EVIDENCE BUILDING FOR ACHIEVING SUSTAINABLE DEVELOPMENT GOALS:

Digital development and inclusion

Evaluation Community of India (ECOI)

New Delhi

2020

EVALFEST 2020
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Digital Development and Inclusion

FEBRUARY 12 – 14, 2020

REPORT

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Our Partners:

3ie	International Initiative for Impact Evaluation
AI	Artificial Intelligence
ASK	Association for Stimulating Know-how
CARE	CARE India
CMS	Centre for Media Studies
CNES	Centre for North Eastern Studies
COE-SA	Community of Evaluators- South Asia
CSR	Corporate Social Responsibility
CTW	City Talks Walks
DAC	Development Assistance Committee, Organization for Economic Cooperation and Development (OECD)
DMEO	Development Monitoring and Evaluation Office
ECOI	Evaluation Community of India
EFGR	Evaluation Framework for Gender Responsiveness
ETCH	Environment, Technology and Community Health
GCF	Green Climate Fund
GDPR	General Data Protection Regulation
GoI	Government of India
GPS	Global Positioning System
ICRISAT	International Crops Research Institute for the Semi-Arid Tropics
ICRW	International Centre for Research on Women
IEO	Independent Evaluation Office
IFAD	International Fund for Agricultural Development
IFMR	Institute of Financial Management and Research
IGES	Institute for Global Environmental Studies
InDEC	Indonesian Development Evaluation Community
IOCE	International Organization for Cooperation in Evaluation
IRMA	Institute of Rural Management Anand
ISST	Institute of Social Studies Trust
IVR	Interactive Voice Response
J-PAL	The Abdul Lateef Jameel Poverty Action Lab
JNNURM	Jawaharlal Nehru National Urban Renewal Mission
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals

MEL	Monitoring, Evaluation and Learning
ML	Machine Learning
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MMRP	Modified Mixed Recall Period
MoSPI	Ministry of Statistics and Programme Implementation
MPI	Multi-dimensional Poverty Index

MSC	Most Significant Change
NAS	National Accounts Statistics
NEP	National Evaluation Policy
NITI	National Institution for Transforming India
NOLB	NO One Left Behind
NRLM	National Rural Livelihood Mission
NSAP	National Social Assistance Programme
NSSO	National Sample Survey Organisation
PII	Personally Identifiable Information
PMAY	Prime Minister Awas Yojana
RICPHI	Ramaiah International Centre for Public Health Innovations
RIS	Research and Information System for Developing Countries
SDGs	Sustainable Development Goals
SHG	Self Help Group
SLEM	Sustainable Land and Ecosystem Management
SLPFE	Sri Lanka Parliamentary Forum for Evaluation
SLEvA	Sri Lankan Evaluation Association
SMS	Short Message Service
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UNWFP	United Nations World Food Programme
URP	Uniform Recall Period
VNR	Voluntary National Reviews
VOPE	Voluntary Organization of Professional Evaluators

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EXECUTIVE SUMMARY

1. Background

1.1   Evaluation Community of India (ECOI) was established in October 2015 as a body of professional evaluators and other stakeholders in development. ECOI seeks to promote knowledge sharing in the area of monitoring and evaluation and to contribute to high quality, credible and useful evaluations.

1.2   ECOI has been making efforts to build a culture of evaluation in the country by bringing together all stakeholders like policymakers, programme managers, evaluation practitioners, non-governmental organisations, academia and most importantly the community and promote acceptance of evaluations as a means to evidence-informed decision-making. Prior to the present edition, ECOI has successfully held two EvalFests- in 2015 and 2018.

2. The Present Event

2.1 EvalFest 2020, a three-day event (February 12 -14, 2020) in Delhi, was conceptualised as a step in the direction of co-producing knowledge and building partnerships with various stakeholders to ensure that evaluation and evidence are used in decision-making. The overarching theme and learning objective of **EvalFest 2020** was **Building evidence for achieving SDGs: Digital Development and Inclusion.** The sub-themes/tracks which were focussed for discussion within this overarching theme were:

> 1. **SDGs: prioritization, building evaluation capabilities and evidence use**
> 2. **Gender and Evaluation**
> 3. **Inclusion- social, economic, cultural and behavioural**
> 4. **New Frontiers in Evaluation: New knowledge and practice**
> 5. **Use of technology in Monitoring and Evaluation**

2.2 Inaugurated on February 12, 2020 in India Habitat Centre by Mr. Pravin Srivastava, Secretary, MOSPI, Government of India (GoI), the event featured over the three days, 16 panel discussions, 60+ presentations on various topics, and side events like skits, innovation bazaar and posters. Altogether over 350 participants from 15 countries attended EvalFest 2020. The participants and speakers included parliamentarians, representatives from the governments, international organizations, evaluation associations, research institutions and academia, civil society organizations, students and the media. The keynote address in the inaugural session by Mr Marco Segone, Director, Evaluation, UNFPA, highlighted the main issues relating to all the sub-themes of the event that needed to be deliberated upon.

2.3 The event adopted a variety of approaches in information sharing like keynotes, panel discussions, roundtables, poster presentations, Innovation Bazaar-a highly novel approach to disseminate innovative evaluation approaches, skits, etc. An important session in EvalFest featured participation of parliamentarians from India, Sri Lanka, and Uganda, deliberating on national evaluation policies.

2.4 There were also some landmark sub-events that took place during EvalFest 2020. Two of them were execution of Memoranda of Understanding between ECOI and SLEvA and between ECOI and Indonesian Development Evaluation Community (InDEC). Another was the honouring of Dr. Mallika R. Samaranayake for her life time contributions to the growth of evaluation profession in South Asia.

2.5 The closing session of the event was held on Feb 14, 2020, and was chaired by Mr. Yogesh Suri, Senior Advisor, NITI Aayog. Closing remarks were made by Mr. PK Anand, Senior Consultant, RIS and a Vote of Thanks was proposed by Mr. Alok Srivastava, ECOI, to formally close the EvalFest 2020.

2.6 ECOI would like to place on record its appreciation of the support extended by UNICEF, UNDP, UNFPA, APEA, EvalYouth, JPAL, SLEvA, GCF- IEO, OXFAM, CMS, ISST, IOCE, CLEAR, 3ie, niiti consulting, among others.

2.7 ECOI would like to deeply acknowledge the support by ISST in setting up the Secretariat at its office.

3. Key Learnings

3.1 Some of the key takeaways from three days of brainstorming sessions of EvalFest 2020 include,

- *Quality evaluations for stimulating and strengthening actions*: Progress on some of the SDGs to reduce poverty and gender inequality has been very inadequate and considerable effort is required to put it on track through quality and responsive evaluation.
- *Evaluation capacity building at all levels*: For the achievement of SDGs, evaluation capacities need to be built at all levels. The government should involve the private sector more actively for capacity building at the local level. Scientific innovations also need to be leveraged to make evaluation more efficient. SDGs need to be made locally relevant.
- *Evaluation to be more gender responsive*: There is a strong need to make evaluation more gender responsive and for that evaluators need to evaluate not just hard outcomes related to financial and physical achievements of programmes but also softer

ones like behavioural changes since they can be of great significance when evaluating gender equality.

- *Use of technological advances but with caution*: The monitoring and evaluation community needs to make the most of the technological advances as aids in evaluation. However, while technology may be used as a methodological tool it cannot be seen as an overarching solution as, despite the advances, there do remain concerns regarding its accuracy. Also, ethical concerns arising out of possible infringement of privacy of the evaluated means that technology should be used responsibly and with caution

- *Achievement of SDGs has to be a collaborative effort* between all the stakeholders involved and sharing of data is crucial to this collaboration. There is a strong need to develop a method of communicating evaluation results more effectively between stakeholders for better utilization.

- *Media have an important and dual role* in promoting evaluation. They are producers of evidence and also raise the demand for evaluations. It is necessary for the media to play an active role in highlighting the work done by the evaluators to direct governments towards evidence-based policy-making in their efforts to accelerate the achievement of the SDGs. The media should join hands with the evaluation community and use evaluation findings to debunk false narratives.

- *Evaluation should look beyond assessment*: The outlook of the evaluation community needs to shift from assessing interventions to help in bringing about changes. It ought to address the needs of beneficiaries, promote systematic thinking, and capture systemic behavioural changes. It needs to look into what is different about evaluating SDGs versus national development goals.

- *Evaluation to be a mix of quantitative and qualitative approach*: Apart from being quantitative, evaluations also need to be qualitative to be able to produce deeper insights about the impact of programmes. There is a need to listen to stories and develop a qualitative understanding because not every human experience can be quantified. Evaluators need to be ready to learn and unlearn when they go to the field and in the process learn to innovate tools and processes to evaluate and measure impact. There is a need to understand from the perspective of the subjects impacted by the programme.

- *Climate change is a big challenge* that is capable of derailing pursuits towards the achievement of all the SDGs. The issues of environment should not be studied in isolation but through their multiple inter linkages with other processes and their synthesis. Thus, a multi-layered effort is needed by the participation of all.

4. Way Forward

4.1   Overall, the outcomes of EvalFest 2020 suggest that ECOI could work in partnership with the government and other stakeholders in a number of areas to promote evaluations and their use in decision-making. Some of these are:

- Ensuring quality of evaluations through professionalization
- Adopting a national evaluation policy that guides conduct and use of quality evaluations, incorporating principles of gender equality and equity, leaving no one behind
- Efforts by VOPEs in spreading awareness and knowledge of evaluation through webinars and other steps
- Increasing dialogue between government, VOPEs and civil society organizations to collaborate in generating evidences in various areas of SDGs and in developing VNRs
- Pushing for use of evaluative evidence in VNRs which at present is scant.
- To be a part of Decade for Action Campaign and play a pro-active role.
- Capacity building through workshops, webinars to promote gender and equity responsive evaluations making best use of technological advancements.

Participants of EvalFest on (14 February 2020)

PROGRAMME AT A GLANCE

12th February	13th February	14th February
PLENARY SESSION SDGs - The progress and challenges	**PLENARY SESSION** Engaging Stakeholders in National Evaluation	**PLENARY SESSION** Country Perspective and National Evaluation – A discussion with Parliamentarians
TECHNICAL SESSIONS	**TECHNICAL SESSIONS**	

12th February		13th February			14th February
Gender and Inclusion in Evaluation	Technological advances in measuring impact	New Frontiers in Evaluation: Transformative Evaluations	Evaluation for Multi-Dimensional Poverty with the Lens of NOLB	Evaluating the Anthropocene and climate change adaptation for Sustainable Development	INNOVATION BAZAAR
Data and Technology in Evaluation	Role of media in evidence based policy planning	Evaluation Thinking and Evaluation Use	Session by J-PAL/CLEAR: Achieving food security and pathways for improved nutrition in India	Professionalism and Ethics in Evaluation	
		The Power of Young and Emerging Evaluators for Future of Evaluation	Evaluation Methodologies: Innovations and Experiments	Outcome Monitoring and Evaluation: Opportunities, Challenges & Way Forward	

1. ABOUT EVALFEST

1.1 Background

1.1.1 India was the first country to celebrate International Year of Evaluation in January 2015 and was honoured by receiving the *EvalTorch* in the country. Out of this week-long celebrations emerged the need for a professional body of evaluators and other stakeholders in the developmental process that promotes evaluation standards; helps in sharing the existing state of knowledge, research outcomes and best practices in development evaluation, plays an advocacy role in furthering the role of quality evaluations in enhancing development results; nurtures growth of evaluation capabilities; and contributes to the evolution of an evaluation culture in the country. In response to this demand, the Evaluation Community of India (ECOI) was established in October 2015. ECOI seeks to promote knowledge sharing in the area of monitoring and evaluation towards high quality, credible and useful evaluations.

1.1.2 ECOI, in its efforts to build a culture of evaluation in the country so that all stakeholders like policymakers, program managers, evaluation practitioners, non-governmental organisations, academia and most importantly the community accept evaluations as a means to evidence-informed decision making has been bringing together these stakeholders in events aimed at building a common understanding of the importance of evaluation, how it is done and its usefulness for learning and making improvements by sharing knowledge and perspectives. ECOI in its past endeavours has successfully held two EvalFests- in 2015 and 2018.

1.2 The Event

1.2.1 EvalFest 2020, a three-day event in Delhi (Feb 12 -14, 2020), was conceptualised as a step in the direction to co-produce knowledge and build partnerships with various stakeholders to ensure that evaluation and evidence use are cornerstone in how India works towards achieving SDGs focussing upon engaging stakeholders, inclusiveness and innovation. The learning objective of **EvalFest 2020** was **Building evidence for achieving SDGs: Digital Development and Inclusion.** The sub themes/tracks which were focussed for discussion within this overarching theme were:

1. **SDGs: prioritization, building evaluation capabilities and evidence use**
2. **Gender and Evaluation**
3. **Inclusion- social, economic, cultural and behavioural**
4. **New Frontiers in Evaluation: New knowledge and practice**
5. **Use of technology in Monitoring and Evaluation**

1.2.2 Inaugurated on 12 February 2020 in India Habitat Centre. New Delhi by Mr. Pravin Srivastava, Secretary, MOSPI, Government of India, the event featured over the three days (February 12 - 14) 16 panel discussions, over 60 presentations on various topics, and side events like skits, innovation bazaar and posters. Altogether over 350 participants from 15 countries attended EvalFest 2020. The participants included representatives from the governments, legislators, international organizations, research institutions and academia, civil society organizations, students and the media. The following chapters of the report bring out the salient aspects of all these proceedings.

1.2.3 ECOI would like to place on record its appreciation of the support extended by UNICEF, UNDP, UNFPA, APEA, EvalYouth, JPAL, SLEvA, GCF- IEO, OXFAM, CMS, ISST, IOCE, CLEAR, 3ie, and niiti consulting.

1.2.4 ECOI would like to thank the speakers in various sessions and the large number of participants who have come from far and wide and enriched the discussions by their contributions.

2. INAUGURAL SESSION

February12, 2020 (9.30 – 11.00 AM)

Dignitaries on the dais

- Mr. Pravin Srivastava, Secretary, Ministry of Statistics and Programme Implementation (MOSPI) and Chief Statistician to Government of India (Chief Guest)
- Ms. Cristina Magro, Secretary-General International Development Evaluation Association (IDEAS)
- Mr. Alex Tetteh Djornobuah, Member of Parliament and Deputy Minister, Ghana
- Mr. Marco Segone, Director, Evaluation Office, UNFPA

2.1 Inauguration

Rashmi Agrawal, Core Group member, ECOI initiated the proceedings by welcoming the chief guest, other dignitaries and participants from various countries. EvalFest2020 was then formally inaugurated with the ceremonious lighting of the lamp. The occasion was also marked by the release of a book titled "Emerging Evaluation Experiences: Way Forward for Achieving SDGs", a collection of technical papers, by the chief guest. A short film showcased ECOI's 5-year journey and milestones was shown during the inaugural session.

Traditional lamp lighting ceremony began the proceedings on day 1 of EvalFest 2020.

Release of the book by Chief Guest

2.2 Address by Chief Guest

2.2.1 Inaugurating the event Pravin Srivastava stated that a country like India did face data challenges because the systems were still evolving. Steps were initiated by the Ministry of Statistics and Programme Implementation (MOSPI) towards fixing the problems. As regards SDGs, the ministry designed a national indicator framework of 306 statistical indicators. However, getting data for those indicators had been a challenge. To overcome the problem, the ministry combined forces with the central and the state governments to create systems capable of generating data regularly.

2.2.2 Stressing the importance of data in the process of evaluation of progress on SDGs, Srivastava underlined the role of data collectors and remarked that data collectors should be called 'Data Warriors'. He observed that while data might be called 'Oil' in the sense that it needed to be mined, extracted and processed, unlike oil, it did not flow from a tap and needed collection. He emphasized the need for the development of the capacities of the enumerators and apprised the participants about the launch of a course for survey enumerators by MOSPI in collaboration with the UNFPA to have a cadre of personnel trained to collect data, and another

module in collaboration with the Ministry of Skill Development for the same purpose. He also mentioned that since last year, MOSPI had been placing all data collected by them in the public domain.

2.2.3 Srivastava also focussed on the importance of collaborative efforts from evaluating

organizations, Industry, State and Central governments, and other stakeholders and on sharing the information collected in order to optimize the effort and avoid duplication. He remarked, "Knowledge, wisdom, information multiplies by sharing. We have to think of how data can be shared in a way that is meaningful for others. He also said that timeliness and quality assessments of achievements on SDGs would go a long way in helping in the achievement of the goals.

Pravin Srivastava giving inaugural address

2.3 Keynote Address

2.3.1 The Keynote address for the event was delivered by Marco Segone, Director (Evaluation)

UNFPA. Segone began his presentation on Evidence Building for Achieving SDGs with a congratulatory message for ECOI on the progress made by it in a short time. In his address, he stated that some of the challenges facing the world that necessitated the development of the 17 SDGs included poverty, inequality, climate change, displacement, and gender equality. However, despite the setting of the goals, the challenges continued to persist and the world was not on track in their achievement. For instance, the stated goal was to end poverty by 2030 but if the current trajectory was anything

Marco Segone delivering Keynote address

to go by, the achievement of that goal would have to wait till 2072. Similarly, the current evidence on gender equality suggested that the goal would be achieved only by 2119.

2.3.2 Segone pointed out that such projections provided evidence on how astray we had gone in pursuit of these goals. Hence was the need to accelerate the progress to bring the trajectories back on track to achieve the goals in the next 10 years. The efforts towards the achievement of the goals needed to be reformed. The three pillars of reformation important for the achievement of the SDGs by 2030 would be:

- Social Inclusion
- Shared Prosperity
- Environmental Sustainability

The reformation should be done on data-based evidence, and that is why, Segone said, the UNFPA in collaboration with the World Bank was going to launch a Decade of Evaluation for Action.

2.3.3 Segone observed that advancement in technology must be fully utilised to accelerate the capacity of evaluation to deliver in a timely fashion. Technology like satellite imagery helped in the assessment of the distribution of food in poverty-stricken areas. Similar successes were achieved by the use of drones in areas suffering from natural disasters or humanitarian crises. To analyse the shift in social norms and cultural beliefs, analysis of social media data could prove to be one of the novel methods. Also, artificial intelligence (AI) and machine learning's (ML) that increased analytical capabilities needed to be tapped. However, despite its obvious and demonstrated advantages, technologies work as a double-edged sword. Evaluation methods based on social media analysis could potentially lead to social exclusion for those outside the purview of it. Also, since machines learned from people, they might not reflect the diversity of the world and mimic the views of a certain set of people who were involved in their development. That's why it would be essential to shape digital development for greater social inclusion.

2.4 Addresses by Other Dignitaries

2.4.1 Addressing the gathering, Alex Tetteh, who served as the Deputy Minister with Western North Region of Ghana, stressed the importance of better utilisation of resources due to their scarce nature. He informed that the Parliament of Ghana had now begun to increasingly use evaluations for evidence-based decision-making. He observed that regular evaluation of development programmes had become a global phenomenon and without it scarce resources could not be properly utilised.

Hon'ble Mr. Tetteh, Dy. Minister, Ghana

2.4.2 Cristina Magro from Brazil congratulated ECOI for its work, exhorted evaluators to go beyond the technical issues of data collection because "we have a duty to think what we are going to do with it and how we are going to organize it because of the difficult times that we are going through as a world.

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Cristina Magro, Secretary General, IDEAS

Evaluators are major partners in the possible changes of the world in the coming future." Magro made a special mention of Brazil that suffered due to the fires at the Amazon rainforest last year.

2.5 Discussion Summary

2.5.1 The discussion that followed centred on the challenges in assessing achievement of the SDGs till now. It was felt that the time was right to step up the efforts and rethink about how to go about pursuing these goals. The need was to re-strategize, understanding the linkages between all the SDGs and not look at them in isolation. The single case of climate change tells us how one variable was capable of impacting the successes of the rest of the variables too. Also, the change that needed to be brought should be transformative and should also ensure that it improved the lives of everybody and did not disadvantage any section. Social Inclusion had to be at the centre of all efforts in these attempts at bringing about transformative change.

2.5.2 Participants felt that since evaluation remained one of the crucial vehicles of change, it needed to be given more teeth. For strengthening evaluation, evaluators need more accurate data to base their conclusions on. That made the act of data collection one of the crucial cogs in the wheel of change. There was a need to properly identify gaps in data from various sources and fix them. In this endeavour, science and technology could play a crucial role. As observed by Segone and Srivastava, technology had already changed evaluation in multiple ways. However, while taking the assistance of science and technology, the principle of social inclusion should not be overlooked. While use of technology could help in generating evidence, evaluators should guard against dangers of biased judgements because of non-inclusion of some sections.

2.5.3 The session ended with a Vote of Thanks by Rajib Nandi, core group member, ECOI.

3. TECHNICAL SESSIONS

3.1 SDGs: Progress and Challenges- Plenary Session
February 12,2020 (11.30 AM – 1.00 PM)

Chair: P. Bhanumati, Deputy Director General, Social Statistics Division, MOSPI, GOI

Speakers:
- Sanjay Kumar, Programme Officer, UNFPA
- Sundar Narayan Mishra, Consultant, NITI Aayog, GOI
- Ajay Shankar Singh, Chief Controller of Accounts, Min of Labour and Employment, GOI;
- Jyotsna Puri, Head, Independent Evaluation Office, Green Climate Fund

The session in brief:
This session examined the global and national challenges to monitoring and evaluation in the SDG era and the responses of the evaluation community to these challenges. It assessed the current situation on SDG monitoring and evaluations in India and other countries. The panel also discussed how regular monitoring and evaluations of SDGs would help national development

3.1.1 Initiating the discussions, **Bhanumati** observed that the SDGs have enabled us to look at things from a holistic viewpoint about judicious use of not just natural but also human resources. Evaluation plays a key role in this process. India, due to its sheer size and population holds a special place so far as the achievement of the SDGs is concerned and that means that the evaluation bodies in India have an important role to play in guiding the governments in their quest for the goals' achievement. She appreciated UN agencies for extending help to the MOSPI in the development of 'India-specific' National Indicator Framework, comprising 306 parameters, to measure progress in respect of the 17 SDGs. This was done in close coordination with NITI Aayog. Bhanumati also indicated how the data collection systems were being geared to ensure availability of data on all the required parameters. She concluded by stressing the need for coordination between all concerned stakeholders to generate reliable evidence on the progress achieved.

3.1.2 **Sanjay Kumar** from UNFPA observed how, in the wake of adoption of SDGs, the global evaluation community felt the need for a relook at the 1991 evaluation criteria formulated by the Development Assistance Committee (DAC).The DAC, in response to this demand, revisited the criteria, keeping in view the need for simplicity, standardization and a move away from project-focused criteria. The revision of the criteria by DAC in 2019 led to newer and holistic definitions of the principles of Relevance, Effectiveness, Efficiency, Impact and Sustainability along with the addition of Coherence as a new principle. Sanjay Kumar elaborated in his presentation the new criteria and definitions and how they differed from the earlier ones. He concluded his presentation observing that while evaluation creates evidence to operationalise and implement feedback, the SDGs decide the 'what and who' of evaluation and the participation of development agencies was extremely important in such evaluation.

3.1.3 In the context of India, **S.N Mishra** from NITI Aayog and **Ajay Singh** from GoI's Ministry of Labour and Employment (earlier in the Ministry of Rural Development) apprised the participants of some of the ways M & E challenges had been tackled in India at national and sectoral levels. While Mishra dwelt on the national efforts to monitor SDGs progress, Ajay Singh explained the M&E system devised by the Ministry of Rural Development for its programme.

3.1.4 **Mishra** elaborated on the monitoring system developed by NITI Aayog, the nodal agency for coordinating SDGs progress. The highlights of his presentation were

- There have been efforts towards making the SDGs locally relevant. This was made possible by collaborative efforts between the State governments and different stakeholders.
- A National Indicator Framework (NIF) was developed through collaboration between State governments and the national Government.
- A national dashboard ranking all States/ UTs on SDG performance through suitable performance indices was also developed and more and more states were developing their own performance measures which could be integrated with the national dashboard.

3.1.5 **Singh** spoke extensively on the multi-tiered M&E system of rural development programmes and traced the reasons for the success of the programmes. His presentation highlighted

- Eight major schemes by the Government of India were operational in the rural areas. The Ministry of Rural Development adopted a multi-tier M&E system to assess progress and impact of the schemes.

- The Ministry of Rural Development, GoI came up with the concept of comprehensive Ease of Living indicators as measures of rural development that combined achievements in 15 different areas of importance in rural areas.
- National Rural Livelihood Mission (NRLM) and women self-help groups (SHGs) were transforming rural areas and various other interventions providing social security in rural India.
- The successes in Prime Minister Awas Yojana (PMAY) in rural areas could be traced, inter alia to evidence-based beneficiary selection, IT-based MIS, progress monitoring by geo-tagging, real time monitoring of construction, etc.

3.1.6 Speaking last **Jyotsna Puri,** Head of Evaluation Office, Green Climate Fund (GCF),pointed out the challenges involved in measuring the impacts of climate change and the progress towards the related SDG. The challenges identified by her include:

- Difficulty in evaluating since the impacts of climate change play out slowly and will show up prominently only in the future.
- Establishing causality will be particularly challenging in the evaluation of climate change related SDGs because of multiple factors being involved.
- Behavioural changes, which are at the centre of the battle against climate change have proved extremely difficult to be effected.

Puri spoke about the need for quality evaluations and pointed to certain general pitfalls that should be avoided while conducting evaluations. These are a) Bias (in what is evaluated), b) Benefits (size of benefits), c) Behaviour (importance of what changes people's behaviour) and d) Building from the beginning (paying attention to all aspects of the evaluation from the beginning).

3.1.7 Discussions in the session helped in bringing forth not only the challenges but also the efforts by India in tackling those challenges. Some of the India-specific requirements identified for better evaluation of progress towards SDGs were:

- As a vast and populous country, the complex process of evaluation of progress towards SDGs needs sufficient supply of professional evaluators and this requires urgent capacity building.
- To supplement the National Indicator Framework, state and district level indicator frameworks also needed to be developed.
- Since the numbers for a country as big as the size of India were always going to be mind-boggling, there was also a need for improving the statistical systems in the country.

However, the environmental challenges that affected all SDGs were difficult to tackle not only at the national but also at a global level.

3.1.8 The key points emerged from the discussions in the session were:

- Achieving SDGs is strongly connected to the progress made by States/UTs; hence localisation is of prime importance.
- India's overall composite score in the achievement of SDGs had gone up from 57 in 2018 to 60 at the end of 2019. States like Uttar Pradesh and Assam had improved their numbers while states of Andhra Pradesh, Telengana, Karnataka, Goa and Sikkim had turned into front-runners.
- Evaluation capacity building, creation of a comprehensive Voluntary National Review, creation of state and district level indicator frameworks and improving the statistical systems remained key challenges for evaluation in the country.
- Evaluation of impacts of climate change posed serious problems as the impacts would not be immediately visible and the interactions of multiple causes rendered establishment of causal relationships extremely difficult.

3.2 Gender and Inclusion in Evaluation

February 12, 2020 (2:00 PM – 3:30 PM)

Chair: Ratna Jena, Additional Director General, Ministry of Rural Development, GoI

Speakers:

- Madhulika Singh, UN Women India
- Anna Rego, Policy Manager, J-PAL, South Asia
- Umi Hanik, Founder, Indonesian Development Evaluation Community
- Shivangi Saxena, DMEO, NITI Aayog, GoI

The session in brief:

While being a goal in its own right, gender cuts across all 17 Sustainable Development Goals and is reflected in 45 targets and 54 indicators for the SDGs. In this session an effort was made to explore areas that help to answer important gender related questions towards policies focused at achieving SDGs- Are our policy documents gender responsive? Do policies and programmes address gender issues adequately? Do we have capacities to evaluate with EFGR (Equity focussed Gender Responsive) focus? These were some of the questions that the session sought to answer and explore.

3.2.1 The session began with the acknowledgment that SDGs recognize the role of women in the developmental process as active agents and not as passive recipients of benefits. **Ratna**

Jena from the Ministry of Rural Development, GoI, began the session by apprising the gathered audience of some of the schemes by the Government that went a long way in the achievement of SDGs aimed at gender equality. It was recognized by the Indian government that the lives of women were affected by a host of social structures restricting their access to basic rights and entitlements. Even the Socio-Economic Caste census of 2011 had 'female-headed households' as one of the seven deprivation criteria as a recognition of the challenges faced by women due to the social structures they were embedded in.

3.2.2 Keeping these challenges faced by women in mind, Jena mentioned, several large-scale governmental schemes had been designed to make the growth of women an important aspect of development. In designing the programme under Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), priority had been given to women with a share of one-third among all beneficiaries. Along with older people, women would be prioritized for work. It was also laid down that staff should have an ample number of women apart from having women in leadership positions. Similarly, through *Deen Dayal Antyodya Yojana*, SHGs

were trained to voice demands for transparent and efficient implementation of schemes and public services. In the *Deen Dayal Gramin KaushalyaYojana* which focuses on providing skills to the unemployed rural poor youth to make them employable there was a reservation of 33 per cent for women. The National Social Assistance Programme (NSAP) was another Centrally Sponsored Scheme of the GoI that provided financial assistance to the elderly, widows and persons with disabilities in the form of social pensions.

3.2.3 Talking about gender lens in SDGs, **Madhulika Singh** reminded how SDGs were an improvement over the Millennium Development Goals (MDGs) as in the MDGs gender equality was not a standalone goal for developing countries. The focus on this goal in SDGs, Singh said echoed importance of women's presence in public life and paying attention to the choices and voices of women. The Indian government too had reoriented its policies to align with the new global message.

3.2.4 **Umi Hanik** from Indonesia presented the Indonesia VNR 2019 using Evaluation Framework for Gender Responsiveness (EFGR) approach. During her review, she found that participation of women in Indonesia was relatively impressive among other countries in the region, with women occupying around 14.4 percent of senior positions and 13.1 percent of mid-level position in the bureaucracy. However, the inability of women participation as

legislators to meet the quota set by the law remained a concern. The percentage of women parliament members or legislators in the national and sub-national House of Representatives was recorded in 2014 to be at 16.6 percent for the national level, 16 percent at the provincial level and 14 percent at the district/municipal level, all lower than 20 percent quota laid down. Hanik wondered if more women as policy makers and legislators contributed to a more inclusive nation.

3.2.5 The presentations of **Anna** and **Shivangi** highlighted the following points:

- Twenty programmes under the Ministry of Women and Child Development, GoI now had quantitative targets set to focus on the outputs and outcomes, something made possible only after an institutionalized output-outcome monitoring framework was put in the Union Budget of India in 2015.
- While there had been considerable successes in the move towards women's development and towards gender parity, challenges still persist. During the course of the discussions the panel highlighted some of the 'sectoral gaps' in the existing schemes
- The *Mudra* Loan Scheme required women to present a Class X certificate along with 3 years' Income Tax Returns to be eligible for loans for entrepreneurial activities. This, however, posed a big barrier for women in rural areas who had dropped out of school.
- In Rajasthan, *Aparajita*, the one-stop crisis management centre for women had proved instrumental in addressing the problems of women facing atrocities. But evaluation indicated that 'training gaps' in the process, with many counsellors not having undergone training, led them to often downplay women's complaints of atrocities.
- Similarly, schemes in Uttarakhand had resulted in a rise in female incomes. But it was also brought along with it a spike in spousal violence, showing that the schemes lacked a holistic understanding of women's conditions.

3.2.6 The discussions that followed the presentations brought out that there is a lot that is needed to be done by all the stakeholders involved to ensure real progress on the path of gender equality. While there are policies in place, the implementation shows that they are not yet foolproof and there is a need to strengthen them further. The role of evaluation, thus, becomes important to not only fix the 'gaps' but also to figure out whether there exists a flaw in the program design or in the process of implementation. There is also a strong need to ensure evaluation is always gender-responsive. Another key observation is that evaluators need to move away from evaluating only the hard outcomes but also need to address softer outcomes like behavioural change which can be of greater significance when evaluating gender equality.

3.2.7 Ratna Jena summarized the session by observing that the benefits emerging out of public policies should percolate to the poorest sections in rural areas to achieve inclusive growth and

SDGs. The schemes should be directed towards gender-friendly wage employment and women's empowerment. Gender aspects should be more firmly addressed in evaluations, and reporting progress towards SDGs in VNRs should reflect the status of women not merely in response to SDG 5 but should cover all SDGs where gender issues are relevant.

3.3 Data and Technology in Evaluation
February 12, 2020 (2:00 PM – 3:30 PM)

Chair: Ravi Verma, Regional Director, International Centre for Research on Women (ICRW), Asia Office, New Delhi
Speakers:
- Devashree Roychowdhury, Architect, Planner and Founder, City Talks Walks (CTW) Consultants Pvt. Ltd, Ahmedabad
- Denny John, Evidence Synthesis Specialist, Campbell Collaboration, South Asia, New Delhi
- Maulik Chauhan, Managing Director, Trestle Research and Consulting Pvt Ltd

The session in brief:
This session focused on big data sets, their generation, management and usage, with reference to new technological advances and emerging challenges, but not limited to access and affordability.

3.3.1 **Ravi Verma** started the session stating that the advances in technology had affected every sphere of life in the twenty first century and evaluation too had not remained untouched. Evaluation practice was no longer limited to pencil and paper questionnaires, technological advances now allowed evaluators to collect data with handheld devices, visualize information in interactive ways, and communicate instantaneously with stakeholders across the globe. Technologies like mobile phones, radios, Internet platforms and GPS trackers held promise of new solutions for collecting vital data or tracking implementation of projects across sectors. Verma observed that these advances had changed how evaluation practice was conducted, and they would continue to redefine how we design our evaluations, interact with stakeholders, and communicate our findings.

3.3.2 **Devashree Roychowdhury**, gave a presentation showing the various methods used by her organisation in conducting an evaluative study of two government schemes – the Jawaharlal Nehru National Urban Renewal Mission (JNNURM) and Pradhan Mantri AwasYojana (PMAY) – in Ahmedabad, to understand the parameters upon which urban housing was being designed and how public spaces were being used vis-à-vis the beneficiaries (urban low and lower middle-class categories). She specifically highlighted the methods used in this study to show how she incorporated technology in the assessment of the schemes.

3.3.3 **Maulik Chauhan** emphasized the need for human-machine collaboration for better evaluation. He suggested that AI and ML could revolutionize data collection in three ways:

- Natural Language Processing: can review data sets at great speeds thereby doing away with programs like excel files, STATA, and R. Example of available technologies: SurveyCTO
- Object Differentiation: Using AI to identify, sort, list, and report photos taken in the field thereby overcoming language barriers
- Comparative Facial Recognition: can identify individuals and track specifics such as attendance at relief sights, meetings, and other gatherings.

3.3.4 Chauhan cautioned that AI and ML, though looking appealing, had limits and perils too, such as the risks of hacking and other criminal activities place on our personally identifiable information (PII), which the General Data Protection Regulation (GDPR) legislation hopes to prevent. Intelligent machines must be trained to serve the needs of a broad range of people, including the most vulnerable.To help solve global issues, the data that enables AI must be driven by humans asking intelligent questions, using common-sense reasoning and making ethical value judgments. Alternately, satellite imagery offered cheaper and more efficient techniques to capture data for social programs, but if the data was not carefully used risks to privacy existed. Chauhan concluded that an approach that brought humans and technology together to enhance data quality, efforts for more effective M&E and improved programme delivery was essential.

3.3.5 The word of caution about the use of technology for evaluation came also from **Denny John**, who highlighted the issues while using AI and ML to automate evidence synthesis in the healthcare sector. Some of the concerns he raised were as follows

- Although AI has significantly reduced the evidence synthesis time from 6 months of manual work to 2 weeks of automated synthesizing, the problem arises in the quality of data that is being filtered.
- With the advancement of technology, individuals are being restricted from accessing services at certain levels of the healthcare industry. Thus, the inclusiveness of technology needs to be a factor worth considering before adoption.
- Ethical issues of consent, data privacy, and data ownership for the hospitals to conduct further research using patient medical records is also a major issue

3.3.6 The consensus in this session was that technology could be used by the M&E community for increased efficiency in data collection, analysis and interpretation, and presentation of results. At the same time, over-reliance on technology could prove counter-productive as there remained some valid concerns over the accuracy of the results and effect on inclusiveness, as

well as ethical issues of privacy and consent. A certain amount of judiciousness thus would be imperative on the part of the evaluators when it comes to the use of technology.

3.4 Role of Media in Evidence Based Policy Making
February 12, 2020 (4:00 PM – 5:30 PM)

Chair: A.K. Shivakumar

Speakers:
- P.N. Vasanti, Director General, CMS, Delhi
- Biraj Swain, Contributing Editor, NEWSLAUNDRY

The session in brief:
Policymaking is a political process, affected by various social and economic factors. Media is a significant contributor to the process of government policy-making both through collecting and presenting evidences on one hand and providing a forum for debate on public issues on the other that could give rise to demand for evaluations. The session revolved around the ways in which media can improve the policy making process using evidence produced by evaluators in the right manner.

3.4.1 **Shivakumar** initiated the session by observing that media had grown extremely important in the past couple of decades in shaping and setting development priorities. The rise of social media had not only altered the traditional definitions of media but had given it an even greater reach and penetration. However, there had also been some other worrying developments like the rise of fake news, as well as growing fears of muzzling the voices in media by the powers that be. At the other end of the spectrum, there were also concerns about media houses becoming unofficial mouthpieces of the government by not questioning them enough on the evidence found and not championing the cause of the poor and the disadvantaged of the society, a task they should undertake.

3.4.2 The panel discussed some of the issues concerning evidence from evaluation data and the response to it by the government that made the role of the media even more important. Those issues were:

- The paradigm of evidence-based policymaking seemed to have been turned upside down as some governments had begun to practice policy-based evidence-making i.e.,

retrospective fitting of evidence to support narratives. This meant that statistics instead of being a public good could be used as a propaganda tool by the governments.

- Even in a situation of perfect data being there, there could be instances where the governments of the day were not responsive to what the evidence suggested. The job of journalism would be to demand accountability in those cases.
- The tendency to place only numerical evidence on a high pedestal led to overlooking real narratives and actual experiences of people.

3.4.3 It was suggested that journalism must engage with these narratives. Media needs to bring to light the efforts of the evaluators in a more prominent way so that the narratives can be challenged and changed. Recent tragedies like those in Gorakhpur Hospital were only highlighted after they had taken place, which could have been averted had the media paid attention to and reported the prior impending

3.4.4 Another issue highlighted by **Biraj Swain** from Newslaundry was the lack of media literacy. Colleges and schools should have media literacy classes to help people make the right choice in terms of what was news and what was propaganda. Citing the example of Pulitzer winning Propublica, she said that more and more Indians should begin to pay for news if they want to prevent themselves from the scourge of propaganda news. She stated, "Until we are ready to pay for news, we will be reading news that serves others."

3.4.5 **Vasanti** cited that in the past, there had been a number of cases where evaluators' efforts brought to light deficiencies in governmental policies and also cases where court directives were influenced by evaluation findings. The panel concluded that for the sake of principles like justice and equity, media and evaluators should join forces in asking questions from the governments.

3.4.6 It was concluded that media can a play a very powerful and proactive role in awareness generation about various development programmes, present evidence on their implementation and benefits, and who gets them and also identify gaps in them. The data generated by them can be useful for monitoring and evaluation. However, media has to be unbiased and help in checking fake news.

3.5 Technological Advances in Measuring Impact
February 12, 2020 (4:00 PM – 5:30 PM)

Chair: Francis Rathinam, Senior Evaluation Specialist, 3ie

Speakers:
- Harini Kannan, Research Scientist, J-PAL SA
- Sreeja Jaiswal, PhD Scholar, Tata Institute of Social Sciences, Mumbai
- Ruchit Nagar, Co-founder and CEO, Khushi Baby

The session in brief:

Technological advances and opportunities to use data from unconventional sources such as satellite imagery, remote sensing and mobile technology are largely unexploited in international development literature. Over the last 10 years, 3ie has funded a number of studies that use digital technology to gather data innovatively and cheaply. This session saw presentations and discussions around 3ie-funded studies based in India that use technology and big data in different ways.

3.5.1 The session began with a short presentation by the Chair **Francis Rathinam** highlighting technological innovations and the emerging methods for data collection, monitoring and learning. Various speakers presented their field experiences with technology and big data in their evaluation and monitoring projects.

3.5.2 **Harini Kannan** from J-PAL, South Asia highlighted the importance of using technology in monitoring and evaluation as it has enabled large scale data collection and analysis more feasible, less expensive and more accessible with better impact assessments. Her case study of Immunization in 7 districts of the Indian state of Haryana indicated that data collection was still the most expensive part of the research. Therefore, one needed to recognize the importance of using administrative data for evaluation which, according to her study, had high degree of authenticity, was of good quality and could be used for micro-targeting and quicker evaluations. Kannan also mentioned different strategies that were used to improve immunization through technology. For instance, development of mobile Apps in which basic information were registered and mobile credits given as incentives for immunization which had a positive impact.

3.5.3 **Nagar** talked about his Immunization project named 'Khushi Baby' in the Indian state of Rajasthan. Nagar's study aimed not only at creating digital health records for beneficiaries but also for the health care providers by making data accessible at both ends. The project focused on using many innovative ways of spreading awareness and measuring the impact for Immunization through technology. For instance, phone calls in the local dialect and SMS reminders were used for immunization and the impact assessment was done by actually

identifying how long the person listened before hanging up. Biometric template devices were employed to identify that only the correct beneficiary showed up. A selfie with a nurse booth to ensure the health care provider was also present at the health care centre. Interactive Voice Responses(IVR) set up to ensure if the beneficiary actually received the treatment, hence measuring impact without actually being present at the location but through technology.

3.5.4 **Sreeja Jaiswal,** a doctoral scholar from Tata Institute for Social Sciences (TISS), Mumbai, talked about her study evaluating the effect of Konkan Railway on the neighbouring locality in Konkan Region by specifically using the satellite data. Such an analysis is crucial to do impact assessment of development projects as it enables presentation of a comprehensive picture of the development made possible through the intervention.

3.5.5 Presentations in this session illustrated how various forms of technological advances can be exploited to enable/improve evaluative assessments of development interventions.

SIDE EVENT

A skit entitled "**Rojmarha**" was presented by the theatre group of Yuva Saathi Centre, Institute of Social Studies Trust. The play was about how patriarchy operates through different power structures, how deeply it is rooted in our everyday lives and how different structures enable it to work without letting people question the norms. The Skit brought out the message that all have to come together to work for gender equality and a lot depends on transformative changes in mind sets and behaviours.

Skit on gender equality, February 12, 2000

Day 2: February 13, 2020

SIDE EVENTS

Day 2 of EvalFest 2020 began with a slide show highlighting the main sessions of the previous day. Day 2 witnessed two Memoranda of Understanding (MoUs) for partnership and cooperation signed – one between ECOI and SLEvA and the other between ECOI and InDEC. The first MoU was signed by Asela Kalugampitiya and Rituu B Nanda on behalf of SLEvA and ECOI respectively while the second MoU was signed by Aniruddha Brahmachari on behalf of ECOI and UmiHanik on behalf of InDEC.

Signing of MOU between ECOI and SLEvA   Signing of MOU between ECOI and InDEC

3.6 Engaging Stakeholders in building National Evaluation Capacities
February 13, 2020 (9:35 AM – 11:00 AM)

Chair: Marco Segone, Director, Evaluation Office, UNFPA

Speakers:
- Asela Kalugampitiya, President, SLEvA and President, APEA
- Alok Mishra, Director, Development Monitoring and Evaluation Office (DMEO), NITI Aayog, GoI
- Yatin Divakar, Ph.D. Scholar, IIT, Bombay, Mumbai
- Hon. M. Thilakarajah, Member of Parliament, Sri Lanka

Discussant: Rashmi Agrawal, member, Core Group, ECOI

The session in brief:

This plenary session saw stakeholders from different arenas come together to highlight the critical areas to consider while developing national evaluation capacities for effective and quality evaluations for the SDG and enhancing their utilisations.

3.6.1This plenary session, organized by UNFPA, ECOI and SLEvA, was chaired by **Marco Segone**. The session began with Segone's observation that the SDGs presented both opportunities and challenges which required that all stakeholders, not just the national governments, to work towards the goals. He remarked that while all the countries agreed on the review of progress through Voluntary National Reviews (VNRs), and 150 VNRs were prepared in the last 5 years, the focus on those left behind still remains a challenge, Only few countries have had national evaluation policies and there is less evaluation capacity on both supply and demand side in most countries.. Segone posed two questions as a basis for the panellists to make their presentations. The questions were: a) "Based on your experience, what is the complementary role expected from key players including the government, VOPEs, parliamentarians and development organizations in national evaluation capacity building?", and b) "What are the key lessons learned in leveraging multi-stakeholders' partnership in your country?".

3.6.2 **Alok Mishra** from NITI Aayog argued that bureaucracy did not like to be evaluated and only formed associations with those programmes and ministries that they led. The primary need would be to involve bureaucracy in key ministries to improve evaluation capacities. He stated that the level of monitoring and evaluation capacities across different states of the country was uneven. There is a need to create monitoring and evaluation ecosystems with research institutions in developing evaluation capabilities and his office in NITI Aayog was trying to create such an ecosystem.

3.6.3 Explaining academia's perspective, **Yatin Divakar** opined that there was no course on evaluation in India. Evaluation was only limited to statistics and economic backgrounds whereas the need was for diverse development researchers. He said that educational institutions should be associated with evaluations to tap the youthful energies of students. The stability and continuity in academia would ensure that evaluations were done right and free of any bias. Therefore, there is a need for educational institutions and evaluation communities to work together and bring about need-based training programmes.

3.6.4 Sri Lanka's legislator **M. Thilakrajah** reminded all present about the role the legislature can play in elevating the importance of evaluation, which the Sri Lankan Parliament did by moving a motion to bring a National Evaluation Policy (NEP) in 2018. He stated that moving evaluation from a task for NGOs to a governmental policy is in line with the principles of good governance.

3.6.5 **Asela Kalugampitiya** said that the complementary roles played by evaluators and the government were what made NEP a possibility in Sri Lanka. The benefit of this complementary relationship was that when one stakeholder was not active, the other became active and kept the torch of evaluation glowing. He pointed out how parliamentarians not only had organized training at the district level but also how courses in evaluation and monitoring had come into being in Sri Lanka under their watch, a result of the push by the evaluation community.

3.6.6 Both the speakers from Sri Lanka focussed on the need for more champions of evaluation from the citizens. They emphasised the need for more competent evaluators to play an advocacy role in this regard. Also, public officials should find ways to encourage VOPEs to work. They pointed out that in Sri Lanka, VOPEs were not very active earlier but matters changed when parliamentarians secured funding for them as well as gave them endorsements.

3.6.7 Another important point that emerged from the discussion was the need for evaluators to be good communicators so as to disseminate evaluation findings effectively. Quite often, the evaluation reports were too unwieldy and that prevented the findings from being communicated well to the legislators and policy makers. **Alok Mishra** pointed out that, 'a politician needs narrative and not data since he needs to communicate with the voters.' Hence, evaluators should provide evidence in appropriate form to other stakeholders keeping in mind the end purpose for which the evaluation was to be used.

3.6.8 As discussant **Rashmi Agrawal** began by pointing out the weakness of the current evaluation capacity in the face of the lofty goals that SDGs have. Also, an understanding of demand and supply in evaluation was important. Academic institutions should work in tandem with the bureaucracy and help in deciding what demanded quick evaluation and what required a more rigorous one. She argued that evaluation capacity needed to be built from the grassroots level. Even the bureaucracy required capacity development to enable them to sift good evidence from bad evidence. VOPEs can work as a bridge between governments and other stakeholders. Agrawal pointed out that critical assessment of evidence was needed, which required coming together of all the stakeholders. National policies calling for quality evaluations and laying down evaluation standards would be important to stimulate capacity development. Evaluation needs to be professionalized and this required that the subject should be established as a full- fledged discipline in the academic institutions.

3.6.9 The panel concluded that engaging different stakeholders was a very difficult process, especially engaging the legislators. VOPEs have a big role in bridging the gap between different stakeholders and Parliamentarians. Also, a coherent policy of evaluation and capacity development should be evolved.

3.7 New Frontiers in Evaluation: Transformative Evaluations
February 13, 2020 (11:30 AM – 1:00 PM)

Chair: Sekhar Bonu, Director General, DMEO, NITI Aayog, Govt. of India

Speakers:
- Michael Steffens, EU Delegation to the Hashemite Kingdom of Jordan
- Christina Magro, Secretary-General, International Development Evaluation Association – IDEAS
- Sanjeev Sridharan, Country Lead, India Office, Bill and Melinda Gates Foundation, India
- Manas Bhattacharya, Senior Manager, Association for Stimulating Know-how, ASK, India

The session in brief:
The New Frontiers for Evaluation initiative aims to encourage debate and promote innovation and foster alliances to identify, design, intervene and pilot context-specific evaluation that will meet the demands for impact evidence in development programmes with a lens of 'leave no one behind'. The session saw discussions around the need for a bolder evaluation agenda with an objective towards bringing about transformative changes.

3.7.1 Initiating the presentations and discussion in the session **Sekhar Bonu** observed that evaluation played an important part in the process of bringing about transformative changes that are expected by the SDGs. Transformative changes were complex and long term processes and to evaluate such changes transformative evaluations were called for. There was, therefore, a necessity to explore newer approaches to evaluation.

Sekhar Bonu and Michael Steffens

3.7.2**Michael Steffens** suggested that social change happened when behaviours changed, and behaviour change was very personal. The focus of evaluation should shift from an input-output/ outcome approach to become learning-driven. He suggested that evaluations should be accountable to the beneficiaries and for this participatory approaches like empowerment evaluation, outcome harvesting, most significant change and appreciative enquiry were more suitable. The evaluation should answer questions like what changed, when and why the change occurred, who changed and why and how the programme contributed to this change. He opined that equity-focused, gender-responsive, and culturally responsive evaluations were more equipped to stimulating transformational change.

3.7.3 **Christina Magro** put forth the view that the systems theory that emerged in the 1970s should be made stimulate-systems-thinking, which is essential to evaluate transformational changes implied in the SDGs. The transformational change that she spoke about did not need to be a large change in terms of magnitude. It referred specifically to systemic changes that might occur at the individual level, household level, district level, state level, etc. Magro further elaborated that the changes triggered from the outside (projects, policies, programs) were expected to be sustainable when adequate components of the system changed. Therefore, transformational evaluation requires the implementation of systems monitoring by identifying structural components involved in the dynamics of change. Hence, reflection, self-reflection, awareness, and self-awareness were the pillars needed to enable triple learning loops of understanding, action, and time orientation for systems thinking.

3.7.4 **Sanjeev Sridharan** felt that the M&E community was too focused on selling best practices and solutions. Rather, the community should be looking to learn and understand what evaluation methods worked best in certain conditions to solve the problem of "unmet needs", and prepare implementation plans. He proposed the need to think about the navigational function of evaluation, how evaluating SDGs was different, and identifying new concepts to evaluate. Sridharan raised concerns over a lack of skills in the evaluation community to assess sustainability.

3.7.5 **Manas Bhattacharya**, emphasized the importance of participatory approach to transformational evaluation as this approach was oriented towards engagement of all beneficiaries as not only data providers but as agents of transformational learning.

3.7.6 **Sekhar Bonu** concluded the session by suggesting the development and use of the transformational trends framework to investigate the various opportunities and challenges, and to design effective policy responses. He reiterated that effective responses to new challenges will need flexible and innovative approaches including partnership with private sector, civil society, and regional cooperation. He also cautioned that the opportunities from transformational changes often benefit the richer sections of the society more than the poor. Therefore, pro-poor measures are necessary to ensure inclusive development.

3.7.7 The main outcome of discussions in the session is the appreciation of the emerging challenges in evaluating transformational changes and the need to confront these challenges with new participatory approaches and systems thinking.

3.8 Evaluation Thinking and Evaluation Use
February 13, 2020 (11:30 AM – 1:00 PM)

Moderator: Devyani Srinivasan & Meena Vaidyanathan, Niiti Consulting
Speakers:
- Abraham George, Head of Operations and Strategy, The Leprosy Mission Trust India
- Manisha Singh, Head of Corporate Social Responsibility (CSR) and Communications, Nokia Networks
- Aparna Dua, Senior Manager, Asha Impact
- Ashutosh Jain, Deputy Director General, DMEO, NITI Aayog, Govt of India
- Manjur Mandol, CNES, Guwahati

Graphic Presenter: Chitra Chandrasekhar, Niiti Consulting

The session in brief:
The objective of the panel was to understand some of the challenges faced by multiple stakeholders in the way of evaluation results being used and how they can be addressed. And by doing that how can the effectiveness of the social change initiatives be improved.

3.8.1 The government's perspective in the panel was put forward by **Ashutosh Jain,** DMEO, NITI Aayog. He spoke about the importance of monitoring and evaluation in the Indian context where there existed more than 800 centrally sponsored schemes. He was of the view that there was a trust deficit in the implementer-evaluator relationship as the two understand the nitty-gritty of the schemes differently. If something was done based on certain conditions at one point of time, it would be difficult, from the point of view of the implementer, to go back and make changes based on evaluation findings. To remove this trust deficit and ensure all stakeholders emerged winners, the implementing agencies should be involved in the system of evaluation right from the process of designing itself. **Jain** felt that evaluations should not be seen as personal assessments of a person or team implementing a programme. Also, the frequency of evaluation should be customized since not every programme needed evaluation equally frequently. Monitoring, though, should be systematic.

3.8.2 Talking about the challenges from an impact investor perspective, **Aparna Dua** pointed out that India had a huge financing gap of almost half a trillion dollars annually in terms of the funding required to meet the SDGs. So, relying on government's programs and philanthropic capital was not enough and there was a need to mobilize commercial capital as well. That's where the role of Impact investors became important as they seek to bring in money from the commercial pool of capital. So, understanding of impact is extremely crucial from that point.

Aparna Dua suggested setting up midline evaluation for the programme to strike a balance between it being robust and practical. Das identified the following three key challenges that impact investing faced in 2020.

- Data and measurement – whether the data is credible and whether it's being captured in the right way?
- Attribution – Is there an output/outcome metric that can be used to give the entrepreneur the right feedback but is also practical, cost-effective and not time-consuming?
- Standardisation – In the Impact industry, there are 30 odd frameworks for the organizations to report in an evaluation framework. This makes it difficult to compare the impact because of the multiplicity of frameworks.

3.8.3 **Manisha Singh** from NOKIA also focussed on the issues from the perspective of a corporate, saying that customers had increasingly begun to ask questions in terms of impact. The major challenge, however, for a corporation remained in measuring the impact of the programmes on the society in tangible terms.

3.8.4 **Abraham George** argued that generally evaluations were done at the end of the project and produced merely learning. If the programmes did not have a second phase, there would be no opportunity to incorporate evaluation recommendations. Also, a strong monitoring system in place could lead to better results than one-stop evaluation processes. He said that evaluators should make implementable recommendations. Also, until unless the implementer had confidence in the recommendations produced by the evaluation findings, it would be difficult to implement them. It was therefore vital to involve the implementer from the beginning in the process of evaluation.

3.8.6 It was agreed that investors should understand that long term engagement was important to make a substantial change with a community. Hence, the programme cycle should be long term and designs broad-based and flexible with enough scope for modifications. **Manjul Mondol** concurred that enough time should be given to any program for a measurable change to appear.

Panel on evaluative thinking and evaluation use

3.8.7 The outcome of the discussions in the session was that evaluative thinking needed to be developed across the board to enhance evaluation use. Implementers and evaluators should work together throughout the evaluation process to ensure that there is no trust deficit between the two.

3.8.8 The following graphic presented by niiti consulting vividly brings out the process of promoting evaluative thinking and evaluation use.

3.9 The Power of Young and Emerging Evaluators (YEE) for the Future of Evaluation
(Roundtable)

February 13, 2020 (11:30 AM – 1:00 PM)

Chair: Marco Segone, Director, Evaluation Office, UNFPA

Speakers:
- Qudratulla Jahid, Co-leader, EvalYouth Asia
- Dulmina Chamathkara, Co-leader, EvalYouth Asia, Sri Lanka
- Erika Lareza, Co-leader, EvalYouth Asia, Philippines
- Anweshaa Ghosh, YEE, ECOI
- Harshala Jambhulkar, Young Professional, DMEO, NITI Aayog, GoI
- Asela Kalugampitiya, President APEA and SLEvA Sri Lanka
- Inad Haroon, President Afghan Evaluation Association

The session in brief:
If SDGs are to be fully realized, it is essential to prioritize the inclusion of the youth in evaluation processes. The objective of the session was to learn from voices of young and emerging evaluators as to how their capacity building ensured better future evaluators in order to achieve the larger goal of promoting the involvement of YEEs in evaluations conducted at the national, regional and international levels.

3.9.1 Young people are universally acknowledged as the agents of change and, thus, in recent times, more and more organisations are increasingly investing in youth and giving them space and platform to grow. Discussions in the session revolved around two core questions posed by the chair **Marco Segone**, one at the individual level and the other at institutional level. These are: a) what are the challenges that are faced by a young evaluator and b) what are the key skills that are required to become an evaluator?

3.9.2 **Erika Lareza** began by pointing out how all young evaluators struggled with essentially three things - lack of capacity, institution, and awareness. She argued that evaluation as a profession had not yet fully evolved and often the evaluative part in evaluation was non-existent as there was policy-based evidence-making and not the vice versa. **Qudratullah Jahid** pointed out how young evaluators often lacked support and networking and engaging them (through internships, fellowships, and crash courses) was crucial to enrich the evaluation community. **Anweshaa Ghosh** pointed to the need to localize the learning opportunities as access to resources is a major problem. For instance, offering courses in local languages would break the language barrier. She argued for the inclusion of sensitive themes like equity and gender. Empowering people must also be an inherent part of the evaluation.

3.9.3 **Dulmina Chamathkara** emphasized the need to educate and integrate youth in the process of research at all levels by waiving off the work experience criterion, as development of a skill set is necessary through their integration at the entry level.

The need to develop a crash course to make youth learn about how to do an evaluation was mentioned. Such a course should have right combination of knowledge and responsibility and the training youth would help take young evaluators forward.

3.9.4 **Asela Kalugampitiya** spoke about the need for the inclusion of youth and pointed towards the work of EvalYouth Asia in mobilising resources to support this idea.

3.9.5 **Imad Haroon** summed up the major issues discussed and argued that though there was no defined skill set for becoming an evaluator and as evaluators come from diverse backgrounds, one should be flexible and open to learn new things, open to diverse environments, and be able to do extensive fieldwork. Sensitivity towards people and issues like equity and gender was crucial in an evaluator. He argued that capacity building and diversification culture must be encouraged and organizations must introduce training programs to integrate young evaluators as was being done through Young and Emerging Evaluators (YEEs) in Voluntary Organizations for Professional Evaluation (VOPE).

Roundtable on the power of young and emerging evaluators

3.9.6   The session highlighted the need to groom young evaluators and enable them to access opportunities to evolve into high quality professional evaluators. They bring new energy, ideas and experience and therefore their inclusion in the scheme of things is very essential. Their capacity development should be a priority.

3.10   Evaluation for Multi-Dimensional Poverty with the Lens of NOLB
February 13, 2020 (2:00 PM – 3:30 PM)

Chair: PK Anand, former Advisor, NITI Aayog, Govt. of India and Consultant, RIS

Speakers:
- Maaike Bijker, Research and evaluation Specialist, UNICEF India
- Vasundhra Thakur, Senior Global MEL Manager, One Acre Fund
- Abhay Kumar, Head – Evidence and Results, UN World Food Programme

The session in brief:
This session discussed some of the critical issues centred round poverty, some interesting findings from the studies discussed and valuable methodological learning for designing an evaluation measuring "multi-dimensional" impact.

3.10.1 **PK Anand** began the discussion by highlighting that often there existed multiple perspectives to a phenomenon which needed to be considered simultaneously. For instance, village-level risks appeared more dangerous from the perspective of a village than any other. He said while there were multiple ways to measure poverty some had become outdated and should not be used.

3.10.2 **Maaike Bijker** pointed to the multiple ways to measure poverty based on income, consumption, entitlement, etc. Adding to these criteria, the concept of non-monetary and rights-based poverty might help identify those who were left behind. Poverty should be studied from a multi-dimensional lens, Bijker added. She said that various studies conducted by UNICEF in India indicated how the evaluation of child poverty based on the Multidimensional Poverty Index

(MPI) would help analyse and reduce it by half by 2030, as envisioned by the SDGs. While there was no national MPI for India, states like Chhattisgarh, Jharkhand and Orissa had, while working with UNICEF, formulated their own indices like the Vulnerability Index to measure poverty.

The challenges that the evaluation community faced included:
- Conducting regular analysis on national and state levels
- Keeping in mind the ever-evolving Multi-Dimensional Poverty measures.

Bijker said that a comprehensive bottom-up approach should be evolved that took into account these lived experiences.

3.10.3 **Vasundhara Thakur** mentioned how One Acre Fund had used the multidimensional approach in its studies of farmers across 10 countries to evaluate the impact of crop profits. The studies found that there were varied impacts depending on specific contexts. The findings included
- Improving access to food might not always mean an improvement in access to a nutritional diet.
- It was found that when farmers earned more from agriculture, they started to invest more in agriculture instead of non-agricultural activities (as expected), leading to a decrease in farmer's income which is "not really a bad thing always".

Thakur pointed out that the evaluation community could learn the following lessons from these studies:
- The timing of the evaluation is extremely important since income and consumption was not stable throughout the year.
- With multiple hypotheses testing and looking at aggregate factors that affect total lifestyle, the chances of logging in false negatives and positives decrease.
- It should be realised that multidimensional assessments consumed more time than one-stop approaches and so must be conducted with patience.

3.10.4 **Abhay Kumar** observed that the aim of the multi-dimensional poverty index was to capture the last person in the society so that no one was left behind. Tracing the development of measures of poverty estimation in India from 1962 through various committees- Rangarajan Committee, Tendulkar Committee and Alagh Committee, Kumar said that there had always been a need for more measures despite the studies by these committees. This showed that uni-dimensional methods were unable to capture all aspects of poverty.

3.10.5 Kumar referred to the study of food consumption by UNWFP which faced several methodological challenges like differences between the data from National Accounts System (NAS) and National Sample Survey Office (NSSO). The estimations were never reflected in the actual data. This called for a shift in methods- from accounting only food components, now non-food components were also considered. There had also been a

P K Anand summarizing the session

move from the uniform recall period (URP) to the modified mixed recall period (MMRP). This

was due to the realization that the unidimensional method was not enough. Kumar further said that multidimensional approaches complemented unidimensional studies, but they cannot be looked at in isolation.

3.10.6 The Chair wrapped up the session by saying that while unidimensional poverty indices served the purpose of presenting a simple measure, they did not take into all aspects of deprivation, which is important to ensure that no one is left behind.

3.11 Achieving Food Security and Pathways for Improved Nutrition in India: Insights from Global Evidence

February13, 2020 (2:00 PM – 3:30 PM)

Moderator: Shagun Sabarwal, Director-Policy, Training, and Communications, J-PAL SA

Speakers:

- Alok Mishra, Adviser, NITI Aayog, Govt. of India
- Urvashi Wattal, Senior Policy & Training Manager, J-PAL SA at IFMR
- Tanya Kak, Senior Policy Associate at Abdul Latif Jameel Poverty Action Lab (J-PAL)
- Kalyani Raghunathan, Research Fellow, IFPRI
- A.K. Padhee, Director, Country Relations, ICRISAT

The Session in brief:

This session brought together research findings and emerging insights on promising interventions to address the challenge of ending global hunger and achieving improved nutrition. In this regard, the session offered evidence from rigorous evaluations conducted by J-PAL affiliated researchers. Others apprised of lessons on the kind of policies and programs that can address some of these challenges.

3.11.1 **Shagun Sabharwal** first outlined the broad contours of this panel discussion that was organized by J-Pal/CLEAR. She said that the context of climate change and agricultural crisis had made the challenge of achieving SDG 2 (ending global hunger) even more daunting. A key component of a response to this challenge could be the building of sustainable food production systems that were resilient and adaptive to climate change. She further informed that J-Pal, in this pursuit, focused on different sectors and tried to synthesize evidence on what worked and what did not in order to tackle some of the problems persisting in these sectors.

3.11.2 **Tanya Kak and Urvashi Wattal** presented some evidence from evaluations conducted by J-Pal researchers that shed light on the topic of improving food security.

3.11.3 To deal with the challenge of changing climate and environmental stress which induced unpredictability and uncertainty in farming, J-Pal had experimented with an approach that looked to insure farmers against this uncertainty that lead to food security and then improves food nutrition in the long run. This involved the concept of weather-indexed crop insurance. *The traditional idea of insurance* was indemnity based which required the insurer to match the losses against each farmland—*something which would be unfeasible in a country like India* with a lot of small landholdings. The administrative costs made the process of applying for insurance exorbitant. *The weather-based index was an innovation in this regard* which used observable variables to insure the farmers from the potential risks. *In places where it was adopted, the major takeaway was that it changed farmer behaviour to invest in farmer technologies that were more profitable.*

3.11.4 A possible complementary structural approach could be using flood-tolerant varieties of crops, like it was done as a part of an evaluation study in Odisha where an experiment was conducted using Swarna Sub-1 variety. The study found that not only the losses in flood years were reduced by 10 per cent but an increase in yield was also noticed in non-flood years. *It also changed farmer behaviour towards switching to more sustainable agricultural farming practice, including among marginalised farmers. Thus, an inclusive kind of agricultural system can be seen emerging from the use of stress-tolerant crops.*

3.11.5 **Wattal** talked about a review done by J-Pal on cash transfer and food transfer across the world to deal with nutritional issues. The direct transfer ensured no leakages in cash transfer schemes, the intra-household power equation became a major factor influencing the relation between cash transferred and food bought. There were, however, major implementation concerns.

3.11.6 **Padhee** pointed out the transition that had occurred in the debate concerning nutrition in the past few years. While under-nutrition was the major challenge earlier, obesity had also emerged as a challenge. Another change observed was that the middle class, owing to better standards of living, had improved their diet (in the urban space). The

Dr.Padhee in the session on Food Security

demand for millet crops increased as a result. However, similar changes towards a healthier diet were not taking place in rural areas. Padhee pointed out that the current agricultural policies drove farmers towards certain specific crops

preventing diversification, which should be refocused to improve nutritional levels. Behavioural change was of primary importance and for that creation of consumer awareness and nutrition literacy was required. He said that women should be empowered more. He pointed out that empirical evidence suggested that if women had the property rights and the decision-making in their hands, the nutritional outcomes would substantially improve.

3.11.7 **Kalyani Raghunathan**, from IFPRI, shared the success story of *Jeevika* Self Help Groups in accelerating change in health and nutrition indicators in Bihar. The mobilization of the community stimulated health and nutrition-related behaviour change. The result was the achievement of greater dietary diversity among women and children as well as increased knowledge of diet quality.

3.11.8 The session saw the presentation of a number of field experiences to achieve higher food productivity and nutritional security, and the prospects and challenges ahead. The importance of SHGs was recognised in terms of their potential to improve nutrition targeting multiple pathways. However, it was said that the SHGs cannot be overburdened and there remains an urgent need to involve other members of the household as well to achieve the results. The session was a mix of theory and practice, learnings and further actions.

3.12 Evaluation Methodologies: Innovations and Experiments
February 13, 2020 (2:00 PM – 3:30 PM)

Chair: Mallika Samaranayake**,** Chairperson, Institute for Participatory Interaction in Development (IPID), Colombo

Speakers:

- Anand Trivedi, Consultant, DMEO, NITI Aayog, GoI
- Shyam Singh, Associate Professor, IRMA, Anand
- Archana Kumar, Associate Professor, Lady Irwin College, Delhi University
- Mubashira Zaidi, Research Analyst, ISST

The session in brief:

This session reflected on the process of evaluation and evaluators contributing to ongoing improvements in implementation, planning and design up front instead of a process that merely comes after a programme has been designed or implemented. It presented examples of using participatory methods and approaches and lessons learnt in bringing changes. It noted that innovations are necessary in the light of the fact that SDGs are interconnected and call for behavioural changes.

3.12.1 Chaired by **Mallika Samaranayake**, the session saw panellists discuss their experiences from the field about using Participatory methodology which requires the focus to be on the community and also giving a voice to different stakeholders, especially the marginalised. In her initial remarks she emphasized the importance of using innovative contextual participatory methodologies in evaluations and dissemination of learning across.

3.12.2 **Mubashira Zaidi** shared her experience of an assessment of an organization that works with tribal groups in Rajasthan. The objective of her study on the impact of forest rights on the lives of the tribal women was to bring a gender lens on how assets were distributed. Methodology followed was a mix of quantitative surveys as well as individual interviews. In the participatory methodology tools of games and exercises were used. These helped in breaking ice and language barriers at times.

3.12.3 **Archana Kumar** opined that participatory techniques were getting ignored in this era of hard data since such techniques were highly process-oriented and needed investing resources. She reiterated their importance by sharing her experience of using Rick Davies's 'Most Significant Change' (MSC) technique. She outlined the approach and its process and her experience in using it. MSC involved the generation of significant change stories by various stakeholders involved in the intervention and discussion of them leading to identification of impacts. The approach utilised the power of stories. Kumar observed that, sometimes, quantitative data failed to capture the richness of what was happening. Stories, on the other hand, helped to capture that variety and richness. When people narrated stories, it put people at ease. They did not feel that they were being assessed. The power dynamics that existed in a community could to some extent be controlled and truth enabled to surface. Sharing her experience, she said that the method helped in providing a voice to a whole set of people along with encouraging diversity of views to emerge. It also led to a lot of organizational learning and helped her team to understand the critical aspects which facilitated change.

3.12.4 **Shyam Singh** cautioned against standardization of the participatory evaluation methodologies. He opined that in every field, there existed unanticipated data/information since social realities were far more diverse and greater than what the evaluator would understand in the beginning. He also stated that:

- Any standardization of participatory evaluation methodologies ran the risk of whittling them down.
- The literature prescribed choice of a secular location for participatory exercises like schools, Anganwadi centres etc. Such social locations had their own in-built contextual relevance and often ended up bringing out more from the participants.

- Floating populations for participatory exercises could often prove to be a blessing in disguise as otherwise, the dialogue was dominated by a few with the rest merely agreeing.

He concluded with a message for his fellow evaluators – Go to the field with an open mind but not an empty mind. Evaluator should have the knowledge of methodology. It is better to get the approximately correct information rather than precisely wrong information.

3.12.5 **Anand Trivedi** from NITI Aayog added a different dimension to the discussion by saying that the reusability aspect of Participatory Rural Appraisal (PRA) was becoming a constraint from a larger policy perspective. Hence, it was important that whatever was done on the innovation front should be de-contextualized at a level where it can be scalable. He gave an example of an initiative where all the PRAs were digitized and the maps were converted into visually appealing Google maps that provided the community detailed information about themselves. From the point of view of a government body, if all data were available in a digital manner, it could throw up a myriad of possibilities for dynamic policymaking. He informed that a new website was being created where all the practices and innovations would be collated to be used for various governmental projects as well as by NGOs. However, to ensure that those practices were put to the best use, it was also important to know the context in which they came up. So, if a need arises they could be de-contextualized before scaling up.

3.12.6 Summarizing the session's outcome, **Mallika Samaranayake** stated that use of participatory approaches was important in the light of SDGs which called for change in mind sets and behaviours but they should be used with caution and without individual bias. Evaluators should have mastery over the approach. Therefore, there was a need for capacity development in using participatory approaches in the field. Choice of approach was also important to extract appropriate evidence and to reach meaningful conclusions and actionable recommendations. Mallika was of the opinion that innovations from other disciplines as well could be adapted for the field of evaluation.

3.13 Evaluating the Anthropocene and the Climate Change Adaptation for Sustainable Development

February 13, 2020 (4:00 PM – 5:30 PM)

Chair: Prashanth Kotturi, Evaluation Research Analyst, IFAD

Speakers:

- Jyotsna Puri, Head, Independent Evaluation Unit, Green Climate Fund
- Vinod B. Mathur, Chairperson, National Biodiversity Authority, India
- Sumitra K. Young Professional, DMEO, NITI Aagog, Govt. of India
- Karon Shaiva, Chief Impact Officer & Managing Director, Idobro Impact Solutions

The session in brief:

This session considered evaluation as essential for learning and for reflecting on whether actions to address the complex challenges pertaining to climate change were on track for producing the desired outcomes.

3.13.1 The discussion began with the Chair's **(Prasanth Kotturi)** emphasis on how long it took for climate change to be recognized as a mainstream phenomenon to be given due importance. The risks involved were so deeply embedded with the fast development processes that as a society we tended to ignore them. Environment and climate change did not have immediate effects, and as such the impending danger was not dealt with the seriousness it deserved.

3.13.2 **Jyotsna Puri** talked about the importance of evidence maps in establishing a relationship between interventions and outcomes and of correlation analysis to see the effectiveness of the adaptation to climate change in impact evaluations. She referred to a study on adaptation to climate change in low to middle income countries where evidence gap map was used as a tool to evaluate adaptation addressing questions like what worked, what did not and why? She noted that more evidence was needed to inform the organization investing in adaptation to climate change and thus these methods must be used to create evidence-informed investments. Indicating the policy and decision-making implications of the study she said that there were important gaps and many interventions and instruments lacked thorough impact assessments, especially in the water sector. However ample evidence was available for agriculture which couldbe looked into for implementation.

3.13.3 **Vinod Mathur** discussed a case study from three regions of India, done as a part of Sustainable Land and Ecosystem Management (SLEM) project dealing with natural resource management, under GEF (Green Earth fund) where mixed methods and approaches were used. He emphasized the need for mainstreaming biodiversity and the importance of long-term planning.

3.13.4 **Sumitra. K** discussed Anthropocene and pointed out the importance of distinguishing between the human-induced climate change and natural climate change first and the need to create interventions appropriately. She argued that climate was a global issue but was often seen from a national, central or state point of view.

Session on Climate Change and Adaptation for Sustainable Development

3.13.5 **Karon Shaiva** brought the focus back to behavioural changes in people, which were crucial to bringing about change at the ground level. She arguedthat the focus should be more on synthesis and inter-linkages between the issues and environment should not be looked at or studied in isolation. She suggested an integrated framework to achieve SDGs which is based on citizenship at individual level, partnership at ecosystem level and entrepreneurship at organisational level. She said that a multi-layered effort was required at these three levels. She referred to the Institute for Global Environmental Studies' (IGES) SDG Inter linkages Analysis & Visualisation Tool that enabled users to visualise the inter-linkages between the targets of Sustainable Development Goals (SDGs) and explore and download indicator-level data for selected targets and countries.

3.13.6 Concluding the session **Prashant Kotturi** emphasised that the issue of climate change had now assumed serious proportions and strategies of adaptation to such changes were crucial to sustainable development and the future of humanity. Generation of quality evidence on the effectiveness of the adaptation strategies would be an important input to global and national policies on this issue. Weighing the evidence gathered through various approaches suggested during the discussions in this session was important to find out what worked and what did not.

3.14 Outcome Monitoring and Evaluation: Opportunities, Challenges and Way Forward

February 13, 2020 (4:00 PM – 5:30 PM)

Chair: Krishna Kumar**,** Visiting Fellow, Research and Information System for Developing Countries (RIS)

Speakers:

- Shubh Kumar Range, Independent Consultant
- Rajendra P Bharati**,** Director, Lal Bahadur Shastri Institute
- Anand Trivedi, Consultant, DMEO, NITI Aayog, GoI
- John Lawson, Senior Advisor, Grant Thornton
- Nithiya Muthuswamy, Senior Manager, IDinsight

The session in brief:

The session discussed the appropriateness of outcome indicators, current practices for monitoring program outcomes in India and globally; challenges such as need for better data architecture, administrative systems, and capacity; and way forward.

3.14.1 Opening the discussion, the Chair (**Krishna Kumar**) referred to the enormous amounts of data needed to monitor and evaluate progress on SDGs and acknowledged how the limited official capacity, and dependence on administrative data that suffered from limitations like coverage bias and low periodicity remain key challenges to monitoring and evaluation. He referred to the high cost and time requirement of conventional method of data collection and scientific dissemination and observed that development initiatives must be welfare-directed to save humanity and the planet. He noted that, "economy is like the human body where its parts are interconnected and interdependent in a complex way" and systems approach was needed to assess the way it functioned. Therefore, the UN had evolved various broad-based approaches to meet the demands of the SDGs. The baseline report by the MOSPI opened avenues for participation by the private sector in government initiatives on evidence gathering and also encouraged a shift from analog to digital methods in evaluation, keeping the risks in mind.

Krishna Kumar addressing the session

3.14.2 **Rajendra P. Bharati** said that evaluation must add significant value to human life and therefore the impact and usefulness of every research must be monitored. He pointed to the

need to analyse the nexus of the 3Ps: 'people-planet-prosperity' to better evaluate the outcomes. Referring to the impact of Agenda 2030 and the New Education Policy on the education sector in India, he recommended some shifts that must take place for better outcomes. He said:

- There should be a shift from book-originated to stakeholder-centred teaching that would mean "compassionate facilitation of experimentation, reflection and learning".
- While students were only encouraged to be livelihood-oriented, they should also add value to the 3Ps.
- Instead of taking up the role of researcher, teacher or author in isolation, academics must synergize and take up the three roles together to contribute to better evaluation.

3.14.3 **Shubh K Range** talked about budgeting for outcomes. She traced evolution of the budgeting process and its orientation, and showed that while the budget from 1859-1968 was administrative in its concerns; the budgets of 1968-2016 were performance-oriented. The 2017 budget, however, brought in a shift as it started focusing on outcomes. She pointed out how in the past 20 years, countries across the globe had moved to a result-oriented budgeting process. She noted that a process-oriented budget might bring many benefits for people. It would give a framework for everyone to align on key issues. A change in organizational thinking from process to benefits opened the need for people to cooperate with each other and broke down the silos. Shubh Range observed

Shubh K Range in the session

that it required a bottom-up decentralized approach where stakeholders became evaluators. For instance, people at the local level would know local needs better and if they were involved in evaluation, the results would be more intensive and comprehensive since there would be more commitment to the process. She suggested that outcomes could be evaluated in two ways for thorough results:

- One could be through a contribution analysis that would look at all influencing actors and their activities.
- The other would be to assess the result orientation of the managers since they drive the process towards achieving better results.

She said that there is a need to make faster and shorter outcome information available from various researches to be used in the re-alignment of budgets. This outcome approach must be kept in mind from the beginning to yield better outputs.

3.14.4 **Nithiya Muthuswamy** said that the presence of more stakeholders leaning towards better outcomes and the timeliness of monitoring which was assisted by the growth of technology served as opportunities in evaluation. However, the opportunity would be lost if the

available big data was not kept secure. To institutionalize outcome-based governance and to make it sustainable, there was a need to create more incentivizing measures in performance assessments. This could be done through either hard initiatives like provision of funding or soft measures like appreciation through recognition. He pointed out the need to bring data from the private (self-reported surveys, night-lights data) into the public domain. It was not appropriate to have a top-down approach without having supportive mechanisms.

3.14.5 **John Lawson** said that to achieve SDGs in India, there was a need to assess gaps carefully through a study of the impact of various government initiatives. He noted how rivalry and jealousy created through cross-learning workshops could bring about a shift in behavioural patterns, creating an ecosystem to learn better. He opined that

- There was a need to focus on multiple target groups and the allocation of a separate monitoring and evaluation budget to achieve better outcomes.
- Verifying outcomes of policies would cost a fraction in comparison to the alternative (i.e.) not measuring and learning from the outputs.

3.14.6 **Anand Trivedi** agreed with Range that there had been a critical shift in monitoring. But he said that defining outcome indicators and targets were just the first step of the critical shift. He also made the following points.

- There was a need to discuss, trigger and institutionalize evaluations.
- There were more than 600 programs by the government of India but efficiency could only be achieved when these were merged and outcomes were monitored to rationalize programmes.
- Instead of separate monitoring dashboards, one integrated bottom-up approach was needed. This facilitated not just bottoms up but also top-down conversations.

3.14.7 The session saw a discussion on how outcome lens is necessary in monitoring and evaluation to assess effectiveness and appropriateness of any intervention. Outcome can also assess the success of the process and implementation aspects. Performance based budgeting has been introduced in order to enhance accountability and transparency. The basic challenge is to identify adequate outcome indicators for assessment. The other challenge is to have a better data architecture, governance systems and adequate capacities with result- oriented thinking of interventions.

3.15 Professionalism and Ethics in Evaluation

February 13, 2020 (4:00 PM – 5:30 PM)

Chair: P. N. Vasanti**,** Director General, Centre for Media Studies (CMS), New Delhi

Speakers:

- Nikola Balvin, Research and Evaluation Specialist, UNICEF
- Susan Tamondong, Quality Assurance Expert, FCG Swedish Development AB
- Jennifer Mutua, M&E Specialist, Evaluation Society of Kenya
- Harkiran Sanjeevi, Deputy Director General, DMEO, NITI Aayog, GoI

The session in brief:

The session primarily focused on core aspects like how evaluators can be sensitized, facilitated and helped to improve and ensure practice of ethical standards in evaluation and research and need for developing policy guidelines on ethics integrating with revised evaluation criteria and institutionalizing the operation of the ethical framework.

3.15.1 Starting the session, **Vasanti** elaborated the importance of bringing professionalism in the field of monitoring and evaluation. She said that with the objective of no one left behind, there was a need to understand that in this process ethics should not be left behind. It was necessary to respect human dignity and privacy. With introduction of machine produced data like use of artificial intelligence the issues of ethics and professionalization have become more important.

Panel on professionalization and ethics

3.15.2 **Nicola Balvin** from UNICEF threw light on the question of involving children in the evaluation processes. She said that they were generally not included in evaluation since there were misunderstandings about their decision-making abilities. Moreover, most often protection was valued over inclusion. She likened the dilemma to a 'swinging pendulum' – there existed a need for them to participate but also to prevent them from participation. An intersection between protection and inclusion must be found. Belvin observed that research from neuroscience supported the notion that early adolescents were capable of making informed choices about involvement in research independently and hence should be allowed to participate. Children under the age of 10 should be allowed but should have advice and support of parents for being part of evaluation. Tools to get consent from children for the purposes of evaluation should be simple and easy for them to understand.

3.15.3 **Susan Tamondong** presented a code of ethics and laid down integrity, professional competence, objectivity, confidentiality and professional behaviour as fundamental principles for an evaluator. Stressing on the importance of evaluators speaking the truth, she said, "Ethics are the soul of Evaluation'. Addressing the young evaluators gathered, she advised, "If you're ethical, you're professional. But if you're professional, you're supposed to be ethical." She mentioned about the Code of Ethics for evaluators, commissioners and managers of evaluation developed by IDEAS.

3.15.4 **Jennifer Mutua** highlighted the challenges to professionalization of evaluation. Evaluation happened to be a young and emerging occupation and evaluators were not well known. She added,

- While the field of M&E was growing, and evaluation profession was receiving increasing recognition, transformational changes were yet to be observed, often leading to clients being disappointed with the efforts of evaluators.
- Another major challenge was the weak national and global culture of evidence-driven decision-making at this point of time in history.
- There was a need for a more enabling political environment across the globe for evaluation to grow as a profession.
- The perception about evaluation required to change from it being a policing tool to something with greater implications for the community at large.

3.15.5 In the context of India, **Harkiran Sanjeevi** said that over the years the focus of governments had changed. The Five-Year Plans at the beginning of the nation-building process meant that the government was in an implementation drive. The evaluation of that implementation, however, has freshly begun and therefore was still in its nascent stages. Sanjeevi highlighted the challenge of untangling and rationalizing a lot of co-existing plans and schemes, often having overlapping objectives. Pointing out the weakness of evaluation capacities, she stressed on the importance of building capacities at different levels as the first stage of strengthening it. There was also a dire need to create a body of knowledge and resources for purposes of evaluation. Talking about the practical aspects, she observed that before evaluators went to the field, they should be provided intensive training to ensure their understanding of the scheme and objectives was clear. If needed, they also needed to be trained in the vernacular language so as to better equip them to understand the regional context. The evidence generated by the field officers should be fed back into the system to help policy-making for programmes to become sustainable. The methodology should be robust enough to substantiate the process of the exercise undertaken.

3.15.6 The session generated discussion on wide-ranging issues and brought up the need to sensitize not only evaluators but also other stakeholders on ethics and professionalism. The Chair summarised the session advising on the need to work on these issues and bring out

guidelines and standards on professionalism and ethics that could be followed. Any national policy on evaluation should expressly mention the ethical aspects of evaluation.

SIDE EVENT

Skit: The group of young children presented a skit on the ban of single use plastic to save the environment.

Skit on environment at EvalFest 2020

Day 3, Feb 14, 2020

The day started with recapitulation of the proceedings of day 2. A slide presentation was made.

3.16 Country Perspective and National Evaluation – A Discussion with Parliamentarians

February 14, 2020 (9:35 AM – 11:00 AM)

Chair: Hon. K. C. Ramamurthy, Member of Parliament (Rajya Sabha), India

Speakers:

- Hon. Sandith Samarasinghe, Member of Parliament, Sri Lanka
- Hon. Djornobuah Alex Tetteh, Deputy Minister – Western North Region, Ghana
- Ganapati Ojha, Chairperson, Community of Evaluators, South Asia

Discussant: Marco Segone, Director, Evaluation, UNFPA

The session in brief:

The plenary session on the final day of the conference was about learning the role of parliamentarians and parliaments in demand and use of evaluation for evidence-based policy making.

3.16.1 The final day, as well as the final technical session of EvalFest 2020, saw parliamentarians from different nations talk about the country perspectives on evaluation.

3.16.2 **Hon'ble Ramamurthy** began by noting that the major challenge in front of the government in its attempts to liberate the masses from poverty, was to ensure proper and effective use of every coin from the government exchequer. This challenge called for a robust

Hon'ble Ramamurthy speaking in the session

and transparent system of evaluation. He informed that with the advent of direct cash transfers to the beneficiaries, now the leakages in the system had reduced to a great extent. Government programmes in different sectors were being evaluated and reviewed periodically. Yet, an exclusive evaluation policy by Government of India, which had been in discussion for a long time but not materialised, was much needed. He informed that he would raise the issue in the Parliament in the coming sessions. He assured that he would ask the Government to have a separate department to deal with evaluation process at national, state as well as district level.

3.16.3 Hon'ble Ramamurthy said that there were a number of programmes to reach the SDGs while many more were being introduced by the government. He observed that

- Monitoring of the different goals had been assigned to different ministries.
- MOSPI had been in wider consultations on the finalization of relevant indicators for nationally defined targets.
- It was necessary for legislators to have some involvement as well as control over the monitoring of the schemes so that feedback from time to time could be a useful input into the system.
- Need for a national policy of evaluation

He concluded by saying that while India was well on its path to achieve the SDGs, slight systemic modifications could make India's evaluation capabilities extremely effective in accelerating this progress.

3.16.4 Hon'ble **Sandith Samarasinghe** traced Sri Lanka's evaluation history in the last decade which culminated in evaluation getting institutionalized in the Parliament through the National Evaluation Bill. Several developments prior to that led to this milestone being achieved in Sri Lanka's evaluation eco-system. Two motions were moved in the Parliament in 2016 towards the formulation of National Evaluation Policy. In 2017, the Sri Lanka Parliament Forum for Evaluation (SLPFE) was formally established.

- 2018 saw EvalColombo brought together 250 delegates from 70 countries that agreed to commit to accountable and democratic govt. as mandated in the Colombo Declaration.
- Following the Colombo Declaration, the SLPFE initiated interventions of collaboration with the Parliament and other stakeholders.
- Parliamentary research unit was strengthened to provide evaluation evidence to MPs.
- A select committee on Evaluation has been established in the Parliament to promote the use of evaluation in governance in line with the National Evaluation Policy, approved by the Cabinet of Ministers in 2018.
- Centre for Evaluation University of Jayewardenepura, in cooperation with SLPFE started capacity building training on Evaluation at national as well as sub-national level.
- A special program, evidence-informed governance for results was launched recently to strengthen the parliamentary research service and to expand its scope to include the use of evaluative knowledge in the parliamentary functions.

3.16.5 Throwing light on Ghana's relationship with Evaluation, Ghanaian Member of Parliament Hon'ble **Alex Tetteh** informed that the country's Parliament utilises evidence from think tanks and civil society experts with an in-depth knowledge of evaluation. After the presentation of the budget by the Ministry of Finance, the Parliament normally organizes budget workshops

where experts and Parliamentarians would meet to debate and make use of the expertise of the experts in going forward. Tetteh mentioned the following procedural details.

- Performance report of various sectors was sought for a thorough expenditure review and an evaluation of the performance done.
- A system was in place of seeking evidence from the citizens. A scorecard was used through which the members of the community informed the committees on what all was happening in their region. The MPs got first-hand information, usable to raise issues highlighted by the masses before meeting the various departments and agencies.
- A Government Assurance Committee is established in Parliament which sought information from the citizenry for policymaking purposes through a Digital Platform.
- A geographical information system was also used for monitoring and evaluation of government projects.

He concluded by saying that the Parliament had a massive role in ensuring the accountability of the executive and thus evaluation needed to be taken even more seriously.

3.16.6 **Ganapati Ojha** traced the evolution of evaluation in Nepal which began to develop post-2013 after the Evaluation Conclave was organized in the country and gained momentum among Parliamentarians. The main landmarks were

- Nepal parliamentarians formed the National Parliamentarian forum in 2014 and lobbied for monitoring and evaluation in the Constitution. The new Constitution that came into effect itself was formed along those lines.
- This new constitution of the country in 2015 had provisions for evaluation in two places. A gender-responsive and equity-focused evaluation bill had been drafted (still in the form of a draft for now).
- Nepal had already prepared one VNR in 2016 and planned to submit another in 2020.
- An integrated National Evaluation Action Plan was formulated in 2016 and was in the last year as another one got readied to be formulated from 2021 to 2025.
- A good governance committee and monitoring in the Parliament of Nepal overseeing evaluation.
- Over the years, Parliamentarians had also participated in capacity building activities.

He also highlighted some of the institutional challenges for Nepal to overcome if it wanted to institutionalize monitoring and evaluation in its true sense.

3.16.7 Marco Segone summarised the session stating that demand and agreement for a greater political commitment from the parliamentarians towards robust systems of monitoring and evaluation and bringing out evaluation policy was need of the day. He also stressed that VOPEs should work in close cooperation with the Parliaments, and multiple stakeholders should join hands for resource mobilization for evaluation and its development at various levels. Parliaments' support would enhance the utilisation of evaluations as well.

4. INNOVATION BAZAAR

February 14, 2020 (11:00 AM – 1:00 PM)

4.1 Concept

4.1.1 Innovation Bazaar was one of the most sought-after events of EvalFest 2020. After two days of attending multiple sessions and workshops, the participants were given a chance to present their innovative ideas around evaluation and receive feedback from the audience. Each participant/organization was given a space to present their innovative ideas, and the participants visited the 'bazaar stall' to hear about the innovations from the presenters. Presentations used innovative media e.g. story-telling, slideshows, posters etc. for showcasing their innovations.

4.1.2 The participants were advised on the rules that there would be 3 rounds (chances) of 15 minutes each to scope out the booths that interested them. Each presenter then pitched with their ideas in a bid to attract the most participants for peer learning and knowledge exchange, as if in a real bazaar.

4.2 The presenters

The presenters in the Innovation Bazaar included

- Aparna Khanna, Lady Irwin College, University of Delhi
- UmiHanik, MONEV Studio, Philippines
- T Sushumna Rao and D Rama Rao, Pandit Jayashankar Telengana State Agriculture University, Hyderabad
- Itishree Sahoo, Oxfam India, Delhi
- Cristina Magro, IDEAS, Brazil
- Madri Jansen van Rensburg, Resilience Analysis Consulting, South Africa
- Paramita Dasgupta and Alok Srivastava, Centre for Media Studies, Delhi
- Debdatta Purkayastha, Mumbai Mobile Creches, Mumbai
- Gunjan Vedha, the Movement for Community-led development
- Disha Saraf and Abhishek Gupta, The QED Group LLC, New Delhi
- Sneha Krishnan, ETCH
- Archna Kumar, Pooja Ichplani, Shweta Vij, Mridula Seth and Sabhya Juneja- Lady Irwin College, University of Delhi

The moderators for this session were Rituu Nanda and Banda Rao from ECOI.

Moderators in Innovation Bazaar

4.3 The Presentations

Some of the following ideas were presented during this session

4.3.1 Traditional Games as an Evaluation Tool:

4.3.1.1 Aparna Khanna and her team from University of Delhi, adapted traditional games like Ludo, Snakes and Ladders, Hopscotch, and *Gol chakkar* (Spin Around) as evaluation tools, and used them to assess the efficacy of training sessions on menstrual health and nutrition for school-going adolescents.

4.3.1.2 Following the traditional game rules, with the added guideline of needing to answer a question correctly on each turn to proceed and win the game; up to 7-8 respondents can be engaged as main players while other respondents can gather around the main players to observe and participate in answering. If the main player answers incorrectly, they are replaced, else the correct answer is provided. This tool is intended to be interactive, calling upon community participation and collective response in the evaluation process; for assessing awareness levels, perceptions levels, assessing project components and implementation, conducting pre- and post-assessments, and providing training/method to educate in any thematic area/new concept.

4.3.1.3 Using culturally acceptable games encapsulates the respondents in a feeling of nostalgia that breaks the fear involved in sharing opinions, comments, and information. Thus, respondents can enjoy the evaluation process without needing to feel liable or intimidated. Rather, the ingenuity of this tool attracts more respondents to participation.

4.3.1.4 The questions are methodologically formulated and based on pre-messaging to evaluate project/training expectations, outcomes, and/or impacts. The tool can be modified to fit the needs of the evaluation, such as including inquiries like why the respondents think the way they do or what the source of knowledge is. Alterations could be made such that the game transforms into a needs-assessment tool. Depending on the variations in how and when the tool is used, different evaluations can be conducted.

4.3.1.5 The team has been using this tool in voter awareness campaigns, and programmes related to public health, gender, and environmental issues in Delhi and other states. Thus, the tool is easily portable and breaks through language barriers. Called *Jankaari Ki Chadar (Information mat)* or *Jankaari Ka Parda (Information curtain)* in Hindi, the tool can be used by any organisation or institute in the development sector as well as by the government for scheme monitoring and evaluation.

4.3.2 Digital transformation and peer learning to encourage behaviour change amongst farmers and to conserve forests in Indonesia:

4.3.2.1 Umi Hanik from MONEV Studio, Indonesia, presented learnings on how to empower farmers' *vis-à-vis* climate change.

4.3.2.2 Due to climate change, Indonesian farmers face issues of land and forest fires. The responsibility of communicating the spread of these fires and associated risks falls on the Climate Information Agency. The communication is however ineffective, as it is not in real-time and often incomprehensible, thereby, leaving the 40 percent employed in this profession of farming helpless and dissatisfied with their government. To motivate them, community/religious/local heads and leaders, exuding one of us feeling, are being encouraged to act as a trusted source for peer learning and monitoring. With proper feedback channels, the likelihood of behaviour change among the farmers can be predicted.

4.3.2.3 Umi expressed the need for every country to first lay the foundations for transformational action by developing an ICT strategy and model, setting up the technological infrastructure, and conducting farmer's needs-assessment. For example – In Indonesia, although the husband is engaged in the physical activity of farming, he is advised by his wife on appropriate farming practices. Therefore, in the Indonesian context, importance should be given to correspondence with female farmers, particularly via female facilitators that hold female farmer meetings separately from male farmer meetings.

4.3.2.4 Thus, it becomes important to go beyond awareness building among farmers. They require training and skilling, provision of smart phones, and an enabling environment to promote the willingness to change.

4.3.3 E-learning using Open Sources

4.3.3.1 T Sushumna Rao and D Rama Rao said that evaluation in the Indian education sector is still conventional with annual and semester-end tests and exams to measure the achievements of students. As the outcome and impact assessments are proving this method to be ineffective, new systems need to be developed. Thus, a team at Telengana State Agriculture University, Hyderabad is conducting a pilot for the promotion of e-learning in three colleges of Hyderabad. This seeks to introduce open source technologies and policies for the adoption of Learning

Management Systems (LMS) and implement in Indian classrooms. Through open-source technologies, education evaluators can assess student learning behaviours through viewership counts, click rates, and view/interaction time of the available learning materials. This enables immediate recognition of weak or under-performing students during the semester/year. Also, they provide informal discussion boards for the student to comfortably report doubts that conventional methods of evaluation are unable to capture.

4.3.3.2 Further, there are several advantages of using open source technologies and policies, such as:

- Reducing pressure on teachers to develop and deliver digital content
- Minimizing IT expenditure to almost nil
- Enabling faster (within a few hours vs. end of semester/year) deployment of interventions e.g.: doubt clearing, supplementary material uploading, etc.
- Providing easy access to the platform; and
- Being teacher-student friendly

4.3.4 Peer Learning

4.3.4.1 Itishree Sahoo from Oxfam India promoted the innovative use of peer learning among local leaders to create demand at the local level for the need for evaluation. A crucial learning derived from the participant interaction was that counter-stories are important to validate the study/research.

4.3.4.2 The exercise has been done for the past two years and it involves community leaders and mobilizers to go in different intervention areas and do a review. They used to listen to 6-7 stories and discuss in the evening at the end of their field work. The idea behind the exercise is that when peers discuss, they feel a strengthened sense of ownership about the program. The knowledge that comes out of this exercise is also shared with government functionaries and is also used for recommendations for the next phase.

4.3.5 The Systems Thinking approach

4.3.5.1 Cristina Magro believes that the SDGs and the call for transformational changes demand a profound mind shift from all those working in development and in evaluation. It has been widely accepted that the basis for this new frame of mind is systems thinking. Systems thinking (ST) is a language, a way of reasoning, and implies attitudes that have to do with our way of perceiving our context and behaving. It is radically different from our traditional scientific way of reasoning and being in the world.

4.3.5.2 Magro proposed that ST is highly experiential, and conducted two experiments that favour the understanding of two claims: a) the structure of a system specifies the behaviour of

the system; and b) the dynamics of a system is a function of its structure in interaction with the medium, with multidirectional inter-relations.

4.3.5.3 One of the experiments required those visiting the stall to cross their fingers and touch a small spherical object with the inside part of their crossed fingers. It felt as if the fingers were touching two objects and not one. The effect was more salient with eyes closed. This Aristotelian illusion was used to demonstrate that there are more ways to experience the same thing than the one most well-known.

4.3.5.4 The session derived consequences for development workers and evaluators as, for example, a reflection about objectivity and causality, and transformational evaluation, suggesting that evaluation of and for transformational changes depends on the evaluators' keenness to observe systems in interaction, to consider systems dynamics, and their behaviour over time.

4.3.6. Visualisation of Art in Evaluation

4.3.6.1 Madri Jensen's stall in the innovation bazaar went with the interesting tagline, 'Find yourself, even if you are not lost!' She exhibited her idea of visualisation of art in evaluation in a very innovative way by engaging participants by making them draw simple figures step by step.

4.3.6.2 Jensen argued that visualisation or imagination is an inherent part of the evaluation process. The data collection, planning and participation in the field are not isolated processes. One learns, when they visualise, with each figure drawn by the participant. Madri emphasised on the power of visualisation as through art, one could draw objects that symbolises certain things, actions, emotions, scales, thoughts, processes etc. where all could be drawn and visually represented. Such a method thus overcomes even language barriers e.g., a sketch of a tree can be decoded and understood as a tree by anyone and everyone, making visualisation a universal process connecting different people together and making evaluation more effective and feasible.

4.3.7 Galileo Cognitive Mapping Technique

4.3.7.1 Paramita Dasgupta and Alok Srivastava proposed the interestingly named Galileo model in their stall. The Galileo model being used for the first time in behavioural change study includes a theory for understanding human cognitive and cultural processes and a method for observing, analyzing, and engineering people's perceptions and behaviours.

4.3.7.2 Data is collected from individuals on 'perceived distance in units (0-99999) of two concepts or pair of words'. Cognitive adjustment is required to answer the Galileo survey questions using a comparative mindset as opposed to the conventional survey questions – it might take some effort to process the information in order to get used to the way questions are asked.

4.3.8 Learning to Read with Peers

4.3.8.1 The success of a pilot project in 2016 led to the development of this approach between February and August 2019 which is called 'Buddy Reading' and was presented by Debdatta Purkayastha and Sandra Tirkey in one of the booths at the Innovation Bazaar. This approach was evaluated by MMC to asses if peer learning methods can enhance reading abilities among children aged 6 to 14 years, attending MMC's day care centres on construction sites in Mumbai, Thane and Navi Mumbai.

4.3.8.2 The evaluation used an innovative, child friendly tool that can be adopted in resource poor settings to assess reading abilities of children. It enabled us to refine our educational curriculum to meet the needs of migrant children who the programme is unable to reach consistently.

4.3.9 Collaborative Learning on Communities

4.3.9.1 Gunjan Vedha from the Movement for Community-led development showcased 'Collaborative Learning' approach in her booth. The basic idea was that NGO programmes work very well in some areas while they don't in other areas. Realist methodology says a programme doesn't cause change but how people engage with it does. And how they engage with a program depends on the context of the program and so does the impact.

4.3.9.2 The evaluation reports of these programs bring out quantifiable change but not the attitudinal changes, which in the longer run, is the most crucial for a sustainable change. The Movement for Community led Development which is a network of organizations committed to the success of the 2030 SDGs has prepared a rubric which asks 13 basic question of Monitoring and Evaluation and based on those questions, the different organizations share knowledge on what would work best for the particular community. And custom-made programs are then suggested that can bring about attitudinal changes which would bring a sense of self-sufficiency in the longer run.

4.3.10 Application of Learning Architecture and its primary building blocks

4.3.10.1 Disha Saraf and Abhishek Gupta presented a Learning Architecture developed at QED which provides a multitude of tools or 'building blocks' that create a structure for learning, within which organizations can translate evidence into a blueprint for action.

4.3.10.2 The major innovation in this activity is the application of Learning Architecture and its primary building blocks into a simple board game format. This activity gives an opportunity to play the game and apply problem-solving techniques using evidence for action within their 'organization' through a variety of scenarios. The demonstration showcased a process to apply CLA (Collaborative, Learning and Adapting) or Adaptive Management to facilitate stakeholder engagement and the use of evidence for decision making.

4.3.11 Photovoice: participatory evaluation methodology in adolescent health

4.3.11.1 Sneha Krishnan of Environment, Technology and Community Health (ETCH) presented her work on promoting Photovoice as a participatory methodology for adolescent health in rural communities. Photovoice is a community-based, participatory and visual research methodology, which leads to collaborative partnerships between researchers and communities. Participants get to tell their own stories using cameras to document key impacts (intended and unintended) of project interventions. Photographs taken provide visual voice for participants, helping express theirneeds/viewpoints that may not otherwise be captured by more traditional, researcher driven methods. Using this methodology is often empowering and transformative for participants.

4.3.11.2 Photovoice demonstrates through the pictures and narratives, how local participants co-create not only a language to unpack and understand ambiguous concepts such as development and empowerment, but they are also able to identify, envision and narrate a powerful story by capturing different elements of their surroundings and subjects they captured in this project. It can act as a powerful tool for engagement with various community groups, and it also aids to unpack the issues and challenges faced by these actors within their locality. It also provides a platform to the participants for brainstorming ideas and develop attitudes in addressing those challenges.

4.3.12 Use of Most Significant Change Technique in Evaluation

4.3.12.1 Archana Kumar, Pooja Ichplani, Shweta Vij, Mridula Seth and Sabhya Juneja explained how the Most Significant Change Technique (MSCT), first developed by Rick Davies, could be effectively used in evaluations. Kumar and her team members shared experiences from numerous research studies conducted in different regions of India, by Professors, and Doctoral and advanced Master's scholars of her Department. The team illustrated the method through visuals, and demonstrated how this participatory monitoring and evaluation technique wherein the individual members of key stakeholder groups narrated their experiences of being associated with a program about what they perceived to be 'significant change'is employed in evaluations.

4.3.12.2 As a practical example, Archana Kumar and her team used MSCT to evaluate EvalFest itself. Each of the participating members reflected upon the most significant learning he or she experienced during the three days of the event. A range of learning/changes emerged in response, such as upgradation of theoretical knowledge about evaluation, about the process of evaluation, new advances in evaluation, importance of community ownership in evaluation, sustaining change, etc.

Participants at different stalls in Innovation Bazaar

Participants at different stalls in Innovation Bazaar

4.4 Feedback

4.4.1 After the final third round of the Bazaar, the participants were asked to take a moment to think about what they learned from this session and share it with the person sitting next to them. The learnings of the presenters were then shared - some of them being introspective about their roles as an evaluator/influencer and others appreciating the personal experiences and new opportunities they have found through this (Innovation Bazaar) method of interaction.

5. POSTER SESSION

February 14, 2020 (2:00 – 3:00 PM)

5.1 Poster Presentations

5.1.1 EvalFest 2020 used the medium of posters in sharing knowledge and practices of evaluation. In all **six** participants (or groups) described their work through posters.

S.No.	Name of individual/ organization	Theme of the poster
1	Dulmina Chamatkara(SLEvA)	Promoting Evaluation among young professionals in Sri Lanka (Strategies to attract young professionals into evaluation)
2	Nidhi Arora (Delhi University)	Financial Inclusion and Socio-Economic Empowerment of Self-Help Group Women (issues of gender and financial inclusion)
3	Ayesha Datta (ISST)	Details of ISST's Online Course 'Facilitating gender-transformative evaluations'
4	Prakash Kumar (Bihar Rural Livelihoods Project)	Best Practices of potato value added cultivation through *Samposhit* Farmers Producer Company,Champaran, Bihar
5	Mridula Bhargava (Ramaiah International Centre for Public Health Innovations, (RICPHI)	Innovative & cost-effective study design for monitoring and evaluation of an ongoing community empowerment program for management of diabetes and hypertension in Udaipur and Shimla, India.
6	Sabhya Juneja (Delhi University)	To study the perceptions of stakeholders about mobile based ICT application CommCare in strengthening community health system

Poster presentation at EvalFest 2020

6 CLOSING CEREMONY

February 14, 2020 (3.00 PM)

6.1 Felicitation of Mallika Samaranayake

6.1.1 The closing ceremony began with the facilitation of **Mallika Samaranayake** of Sri Lanka by ECOI for her work in the field of evaluation for more than four decades. She has been a major fighter for the cause of development evaluation in South Asia apart from motivating a large number of professionals in the field. She is a champion of participatory approach in evaluation. ECOI deemed it a great honour for itself in honouring this champion of development evaluation for her yeoman services to the profession and its practice. A plaque, a shawl and a flower bouquet was presented to her on the occasion.

Felicitation of Mallika Samaranayake

6.2 **Valedictory Session**

6.2.1 P.K. Anand, Consultant RIS, presided over the valedictory session and Yogesh Chandra Suri, Senior Advisor in the NITI Aayog, delivered the valedictory address. Asela Kalugampitiya from Sri Lanka and Susan Tamondong from Philippines were special guests during the closing ceremony.

6.2.2 **Susan Tamondong** congratulated the organizers on what she hailed as one of the best conferences she had attended and urged the evaluators to keep the momentum going. **Asela Kalugampitiya** had words of appreciation for ECOI for doing so well with limited resources and said that there was a lot to learn from the organization. Talking about the evaluation profession, he said that he had seen a lot of improvement over the years, which is an extremely encouraging sign. He felt that conferences like EvalFest would be a great opportunity to share knowledge and learn. He particularly praised the idea of 'Innovation Bazaar' which saw so many in the field of evaluation share ideas and analytical tools. He was pleased with the opportunity the conference provided to young evaluators to learn from the more experienced ones in the field. Asela felt that despite the progress achieved, there is still a long way to go for evaluators. The urgent need was to find simpler ways of communicating what evaluation meant and its importance to people outside the evaluation

field. He also stressed the need for the evaluators to possess an awareness of what was happening around the world for them to use that knowledge in handling local evaluations.

6.2.3 **P.K. Anand** spoke of the need to value scientific evidence in evaluation. He cautioned against conflict of interest in commissioning and conducting evaluations with the sole objective of generating evidence to promote the personal interests of anyone. Evaluations should adhere to the basic tenets of independence, objectivity, unbiased and ethics. He cited the example of a study that questioned the efficacy of maternal mortality vaccination in the UK, only to be exposed as suffering from a conflict of interest as well as untruthful data.

6.2.4 **Yogesh C. Suri** in his valedictory address emphasized the importance of evaluation in the execution of development. He spoke of the huge exercise the DMEO had undertaken to evaluate the 122 centrally sponsored schemes of the government of India. He told about the change in the approach of the government

Yogesh Suri addressing the gathering

in recent years concerning the schemes. Earlier, the focus of budgeting and planning used to be more on the achievement of targets with very little focus on outcomes. The DMEO, however, had now started the outcome-output monitoring framework. For the last three Union Budgets, a separate document was prepared on the outcomes. So, linking outcomes to expenditures had been one of the major initiatives that NITI Aayog has taken through DMEO.

6.2.5 Suri had a word of appreciation for the organizers for choosing Sustainable Development Goals as the theme, for which NITI Aayog functioned as the nodal organization in the Government of India. NITI Aayog mapped the 17 SDGs and the 169 related parameters to different ministries. A VNR was submitted in 2015 and another one would be presented in July 2020in the forthcoming UN high-level political forum meeting. He also mentioned that a new SDG Index had been brought out.

6.2.6 Curtains were finally drawn on the event with a vote of thanks by **Alok Srivastava,** core group member**,** ECOI with a promise to return and reassemble in February 2022 for the next edition of the EvalFest.

Core Group ECOI (L-R): Alok Srivastava, Rituu B Nanda, Rajib Nandi, Rashmi Agrawal, Sanjay Kumar, Aniruddha Bhramachari, Banda Rao

7. RECAP, TAKEAWAYS AND THE WAY FOWARD

7.1 Recap

7.1.1 EvalFest 2000 was indeed a rich experience in sharing knowledge and best practices of evaluation among diverse stakeholders. The event has provided an arena for exchange of views on the progress achieved in moving towards SDGs, the areas lagging behind, the difficulties in generating evidence, such as complexities in measurement and lack of data, the changed approaches and criteria of evaluation adopted to overcoming such difficulties, and exploiting technological advances in data collection and analysis. The discussions in the conference drove home the point that technology e.g., satellite imagery and 3D mapping should be used as a methodological tool rather than an overarching solution. It was appreciated that Human-machine collaboration is necessary to accelerate M&E and development efforts. But technology needs to be used with responsibility, accountability, maintaining ethical standards and professionalism. Media is also generating considerable data and information that could be useful for evaluations but there is a need to have responsible media. The differentiation between real news and fake news is essential. The highly problematic role of the editor-owner and the conflict of interests arising from that were also pointed out. It has brought home the importance of promoting evaluations and use of evaluative evidence in stimulating action to accelerate the advance to achieve SDGs. It was emphasized that achievement of SDGs has to be a collaborative effort and sharing of data is crucial to the collaboration.

7.1.2 Engaging stakeholders from all walks of society is a must- be it academicians, government, policy makers and so on. Community should be a part of development and evaluation process and they should not be merely in the category of 'beneficiaries'. In this connection power of young evaluators was recognised. While the senior evaluators help build the capacities of young evaluators, the young bring in innovation and can play a pro-active role in bringing together various stakeholders in the scheme of things. The need to spread evaluative thinking and evidence-based decision-making in all areas of governance was recognized and the role of parliamentarians in this area, and in pushing for nationally accepted evaluation policies was highlighted. Positive action on the part of VOPEs in creating a national environment conducive to evaluations and in professionalizing evaluation was stressed. Efforts for cooperative endeavour between VOPEs of different nations to achieve these objectives were also in evidence during this EvalFest.

7.1.3 Gender issues are cross cutting and Voluntary National Reviews should go beyond reporting on SDG 5. Substantial gender segregated data is available on various SDGs in many countries but not reported. Gender issues in evaluations should not take a back seat and need to be in the main agenda so that gender responsive evaluations could be implemented in their real sense.

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7.1.4 In the present scenario, it was pointed out that innovations are needed in theory and practice. Various countries are facing varying problems like multi-dimensional poverty, food security and nutritional issues, climate change and evidence gap and so on. To meet SDGs by tackling such and many more issues would require a change in mind- sets and behaviours and learning from the practices in the field that are contextual. There is need to listen to stories and develop a qualitative understanding because not every human experience can be quantified using technology. There is need to understand from the perspective of the subject. Evaluators need to learn and unlearn when they go to the field and in process learn to innovate tools and processes to evaluate and measure impact. Transformational thinking and transformational evaluations are needed for transformational change. The evaluations should take into account the outcome and impact indicators and these should be identified with due care.

7.1.5 Participants gave their feedback on their experiences with EvalFest 2020. The responses were highly satisfying and encouraging. A detailed report on the feedback is appended at annex I. Annex II provides some visuals of the event.

7.2 Key Takeaways

7.2.1 Some of the key takeaways from three days of brainstorming sessions that would go a long way in strengthening evaluation towards the achievement of the SDGs are listed below.

- For the achievement of SDGs, evaluation capacities need to be built at all levels. The government should involve the private sector more actively for capacity building at the local level and scientific innovations also need to be leveraged to make evaluation more efficient. SDGs need to be made locally relevant.
- There is a strong need to make evaluation more gender responsive and for that evaluators need to evaluate not just hard outcomes like financial and physical achievements of programmes but also softer ones like behavioural changes since they can be of great significance when evaluating gender equality.
- The monitoring and evaluation community needs to make the most of the technological advancements to aid them in evaluation. However, while technology may be used as a methodological tool it cannot be seen as an overarching solution as, despite the advances, there do remain concerns regarding its accuracy. Also, ethical concerns arising out of possible infringement of privacy of the evaluated mean that technology should be used responsibly.

- The achievement of SDGs has to be a collaborative effort between all the stakeholders involved and sharing of data is crucial to this collaboration. Therefore, there is a strong need to develop a method of communicating evaluation results more effectively between stakeholders for better utilization.

- Media have an important and dual role in promoting evaluation. They are producers of evidence and also raise the demand for evaluations. It is necessary for the media to play an active role in highlighting the work done by the evaluators to direct governments around the world towards evidence-based policy making to accelerate the achievement of the SDGs. Media should join hands with the evaluation community to debunk false narratives using the findings of evaluation.

- The outlook of the evaluation community needs to shift from assessing interventions to help in bringing about changes. It ought to address the needs of beneficiaries, promote systems thinking, and capture systemic behavioural changes. It needs to look into what is different about evaluating SDGs versus national development goals.

- Evaluation should be a mix of quantitative and qualitative approaches to be able to provide deeper insights for interventions. There is a need to listen to stories and develop a qualitative understanding because not every human experience can be quantified. Evaluators need to learn and unlearn when they go to the field and in process learn to innovate tools and processes to evaluate and measure impact. There is a need to understand from the perspective of the subject.

- Climate change remains a challenge that is capable of derailing pursuits towards the achievement of all the SDGs. The issues of environment should not be studied in isolation but through their multiple inter-linkages with other processes and their synthesis. Thus, a multi-layered effort is needed by the participation of all which includes citizens, Partnership, Entrepreneurship.

7.3 Way Forward

7.3.1   It is expected that the learnings from EvalFest 2020 would stimulate thinking and action in a number of areas to enhance the use of evaluations to support and accelerate development. The areas are diverse and achievement in each depends on collaborative effort from multiple agencies – different wings of the government, civil society organizations, the academia, media, research organizations, etc. ECOI looks forward to participate in various endeavours which will be reflected upon and firmed up in consultation with all concerned.

7.3.2 Professionalization of evaluation demands that the activity is associated with a specific set of skills of a high order that may be acquired through specialized academic pursuits. As it is, very few countries and very few universities offer regular academic programmes leading to degrees or diplomas in evaluation. For instance, in India, where evaluation practice has been well ingrained in its development process for over half a century, there is no academic institution conducting full time higher academic courses in development evaluation. On supply side, the evaluators comprise persons with qualifications in fields like economics, statistics or

social sciences which may or may not be supplemented by training in evaluation practice. It is essential for evaluation to be recognized as an independent profession like engineering, medicine, law or chartered accounting. There should be a definite competency framework and associated academic programmes to acquire such competencies through associated diplomas, and an institutional mechanism to test and recognize the competencies acquired outside academic system. VOPEs have to perform a vigorous advocacy role with higher academic institutions and government departments dealing with higher education to see that development evaluation gets included as an independent programme in universities. The idea was broached in a meeting of some national evaluation associations held on the side-lines of EvalFest 2020 and is being pursued. ECOI has to assume a key role in this activity in India.

7.3.3 Very few countries have national evaluation policies that guide development evaluation and ensure sound evaluation practice. Though evaluation has long been recognized in India as important for effective and efficient implementation of development programmes for some reasons a comprehensive national evaluation policy has eluded India. The need for such a policy was highlighted in the parliamentarians' session in EvalFest 2020. It is hoped that the efforts to evolve a consensus based evaluation policy will receive a fillip with the support of legislators. ECOI will intensify its advocacy role in this area.

7.3.4 Webinars are effective vehicles of online communication and exchange of ideas, and can be increasingly used to promote learning and updating knowledge in specific topics of evaluation. ECOI, individually or in collaboration of other VOPEs, will launch webinar series for local or wider audiences.

7.3.5 VOPEs and government should engage each other in regular dialogue on issues pertaining to evaluation, such as evaluation standards and norms, professionalization, ethical considerations, capacity building, synthesis and use of evidence from evaluations in assessing progress towards SDGs and in preparing VNRs.

7.3.6 Building evaluation capacities at all levels through formal courses in academic institutions, on-line programmes and workshops is an urgent need. Programmes in basic evaluative skills need to be supplemented by additional training in areas like gender-responsive evaluations, leaving no one behind (LONB), use of technology, social network analysis, systems approach to evaluation, evaluation of impacts of climate change, etc. ECOI will be part of Decade for Action Campaign and play a pro-active role in the country.

Annex

PARTICIPANTS' FEEDBACK

1.1 A feedback form was distributed to the participants and they were requested to give their opinion about the event and suggestions for improvements in future. The feedback report is as below:

1.2 The participants had an enriching time at the EvalFest 2020 and were satisfied with the arrangements, logistics, sessions, food etc. The EvalFest saw coming together of people from diverse backgrounds which made knowledge sharing a thoroughly enjoyable experience for most.

1.3 The EvalFest hosted debates and panels that brought forward multiple dimensions of several key issues in the debates surrounding evaluation and its role in the achievement of Sustainable Development Goals. The Fest provided a forum for young evaluators to learn about evaluation through their more experienced peers and facilitated many fruitful discussions. Participants were glad to receive the content and materials prior to the workshop which really proved to be useful for all of them.

1.4 The events were evaluated from individual responses received via custom-designed Evaluation Forms to seek the participants' overall impression of the Fest, as well as to allow them to give their opinions on workshop and facilitation.

1.5 The overall content of the conference was liked by most. More than 90% of the responders rated it either good or excellent. The participants liked the endeavour of getting multiple stakeholders under one roof and the discussions helped chisel the role of the different stakeholders better in the process of evaluation.

5. How was your overall experience?
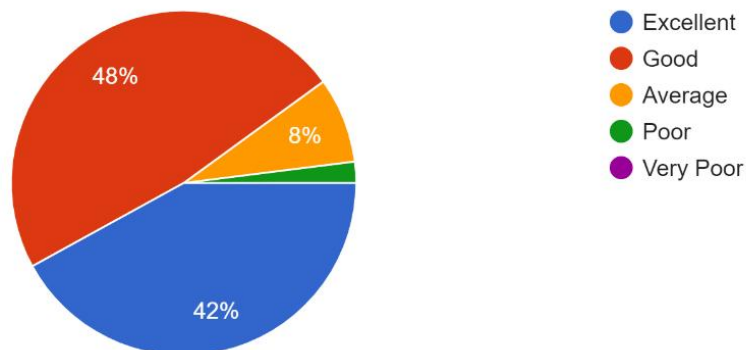
56 responses
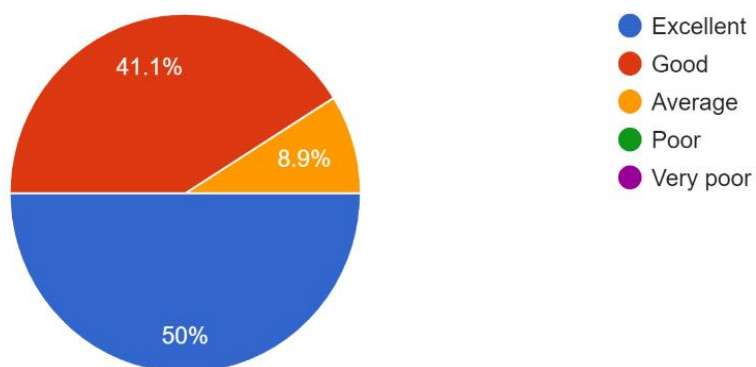
1.6 There were suggestions by the participants for longer plenary sessions to ensure most of the questions related to the topic can be answered. Also, a bit more time was suggested for sessions involving paper presentations. However, close to 87% participants expressed their satisfaction with the time allocated to each session. A good 26% though replied in negative when asked if the time for interaction at the end of each session was enough or not. Participants also expressed a desire for lengthier sessions so that they could attend multiple sessions running simultaneously.

1.7 Several participants appreciated the involvement of young evaluators in the conference and suggested mentoring programmes for them.

1.8 The Innovation Bazaar won great approval among the participants with 90% of the participants calling it either excellent good or excellent. Some of the participants have demanded a longer Innovation Bazaar going ahead and done in a bigger space.

4. How would you like to rate Innovation Bazar?
50 responses

- ● Excellent
- ● Good
- ● Average
- ● Poor
- ● Very Poor

48%

8%

42%

1.9 The Plenary session on the Sustainable Development Goals received the highest approval rating among all the sessions. .

6. Which session did you like the most?
55 responses

- ● Plenary Session on SDGs - The Progr…
- ● Gender and Inclusion
- ● Data and Technology in Evaluation
- ● Technological Advances in Measuring…
- ● Role of Media in Evidence Based Poli…
- ● Plenary Session on Engaging Stakeh…
- ● New Frontiers in Evaluation: Transfor…
- ● Evaluation Thinking and Evaluation Use

▲ 1/2 ▼

16.4%

10.9%

7.3%

18.2%

9.1%
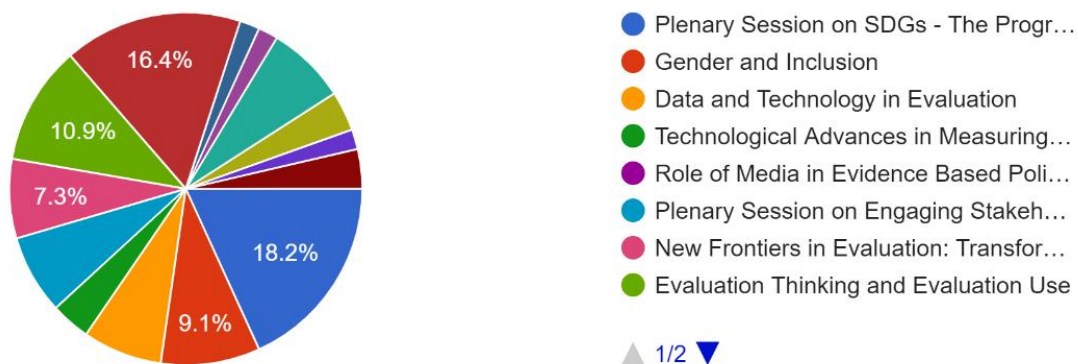
7. Which session did you like the least?

31 responses

- Plenary Session on SDGs - The Progr…
- Gender and Inclusion
- Data and Technology in Evaluation
- Technological Advances in Measuring…
- Role of Media in Evidence Based Poli…
- Plenary Session on Engaging Stakeh…
- New Frontiers in Evaluation: Transfor…
- Evaluation Thinking and Evaluation Use

△ 1/2 ▽
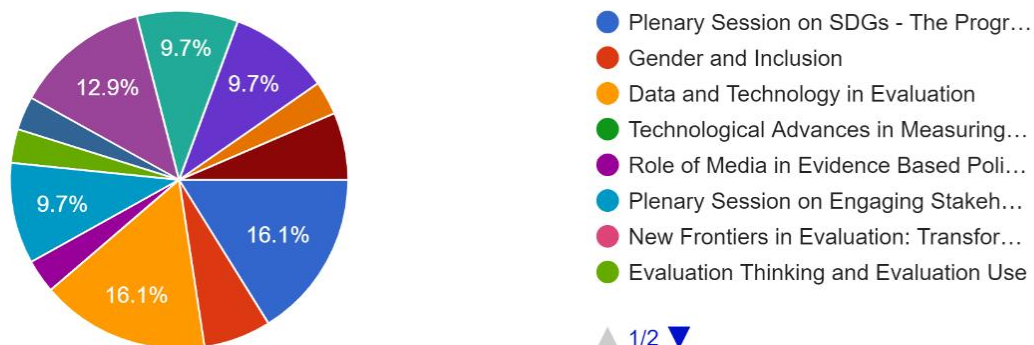
1.10 Some of the comments and suggestions by the participants are recorded below

❖ *To include SDGs sessions for Start-ups and small companies, on how they can make a difference in their planning for business and meet the goals.*

❖ *I really like the fact there were so many young people. I think you should really start a mentoring programme for them. Also, keep up the excellent work and collaboration with such a wide variety of actors. This is one of the best national evaluation societies I have seen.*

❖ *Had a great experience! Need more time for presentation at technical sessions.*

❖ *Overall, Evalfest 2020 was a great, wonderful and very relevant program: bringing multiple actors together and highly beneficial & ideal both for sharing & learning: lots of learning and gaining new knowledge / experience: very happy & satisfied after attending the fest. Thanks a lot and big congratulation to ECOI for organizing such a wonderful & useful event.*

Suggestions:

o *More time is required for the plenary sessions to satisfactorily complete the question answer sections*

o *For the innovation bazaar, one full day needs to be dedicated rather than a few hours so that all innovations can be experienced as each one is unique, interesting and beneficial*

o *More space is required to accommodate the innovation bazaar*

o *Invite/select PG students to Evalfest and organize special sessions for them.*

1.11 On the whole the programme schedule of the conference fulfilled the needs and expectations of largely everyone. The purpose of the conference was successfully achieved.

SOME GLIMPSES OF THE EVALFEST 2020

A view of the Innovations Bazaar at EvalFest 2000

SOME TWITTER CHATS DURING EVALFEST 2020

United Nations in Ind... ✔ · 12 Feb ⌄
To achieve #Agenda2030 we need effective monitoring & evaluation methods to track #SDG progress!

@ECOI_India's #EvalFest2020 - happening today - seeks to promote an evaluation culture that contributes to evidence-based policies focusing on the 17 goals across India & the world!

United Nations and 8 others
💬 3   🔁 4   ❤️ 21

MONEVstudio @Studio... · 13 Feb ⌄
"Let's amplifying each other's good work to break the silo world we live in" @pnvasanti closing remarks on the role of media in evidenced-based policy planning #evalfest20 @ECOI_India

💬   🔁 2   ❤️ 6

↱ You Retweeted
A W U O R P O N G E ... · 13 Feb ⌄
Wow! This is Great! We appreciate your Passion @msegone with the YEEs! Keep inspiring them! @FeministEval @Eval_Youth @unfpa_eval

Rajib Nandi @RajibNandi · 13 Feb ⌄
Evidence gap maping in evaluating climate change - adaptation and mitigation Jyotsna Puri of IEU- GCF speaks in Evalfest 2020 in New Delhi @FeministEval @ECOI_India #Evalfest20

💬   🔁 4   ❤️ 14

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Susan D. Tamondong @... · 13 Feb ⌄
Women speak in EVAL-FEST 2020 Evidence Building for Achieving SDGs

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Marco Segone @mseg... · 14 Feb ⌄
Congratulations @ECOI_India and @rituubnanda for constantly innovating with inclusive and participatory approaches #Evalfest2020

Imad Haroon @imad... · 14 Feb
The crowd at the #Innovation_bazar of the #Evalfest2020 . Such a participatory session of enagement and knowledge shar...

💬   🔁 4   ❤️ 11

↱ You Retweeted
Imad Haroon @imadhar... · 15 Feb ⌄
The #EvalGang at the #EvalFest2020 closing ceremony. @ECOI_India

💬 1   🔁 6   ❤️ 13

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Aniruddha B @Aniruddh... · 15 Feb ⌄
#Evalfest2020 @ECOI_India @RajibNandi @Rituubnanda @alokanuj @msegone Let's carry forward and deepen the evaluation practice and strengthen collaborations across all stakeholders @umihanik_ME @susan_tamondong

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RituuBnanda @Rituubn... · 12 Feb ⌄
We should resist or should we embrace digital Development? @msegone : leverage power of digital development but mitigate potential risks of social exclusion #evalfest20 @ECOI_India @AniruddhaBrahma @alokanuj @RajibNandi

WE SHOULD SHAPE DIGITAL DEVELOPMENT FOR SOCIAL INCLUSION

💬 1   🔁 6   ❤️ 8

It's #EvalFest in India!

Day 2, @msegone asks a roundtable of young & emerging evaluators about the challenges they face.

@unfpa_eval is committed to putting young & emerging evaluators in the driver's seat! cc: @ECOI_India

288 views
💬   🔁 21   ❤️ 29

alok srivastava @aloka... · 14 Feb ⌄
See you in Feb 2022...

RituuBnanda @Rituu... · 14 Feb
@alokanuj delivers a warm, hearty vote of thanks #evalfest20 @ECOI_India . See you in feb 2020 @msegone @imadharoon1 @qjahid1 @umihanik @aelareza...

81

Evaluation Community of India
Institute of Social Studies Trust
UG floor, Core 6A
India Habitat Centre
Lodhi Road, New Delhi 110 003
India

Email: evalcoi1@gmail.com
www.ecoionline.com