Management Responses to Global Thematic Evaluations

Executive Board Session on Global Thematic Evaluations

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1. Global Thematic Evaluation of Early Childhood Development
Programmatic Background

- Early Childhood Development (ECD) has been embedded in UNICEF programming for more than 40 years and enshrined in the CRC
- Implementation of ECD programmes has been slow due to the inter-sectorality, low investment, capacity and unclear benchmarks of success
- New momentum came with scientific research on brain development and high level policy documents that emphasized the role of ECD Programmes as powerful “equalizers”
- The first global evaluation of UNICEF ECD programmes informs the next generation of UNICEF’s programming in this important field
Focus of the Management Response

• Data generation and knowledge management
  − A core set of ECD indicators has been defined and data is being collected in more than 60 countries to improve evidence on ECD
  − Monitoring, evaluation and research agenda on ECD are being harmonized
  − Meta-evaluation of parenting programmes, meta-evaluation of community-based centers and operational research on integrated programmes have been/are being conducted
Focus of the Management Response (cont’d.)

- Strengthened capacity of UNICEF to deliver ECD programmes based on valuable inputs from a capacity gap assessment
- Increased financial investment in ECD
- ECD integrated in UNICEF’s Medium-Term Strategic Plan 2014-2017
2. Global Thematic Evaluation of Life Skills Education
Programmatic Background

• For over 20 years, UNICEF has promoted life skills education (LSE) to address issues such as HIV prevention, disaster risk reduction, transition to employment, and peacebuilding and conflict resolution, among others.

• The demand from countries for LSE has increased as access to primary education has improved: currently, UNICEF supports 155 countries with LSE.

• UNICEF will address barriers, bottlenecks and lessons learned identified in the evaluation to ensure quality, sustainability and scaling up of LSE.
Focus of the Management Response

Given evaluation recommendations and global momentum, UNICEF will lead efforts to:

• Increase LSE efficiency, scale, and sustainability through integration into national education systems via UNICEF’s Child Friendly Education Framework

• Better define and measure LSE by building consensus with global partners around LSE definitions, standards, and benchmarks

• Adapt LSE by developing guidelines to address social norms and enhance relevance of LSE to a range of contexts

• Take into account the “equity” dimensions by extending the reach of LSE to marginalized learners by bridging formal and non-formal education efforts
Examples of key responses and actions

- **LSE learning outcomes and intended impacts:** Work with the Global Compact on Learning and other partners to establish a consultative process on learning outcomes for LSE.

- **Monitoring and Evaluation:** Accelerate and intensify actions in LSE M&E, i.e., a framework for creating indicators that measure process and assist education planners in the design of effective programmes.

- **Practical guidance:** Orient policy makers and programme designers on how to integrate LSE programming more coherently into Child-Friendly Education.

- **Child Participation:** Provide opportunities for children and adolescents to influence the design, implementation and scaling up of LSE programmes.

- **Gender Equality:** Undertake research on gender aspects of LSE delivery and outcomes due to the importance of sexual reproductive health and empowerment of girls.
3. Global Thematic Evaluation of a Human Rights-Based Approach to Programming
Programmatic Background

- UNICEF’s commitment to the HRBAP is articulated in the Executive Directive 1998-004, and guided by the Common Understanding on the HRBAs to Development Cooperation (UNDG, 2003)

- In 2010, the Executive Director reaffirmed the organizational commitment to uphold the rights of all women and children by introducing an organization-wide refocus on equity

- UNICEF’s renewed focus on equity resulted from a thorough analysis of disaggregated data across a range of social indicators that revealed widening disparities affecting children

- An equity-based approach to UNICEF’s programmes and policies seeks to understand and address the causes of inequity in order to protect the right of every child to survive and thrive
Focus of the Management Response

• The management response to the HRBAP Evaluation highlights UNICEF’s efforts to translate its commitment to the CRC into concrete programme results for children

• The action points in the response are linked to ongoing organizational processes to ensure that the measures taken are quickly integrated into organizational priorities without creating parallel processes

• The response focusses on four key areas of action:
  1. Refresh organizational commitment;
  2. Sustain global leadership and engagement;
  3. Enhance capacity for improved implementation and;
  4. Strengthen accountability
Examples of responses

• Refresh organizational commitment to HR principles
  - Revise 1998 Executive Directive and articulate link to equity
  - In new MTSP, articulate core commitment to HR principles and link to equity

• Sustain global leadership and engagement
  - Continue to engage with HR bodies, inter-agency & Post-2015 processes
  - Support governments to act on CRC, CEDAW & UPR recommendations

• Develop capacity for improved implementation
  - Support staff with sector-specific tools and latest thinking on HR
  - Integrate the human rights principles into technical guidance on MoRES
  - Update guidance to be more country context relevant

• Strengthen accountability to HR principles and equity
  - Review and revision of job descriptions and performance evaluations
  - Country reporting on integration of HR principles and equity integrated into each sector
Thank you