueness of this center VS other leadership centers
    - ▪ To make messages clear and catchy
    - ▪ To prepare brochure material with testimonials
- To develop stronger selection criteria (part of this is currently being done by ESARO):
  - o To build on the success stories to identify an "ideal profile" based on the stories of Doctor Reginalda and other successful people
  - o To select only the most promising people based on attitudinal tests
  - o To try to have a uniformed set of participants also from the same organization so that the institutional plan could be built together
- To do diagnoses of capacity gaps of some organizations (i.e. parliaments) so that the training can be even better tailored at addressing the real problems. A respondent of the online questionnaire proposes the following "I would further suggest that future trainings should look into the shortcomings of our parliaments so as to tailor and strategically plan training for specific parliaments. I personally note that I still have issues in that area particularly because we do not have enough resource research personal at parliament there for making my debate contributions weak. For instance, I personally think as first time women parliamentarians at the time of the workshop could have benefited more speech writing and presentation considering the fact that most women MPs in Zimbabwe were fresh in the political arena and selected by affirmative action and another factor which is little resource support in that area by our parliament".
- To develop a sound alumni network as follow-up by trainers and ACTIL is not possible. To build and foster the alumni network through an office of alumni affairs; to capture case studies and their results for sharing among alumni; to also start collecting some survey data from their alumni at regular intervals and suggest the 2, 5 and 10 year cycle.
- To test a Strategic Talent Management framework for the school, run out of Alumni Affairs (sustainability)
- To build a core team of trainers who would spend more time on ACTIL - this is being currently proposed. Also, to select carefully who will teach and do an assessment of possible trainers on the basis of selection criteria

- To develop an International faculty to become more appetible for participants to apply – this is already being done (university of Illinois)
- To concentrate more in the future on the "aspiring leaders" streams - this needs to be developed yet after the track on MPs and political leaders get more traction
- On the curriculum, to ensure that curriculum should include:
  - Required: core modules leading to certification
  - Optional: flexible modules that can adapt to current needs
  - Consider introducing Action Learning – using case studies from participants' current work agendas in the learning
  - Review the progress of some recommendations (ACTIL Curriculum Review Workshop 30 June to 4th July 2015) to slightly revise the curriculum to ensure a real transformation in the training participants
- To develop a need strong accreditation certificates by defining the certification such that it has private sector value and career advancement value outside the participants' current job role so that it adds value to participants
- To develop M&E tools to evaluate trainings that go beyond level 1 evaluation
- To finalize the development of the "hub" to better gather and organize the leadership knowledge:
  - Calendar of the training and contents
  - Testimonials of participants
  - Videos
  - Allow interaction among participants

All these elements are strictly related to each other. For instance, by developing sound selection criteria and having the most promising leaders or aspirational leaders, ACTIL would have much more success stories to market and the demand for its trainings would increase consistently. Also, through an alumni network it would be much easier to monitor results and be able to show evidence on their achievement.

OEEF training
On the design process of the training
- To develop a training system on the basis of the CD training process illustrated above
- To develop a systematic follow-up
- To focus on training evaluation that goes beyond level 1 and for the level 1 training evaluation improve the rate scale and make it a 5-point scale rather than 3.
- To include the M&E staff in the training so that they can support the monitoring of the project better and that the facilitators should endeavor to vary the content delivery to avoid a lot of monotone
- To train together the program and finance people
- To develop modules on M&E as well
- To develop OEFF training considering the project cycle to facilitate participants learning over the project life:
  - Develop a training at the beginning of a project and then have a mid-term review training in the middle of implementation of the project that would cover the issues raised during the first part of the project

- Maybe think about having a first training on finance and reporting at the beginning of a project and then one on KM and other areas so as to spread technical topics and facilitate learning
- To develop summary documents that better synthetize the information so that people can go back to these.

P&S training in Rwanda
On the design process of the training
- To develop a much stronger training system on the basis of the CD training process illustrated above, in particular on the:
  - Capacity gaps of the participants
  - The training needs
  - The follow-up
- To develop a community based prevention programs on gender and GBV training program as well

2014 and 2015 Sharefair
For building on the results of the events
- To capitalize on the technology group and advance on the planned agenda (sharefair 2014)

For future sharefair events
- For ESARO to continue to do sharefairs yet with more support (also financial) and with a clear division of labor with country offices:
  - ESARO focusing on coordination (which is a heavy task already) among different partners
  - Country offices focusing on technical aspects and agenda setting
- To focus more on sustainability:
  - To create structured networks. For instance develop discussion and interaction networks for participants prior to the events
  - To share emails of participants for them to be able to reach out to the others
- To discuss internally and with country office what worked and what did not work as expected – to learn and to improve
- To follow up with country offices with emails and skype calls
- To invite not just gender officers but also technical people – UNWOMEN management to ensure to reach out to those people
- To slightly improve the logistics and organization of the event (i..e better information on all the sessions, ensure that the session start on time)
- To learn from big networking events on how they manage to organize them effectively and efficiently – for instance, looking at the websites of successful networking events such as the "websummit" and make inquiries so as to find innovative ways to engage people and make the event very well organized
- To try, if possible, to record all the sessions so that people who attended other sessions can watch the other sessions afterwards.

- To better introduce technical issues prior to the even by email and communicate those effectively
- To test having country offices to do small sharefair (such as the case of Mozambique).

Makutano Junction
For possible future initiatives
- To possibly finance other series together with country offices and/or other partners
- To concentrate on a single topics for a series of shows so as to have greater impact on the ground;
- To reflect more on the follow-up to make sure there is a structured process to give additional information to beneficiaries if needed;
- To consider making procurement procedure more dynamic given the innovation of the initiative

Annex 12 - Biodata of the evaluator

Tommaso Balbo di Vinadio is a development specialist and instructor with 15 year of work experience who currently lives in Paris. He advises international organizations (in particular, the World Bank) and governments in Africa, Asia and Europe on issues related to public sector innovation, Monitoring & Evaluation, governance, leadership, knowledge and change management and the use of IT.

He started his career working on international development by designing, implementing and evaluating development projects mainly in Africa, Asia and Eastern Europe working in several international organizations and NGOs. He spent 5 years working with the World Bank in Washington, DC working on many public sector projects. He led many corporate, program and project evaluations in Europe, Africa and Asia

Tommaso Balbo di Vinadio holds a MA in Governance and Development from IDS at Sussex University, UK (ranked as number 1 university in the world in development studies in 2015 and 2016) and professional certificates from several universities on evaluation and development (IPDET/Carlton, Canada) and leadership (Harvard, US).