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Final Report

to the

UNEG Working Group

on

**Professionalisation
of
Evaluation**

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February 2015

Acknowledgments

We would like to express our deep appreciation to the colleagues who have graciously provided us with their time, perspectives and insights, on the issue of professionalisation of evaluation, both within our evaluation communities of practice and outside.

We look forward to the results of the UNEG working group's deliberations and of UNEG's considerations on this important and timely topic. We hope this report will be made publicly available as quickly as possible as there is a high degree of interest in this question across the universe of evaluation and among those who take an interest in it.

Ian Davies & Julia Brümmer

This consultancy report was developed under the auspices of the United Nations Evaluation Group's Professionalization of Evaluation sub-group. The analysis and recommendations of this document do not necessarily reflect the views of the United Nations or the United Nations Member States.

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Suggested citation:

United Nations Evaluation Group (2015). *Final Report to the UNEG Working Group on Professionalization of Evaluation*. New York: UNEG.

Preface

We have come a long way collectively since my first debates about 25 years ago in the Canadian Evaluation Society about whether professionalising evaluation would be a good direction to go in. I was then vigorously opposed to the idea. Whether that vigour was based on context, deep thought or youth, remains a matter of post-hoc conjecture thankfully muddled by the fuzziness of recollections.

However context matters, and it certainly has changed dramatically for evaluation in the last couple of decades. I have come around to envisaging that professionalisation might be a good way to go however I retain some of my scepticism and my doubts, and can argue the case both ways.

In particular I continue to be concerned about professionalisation creating barriers to entry, but not of the economic kind: it is the barriers to innovation, creativity, caring and intellectual openness that concern me most.

The real challenge is to avoid professionalised ossification and the risk that evaluation be relegated to a set of accountability, control and “knowledge management” techniques, a risk that is particularly present in the dynamics of donor funded development.

For evaluation holds promise, and value, as a force for social justice, human rights and equity, the strength of which draws on far more than just evaluation’s technical and methodological resources. Evaluation’s fountainhead are values, open mindedness and emotional intelligence, and it is only by making these explicit and necessary foundations of professional identity, that professionalisation may be positive.

It behoves us, whatever forms professionalisation initiatives take, to make sure that this direction opens, rather than closes, doors to evaluation colleagues globally. I look forward to the day when I will no longer see terms of reference for consultants that make a distinction between “international” and “local” evaluators, with of course different levels of pay. Instead the call will be for “professional evaluators”.

Finally the doors should be opened wide to the future. Professionalisation should support emerging evaluators and attract those that will follow, build and improve on the foundations we are attempting to lay.

I regret that I will not be joining you in your upcoming discussions during the UNEG Annual General Meeting activities.

I hope this report contributes to your conversations, to your efforts and to an enlightened professionalisation journey.

Ian C Davies, Credentialed Evaluator

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1. Introduction

This report summarises the results of a short study commissioned by UNEG on professionalisation of evaluation in the UN.

After laying out the background, purpose and approach of the study, the report is divided into four substantive parts:

- Chapter 5 includes an overview of current global trends in the professionalisation of evaluation at the level of the UN, multilateral and bilateral agencies as well as professional evaluation associations.
- Chapter 6 explores recruitment practices of UN agencies for evaluation positions and includes the results of a benchmarking exercise of these practices against the UNEG competency frameworks and UNEG job descriptions for evaluation professionals.
- Chapter 7 lays out considerations regarding the revision of the current UNEG competency frameworks and, based on these, makes a proposal for a revised competency framework.
- The last part, chapter 8, presents a conceptual framework for professionalising evaluation in the UN system and makes recommendations on various professionalisation options for UNEG.

The list of documents consulted as well as the list of institutional respondents are included as annexes to the report.

2. Background¹

The United Nations Evaluation Group (UNEG) is an interagency professional network that brings together the evaluation units of the UN system, including UN departments, specialised agencies, funds and programmes, and affiliated organisations. It currently has 45 such members and three observers.

The supreme decision-making body of UNEG is its Annual General Meeting (AGM), where UNEG members present will make decisions in principle by consensus. Between AGMs, an Executive Group is established to make decisions concerning UNEG's ongoing work mandated by the AGM composed of Vice-Chairs of each of the Strategic Objectives.

¹ From the study terms of reference

Recognising evaluation as essential for advancing development, serving as an enabler of change and building on the previous achievements of UNEG, it is imperative for the Group to continue to strengthen the strategies and mechanisms of evaluation in the UN system. Furthermore, for evaluation to be taken seriously it needs to distinguish itself as a profession, which requires policies, strategies and practices within UN agencies that bring about changes at agency and by implication, staff level.

The 2014-2015 work plan of UNEG includes activities aimed at advancing the professionalisation of evaluation in the UN system. A volunteer working group has been formed to address these activities, composed of various UN agency representatives. The Vice-Chair of UNEG Strategic Objective 1 (Evaluation functions and products of UN entities meet the UNEG Norms and Standards for evaluation) oversees the group, whereas the Convener / Co-Convener facilitate the work of the group.

3. Purpose of assignment²

The purpose of the assignment was to update the existing UNEG Competency Framework and to provide direction to the UNEG Executive Group on possible options to pursue for the professionalisation of evaluation.

4. Approach

In general terms and based on the historical trajectory of evaluation practice globally, professionalisation of evaluation can be conceptualised as a continuum consisting of three key and sequential building blocks: evaluation standards, evaluator competencies and processes to verify competencies. Ultimately professional status is established through formal recognition. The three building blocks constitute the necessary foundations to obtain formal recognition by an entity of the professional nature and specificity of evaluation practice.

Formal recognition however requires approaches and processes to establish and verify competencies that are adapted specifically to the requirements and organisational contexts of individual entities.

The study mapped the state of play generally with respect to professionalisation of evaluation using the three building blocks as a frame of reference while paying specific attention to those entities that focus on development evaluation, recruit and employ evaluators and managers of evaluation, i.e. that are comparable to agencies in the UN system.

² Ibid

Within the UN system the study examined how the UNEG competency framework is used in recruitment practices with a view to gauging how processes to verify competencies are carried out from a human resource management perspective and their consistency across UN agencies.

The study revised the UNEG competency framework not only based on current comparable frameworks globally but, as well, on the specificities of the UN system in this respect and as highlighted by respondents in the UN system through selected interviews and the UNEG administered survey. The revision of the UNEG competency framework took into account relevant human resource management considerations where applicable and appropriate.

5. Mapping professionalisation of evaluation

5.1 Objective

The objectives of this study component are to describe where different selected organisations are located along the continuum of three building blocks for professionalisation of evaluation:

1. Existence of evaluation norms, standards, principles, etc. including reference to evaluator or evaluation team requirements.
2. Existence of a framework of competencies, capabilities, qualifications, etc. for individual evaluators.
3. Existence of a defined process for determining whether the required competencies, capabilities, qualifications are met by individuals. Such a process could either be in the process of development, in place or integrated in the HR recruitment process.

and, as well to indicate the state of formal recognition of professional status.

5.2 Methodology

A mapping exercise was carried out based on a systematic review of relevant literature and documentation³ as well as in depth interviews with respondents in a selection of UN agencies⁴, multi- and bilateral development organisations and professional associations for evaluation.

5.3 Analytic review of issues identified

5.3.1 Globally

The analysis of recent literature⁵ on the professionalisation of evaluation including formal and working documentation of evaluation associations, finds that globally and in general terms “professionalisation” has become a central consideration among a significant cross section of communities of practice in evaluation.⁶

There is still ongoing debate about the desirability or appropriateness for evaluators and evaluation to engage in professionalisation, with critics raising concerns inter alia about bounding knowledge and restraining practice and proponents arguing that associated processes provide, among other things, opportunities to enhance the quality of practice.

³ Please see the document reference list in annex

⁴ Please see the Interview respondent reference list in annex

⁵ Please see the document reference list in annex

⁶ The communities of practice that contributed to this study were grouped according to whether they were part of the UN system, multilateral and bilateral development agencies and evaluation associations.

However an increasing set of developments related to professionalisation of evaluation paint a landscape today that is significantly different from the one it was ten to fifteen years ago in the universe of evaluation.

Contrast the concerns expressed by the United Kingdom Evaluation Society (UKES) in 2002:

" Some fear that it might provide a stranglehold on what evaluators can do; that it could not cover the variety of competencies needed for different evaluations; and what it might provide commissioners and managers of an evaluation with an inflexible list of competencies that would hold evaluators to account in unhelpful ways." ⁷

with its current undertaking to pilot a Voluntary Evaluator Peer Review process based on the UKES' Evaluation Capabilities Framework for the conduct of quality evaluation. "It is a further step (following on from the UKES Guidelines for Good Practice in Evaluation) in promoting a culture of professionalism to enhance good practice in evaluation." ⁸

As well, the fact is that, since 2009, the Canadian Evaluation Society (CES) has in place a Professional Designation Program leading to the Credentialed Evaluator (CE) designation.

This said, professionalisation of evaluation is far from being a simple and clear undertaking. There is a myriad of issues and challenges to consider, none the least that "In fact, to date there are no empirical studies linking sets of evaluator competencies to useful or sound evaluations."⁹

However while this fact might tempt critics of professionalisation of evaluation to hoist their evidence-centred colleagues by their own petard, it is arguably a basic tenet of sound science that absence of evidence is not evidence of absence.

Simply put, the fundamental debate about professionalisation, while ongoing and healthy, has been overtaken by the realities of practical initiatives to professionalise evaluation in a variety of institutional and associative communities of practice.

Across those different initiatives there is a common goal to support and contribute to the provision of ethical, high quality and competent evaluation based on foundational components of norms, standards, principles, competencies, capabilities, etc.

⁷ Introduction to professionalizing evaluation: A global perspective on evaluator competencies – Jean A. King & Donna Podems – The Canadian Journal of Program Evaluation (Volume 28 , Number 3, Special Issue 2014)

⁸ From the UKES website <http://www.evaluation.org.uk/about-us/publications>

⁹ A professional grounding and history of the development and formal use of evaluator competencies – Yuanjing Wilcox & Jean A. King – The Canadian Journal of Program Evaluation (Volume 28 , Number 3, Special Issue 2014)

And while there are differences in how these components emphasise certain aspects of evaluation and how they are structured, there is a remarkable degree of convergence of general requirements for evaluation knowledge, proficiency of professional practice and attitudes, including the UNEG norms, standards and competency frameworks.

Globally the issues and challenges tend to be about professionalisation processes and their implementation, as well as the type of recognition that should be afforded by those processes.

5.3.2 UN system

Within UNEG, based on a synthesis of a review of documentation¹⁰, interviews¹¹ and the results of the UNEG survey, four key issues are considered priorities.

Independence – The independence of the evaluation function is a necessary, but insufficient, condition for high quality evaluation. This norm is however not well understood and respected by management in all agencies. In some cases respondents consider that the independence of their evaluation function is under threat due to management interference, particularly in evaluation reports. The view is expressed that professionalisation in the UN should not be just about the individual evaluator and professional competencies, but should also include institutional recognition and safeguarding of the independence of the evaluation function.

Credibility – Although respondents consider that, in fine, the credibility of evaluation is established and sustained by its quality and utility, they also highlight the importance of having a clear professional identity anchored in, among other things, professional standards, competencies as well as a process of formal recognition.

Professionalisation should make it possible to establish a professional identity that can be recognised formally, distinguished from other professionals who engage in different forms of assessment such as auditors, and communicated both within the UN system and at large to stakeholders and interested publics. As well, having to meet professional standards and competency requirements reduces the risk that “anybody can do evaluation”.

¹⁰ Please see the document reference list in annex

¹¹ Please see the Interview respondent reference list in annex

Recruitment – Because the professional standard for evaluation is not fully accepted and integrated into the institutional culture and organisational mindset of all UN agencies, recruitment processes are not systematically based on professional evaluation competency requirements. As such evaluation units are sometimes perceived and used as opportunities to recruit and place individuals for reasons that have little to do with evaluation qualifications. Professionalisation should create conditions in which it is unthinkable and unacceptable to attribute professional evaluation responsibilities without assurance of professional evaluation competencies.

Decentralised evaluation (or M&E) – For those agencies with decentralised evaluations being carried out there is a general concern about the quality of evaluation commissioning and management together with a desire to raise the standard of quality of decentralised evaluations to a professional level. The study finds general agreement among respondents that there should be competency requirements specific to managers of evaluations however different from those required of professional evaluators. In particular, there should be a clear distinction between the management function of monitoring and that of managing evaluation.

5.4 Synthesis of feedback

5.4.1 UNEG

Although no precise operational definition has been put forward by UNEG of what is meant by professionalisation in the UN system, UNEG interview respondents unanimously recognise, support and consider a priority the need to establish a strong and clear professional identity within the UN system. This view was consistent with the results from the UNEG survey where 55.3% of the respondents indicated that they find professionalisation of evaluation in the UN system (beyond the provision and use of the UN competency framework) “highly necessary” and another 43.4% find it “somewhat necessary”.

Interview and survey respondents gave a number of reasons and benefits for doing so including improved institutional and organisational safeguards for independence, increased credibility with stakeholders within and outside the UN system, clearer distinction from other job categories such as audit and program analysis, clearer understanding among institutional stakeholders within the UN system of the comparative advantage of evaluation and the added value it can provide, strengthened competencies of evaluators and evaluation managers leading to improved quality of evaluations.

Within this general consensus UNEG respondents raised different issues that reflect their assessment of what should be the priorities for strengthening professionalisation of evaluation within their specific organisational context and the degree to which key aspects of professionalisation were in place.

Interview respondents

Table 1 summarises and compares key information provided by interview respondents. The extent to which UNEG competency frameworks and job descriptions are applied in recruitment processes was used to provide a comparable indication of the state of professionalisation of the evaluation function in each organisation, together with additional information that is highlighted where applicable under “other uses”.

This said, some specific aspects of professionalisation that were not necessarily and explicitly flagged as priorities by respondents, were consistently woven into the perspectives they provided on enhancing professionalisation in their organisations, the UN system and external networks. Most notable among these is the ongoing requirement for evaluation specific training and ongoing professional development.

As well, the fundamental importance of independence of the evaluation function constituted a golden thread in the fabric of respondents’ assessment of the degree of professional recognition of, and respect for, evaluation by the agency, with a number of respondents considering that independence is continually under threat.

Respondents emphasised the critical importance of competent management of evaluation units for professionalisation to progress. As well, for those agencies with decentralised evaluation activities, respondents emphasised the need to include and pay particular attention to what could be done through a professionalisation agenda to strengthen evaluation in decentralised settings, particularly in terms of its independence from management, and increase its quality.

Survey respondents

As for the respondents to the UNEG survey, opinions differed on the way that professionalisation should go. Many stressed the necessity for evaluation professionals in the UN to have a certain level of core competencies. However, views differed on how this should be ensured: while training was a suggestion that was supported by many, the views on how to recognise professional evaluators are diverse. Some respondents believed that credentialing or accrediting evaluators in the UN system was necessary. Others suggested that, rather than having its own recognition system, the UN should recognise existing systems from professional associations. A third group of respondents considered that credentialing or certification should not be options for professionalising evaluation within the UN system.

Apart from training and recognition, some respondents proposed that agreed core competencies should be systematically integrated into staff performance assessments. Collaboration between UN agencies in the field of evaluation, mobility of evaluation professionals across agencies and peer review mechanisms were seen as further ways of enhancing professionalisation of evaluation in the UN system.

Table 1: Mapping UNEG organisations

Organizations	To what extent are the UNEG Competency Frameworks and job descriptions used for recruiting staff? (0-not at all, 1-somewhat, 2-consistently)	Other uses	Assessment of competency frameworks	Key issues related to professionalization	Co-located unit	Decentralized unit
ILO	1 (UNEG job descriptions are not used in a systematic fashion, but head of evaluation is aware of them and of their content)			Objective to move towards creation of a distinct job family for evaluators in the ILO. Job classification is a heavy process and it remains to be seen whether this can be done shortly. Through its International Training Center the ILO proposes an Evaluation Manager Certification Program	No	Yes

WFP	1 (used in preparing shorter competency frameworks and job descriptions, adapted to WFP needs)	WFP is establishing a decentralized evaluation function. UNEG competency frameworks are useful input to establishing standards. Already somewhat used in defining the evaluation competencies for decentralized Monitoring & Evaluation Officers, where the functions of monitoring and of evaluation are currently often combined in one job.	Useful, but long. Questioning requirement for knowledge of UN system. Designed for main evaluation function; are less useful in current form for addressing the reality of decentralized evaluation functions and rotational staff who are not evaluation experts and develop in post Clarification of "core minimum competencies" for this group? More attention to the two distinct roles of 'evaluation manager' and 'evaluator' (currently 'evaluation management' is simply one among all the competencies in the framework)	Competencies on follow-up, dissemination and communication should be rounded up. Take into account the use of new technologies – potential for use in evaluation. Elaborate on the distinct roles of 'evaluation manager' and 'evaluator' and the pro's and con's of separating or combining. Investment in capacity development, in the long term possibly certification. Address competencies expected in decentralized evaluation function.	No	Yes
UNW	2		Need to be updated to include aspects of gender equality and human rights	Training courses on gender-responsive evaluation through UNEG and professionalization initiative UNW intern	No	Yes
FAO	1 (used in theory, less so in practice)	None	Excellent reference for most agencies Would be difficult to some something more binding	Evaluation requires a set of skills and competencies, but also experience in other fields and roles is of paramount importance There are systematic threats to the independence of evaluation functions. Moving towards professionalization could help in defending the function.	No	No
IAEA	0	None	IAEA is quite far from UNEG generally	Generally dismissive attitude by other professionals of evaluation; "everyone can be an evaluator" Only quality assurance is through internal peer review	Yes	No

UNDP	2 (consistently used. Competency frameworks form the basis for job interviews)		Happy with the competency frameworks. The main problem is that not all offices use them.	In some cases HR criteria take precedence over UNEG criteria, especially if evaluation units are not really independent from management.	No	Yes
WIPO	1 (job descriptions were initially based on UNEG job descriptions, but were changed afterwards)		Should tighten up soft skills (which are critical) and that are not sufficiently put forward and developed. For example: Way of organising processes, managing processes. Being able to pick up on the "unwritten". Social competencies. Management competencies	The main difference of evaluation from audit is that evaluation is more "tailor made", context-driven, while audit is more standardised and formal. A good evaluator is multi-tasking and multi-competencies. Competency frameworks tend to be more tilted towards the technical need more on process, communication, management.	Yes	Yes
UNESCO	2 (job descriptions are based on the work done by UNEG)	UNEG has been very relevant, helped professionalizing the function.	Evaluation competencies need to be increasingly incorporated in decentralized functions, including in other JDs around the organization.	One issue related to professionalization is the decentralized functions. We need to use both the central and decentralized functions to assess quality. We are in a situation where we have zero funds for training. We use what we can, incl. webinars etc. Training is important as part of professionalization.	Yes	Yes
UNFPA	0	Regional experts are recruited taking account of evaluation competencies, but without reference to the UNEG frameworks. Also for consultants: no evidence that recruitment by HQ or country offices use competency frameworks. Evaluation office-managed approval process for recruitment of evaluation consultants – so some attention paid to evaluation competencies.	The UNEG competency frameworks are rather complex, confusing and therefore hard to apply in practice. The distinction of junior, mid-level and senior positions is not very helpful as it does not correspond to how the UN system operates	Move towards competency-based training on evaluation and create a network of professionals interested in evaluation in the organization.	No	Yes

UNIDO	2	Used for recruitment of consultants that have tasks similar to staff	Job descriptions are useful. Include more emphasis on mainstreaming issues (gender, human rights) into the competency frameworks. Possibly make reference to SDGs	Have a strategy for professionalization that goes beyond job descriptions: training, on-the-job coaching, peer review. Learning by doing is important for evaluation.	No	No
WHO	1 (they were not used in the past, but will be consistently used in the future)	None		Planned peer review Planned WHO internal global network on evaluation Planned certification of evaluation managers similar to ILO model	No however until 31 July 2014, the evaluation function was co-located within the internal oversight service. Since 1st August 2014, evaluation is a separate function located in the Director General's office. Technically reporting to the Director, but accountability to the Board	Yes

5.4.2 Multilateral & Bilateral

Multilaterals – WB & IFC

The study interviewed focal points for the Independent Evaluation Group (IEG) of the World Bank (WB) and the Development Impact Unit of the International Finance Corporation (IFC). Although these are distinct institutions they form part of the World Bank Group and collaborate closely, among other things, on capacity development for results measurement and evidence.

Both institutions use a set of competencies for evaluators that were developed as part of the “Results Measurement and Evidence Stream” (RMES) community of practice of which they are a part. The community of practice has a broad view of skill sets. It has approximately 300 members, most of them are from IEG. Most members have “something to do with evaluation”.

According to the IEG focal point professionalization is one of the key goals of the community: community building, enhancing capabilities of members through one-off trainings etc. Work is being done on defining competencies for different functions within the RMES community. This work is still in the exploratory phase.

For IFC these competencies are intended to be used by management and staff for their work programs, and as well to measure staff performance and career development. The competencies are also used for new hires and, according to the focal point of IFC, have led to a significant positive change in the quality of staff.

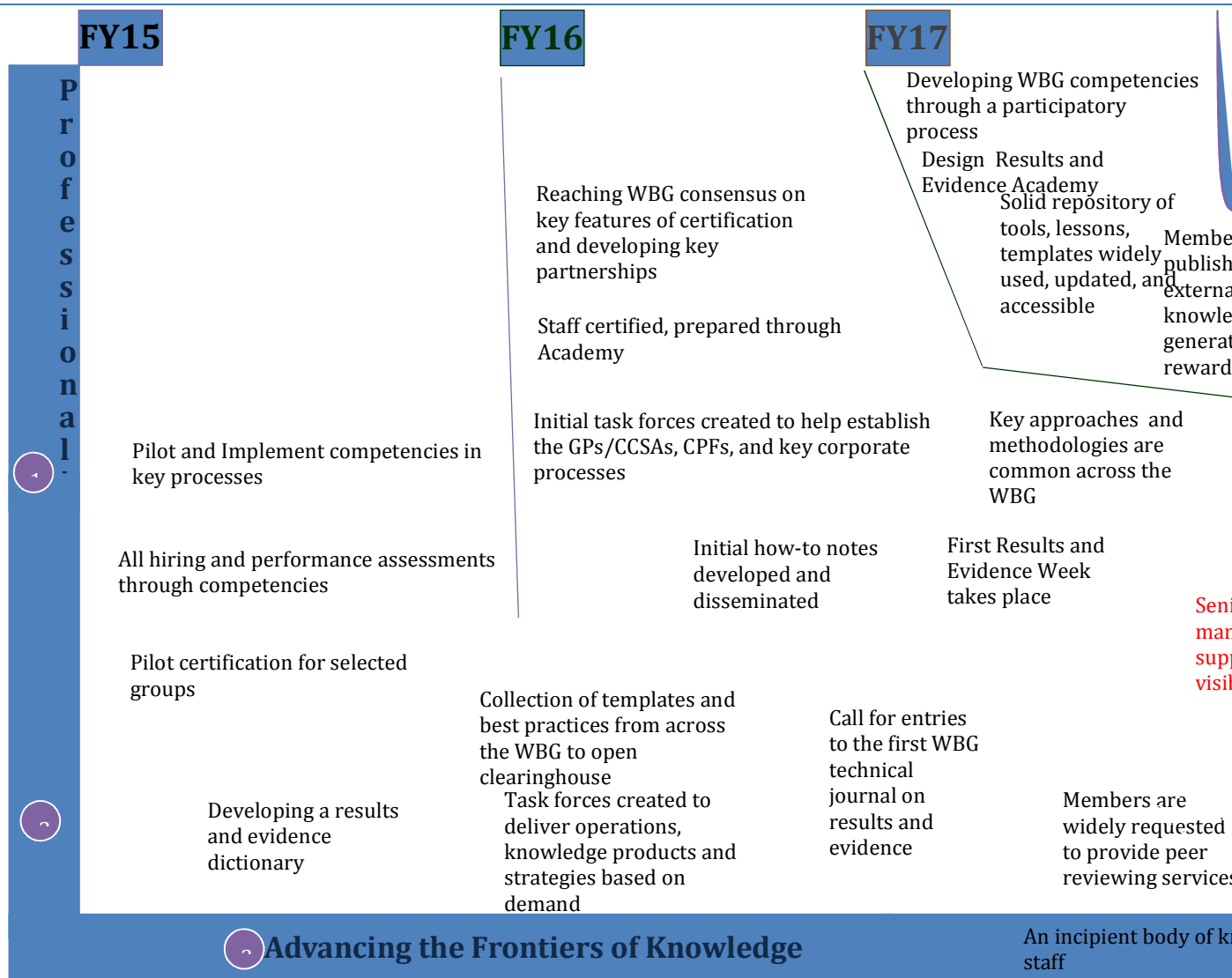
Currently the focus is on streamlining and synthesising competencies by, among other things going beyond the general competencies required by the institution to address monitoring and evaluation technical competencies, behavioural or business competencies and sector specific competencies depending on where the position is located. IFC follows the DFID model of embedding monitoring and evaluation specialists in project teams.

RMES is trying to harmonise the profession from the point of view of assessment techniques and has three main objectives which are to:

- Professionalise staff.
- Harmonise the use of procedures, processes and techniques for measuring results and developing evidence.
- Create a space for sharing and disseminating knowledge

Figure 1 – Results Measurement and Evidence Stream Roadmap

Source: Independent Evaluation Group of the World Bank



Bilaterals - Ministry for Foreign Affairs of Finland

The study interviewed the Director for Development Evaluation of the Ministry for Foreign Affairs of Finland together with a Senior Evaluator from the evaluation unit.

Professionalisation of evaluation is of interest to the unit primarily in its perceived potential for improving evaluation practice in Finland’s development partner countries. They are following closely the initiative of the European Evaluation Society to test a Voluntary Evaluator Peer Review approach as a possible mechanism for professionalisation of their contracted evaluators.

However within their ministry as a whole evaluation does not appear as a priority at present. The evaluation unit is small and conducts 3 to 5 evaluations a year. It is one of five development cooperation units in the ministry. There is evaluation in regional departments which is embedded in management, i.e. desk officers, and about 30-40 evaluations are conducted regionally each year.

The evaluation unit is committed to the OECD DAC evaluation principles and standards and has added a couple of principles from UNEG, i.e. ethics and guidelines for gender responsiveness.

The unit has a short history of being integrated in the audit unit and was separated into a stand alone function a couple of years ago, at which time it updated its evaluation guidelines.

There exist overall norms and standards for the ministry and they are different for evaluation and for audit. There is also a high level evaluation policy. Centrally, job descriptions for evaluation are variations on those used for diplomatic and professional career posts. These are very generic and more to fix a salary level than to determine required competencies.

Other ministries in the government are focused on ex-ante assessments but not evaluation as such, with the exception of the ministry of education which has an educational evaluation and assessment function.

Increasingly the evaluation unit is cooperating with the Finnish evaluation society for example on joint training activities.

Bilaterals – United Kingdom Department for International Development (DFID)

DFID has an accreditation system that certifies staff members' level of evaluation competencies. The system aims at the development of an Evaluation Cadre across DFID. At its establishment, the system benefitted from the fact that within DFID cadres existed already for other professions, including analytical professionals.

In its original form, the system accredited staff members based on their knowledge and skills to four different levels: expert, skilled, competent, foundation. This system was implemented independently from the grade or post that a person was holding.

The system was revised in late 2014 because of an unintended effect of having developed the evaluation capacity of a large number of staff members across the organisation: the presence of staff members with some level of evaluation accreditation made it increasingly difficult to differentiate between those who have a longstanding expertise and experience in evaluation and those who dip their toes in it. From a management perspective the difference between various levels of accreditation became secondary and the emphasis tended to be on whether a staff member was accredited or not.

This stance overlooked the fact that those accredited at a lower level only had some very basic knowledge of evaluation, which was not always sufficient to

independently commission and manage a range of complex evaluations. The multi level model on which the system was implemented was difficult to communicate and created some confusion for management, particularly as DFID had a uniform accreditation system for all other cadres. Moreover, as DFID began to undertake to do a number of large evaluations requiring specialist evaluation knowledge and commensurate management skills, more bona fide evaluation specialists were needed.

The revised model makes a clear distinction between evaluation specialists (A1-A2 job grades) and other staff members that have some evaluation training and are accredited as skilled, competent or foundation level.

In total, about 160 staff members have recognized skills in evaluation. Out of them, there are 33 full-time equivalents of staff (42 individuals) working as evaluation advisors. Evaluation advisors are comparable to other types of advisors within DFID, e.g. economic advisors. DFID designates staff in non-evaluation advisory roles as “evaluation managers”, who have different degrees of evaluation capacity that they have acquired and proven: Level 1 stands for someone who has basic M&E competencies in evaluation and understanding of how DFID works in evaluation, but is still relatively new to the field. Level 2 is someone with a moderate level of understanding in a range of M&E techniques and theory as well as practical experience in working on evaluations. Level 3 is a confident practitioner in M&E, typically someone who is involved in commissioning and managing evaluation, and who might consider a career in evaluation or M&E more broadly.

The revised model allows DFID to pursue a more strategic approach to training, i.e. different groups of staff are targeted with different types of training activities, and set clear professional expectations. The new model is also aligned with DFID’s advisory cadre model. Most of the external training is targeted to the evaluation advisers (A1 and A2 grades), as for these staff members evaluation is a core part of their role. For staff accredited at levels 1, and 2 the focus is on internal training, but DFID also provides a range of opportunities to access external events, speakers and training opportunities. Those accredited at level 3 are eligible to apply for evaluation advisor positions in DFID. DFID is considering the recognition of the internal accreditation model, especially at levels A1 and A2, by professional associations in the medium term.

5.4.3 Evaluation associations

Canadian Evaluation Society

The Canadian Evaluation Society (CES) has an established Professional Designation Program (PDP) for awarding the Credentialed Evaluator (CE) designation to members who have provided convincing evidence of the education and experience required by the CES to be a competent evaluator. The first designations were awarded in 2010 and the CES now counts approximately 300 CEs in Canada and internationally.

"The CES Credentialed Evaluator (CE) designation is designed to support professionalization efforts by defining, recognizing, and promoting the practice of ethical, high quality and competent evaluation in Canada. The Professional Designation Program is founded on three pillars: [a code of ethics](#), [standards](#) and [competencies](#).

The holder of the CE designation has provided convincing evidence of the education and experience required by the CES to be a competent evaluator. The process of obtaining the Credentialed Evaluator designation is rigorous, demanding, and introspective. The maintenance of the CE designation demands that CEs accumulate at least 40 hours of Continuing Education Credits over three years."¹²

In conversation with the President of CES, he noted that, although the credentialing system began in 2009, the first four years were focused primarily on setting up the operations and stressed that the effort required to achieve a functional process of professional recognition should not be underestimated.

Currently the CES PDP is undergoing a formative evaluation to improve the design, resourcing, and outcomes of the PDP. An upcoming Special issue of the Canadian Journal of Program Evaluation (Volume 29 Issue 3) will focus on the CES PDP.

A priority action at present for the CES PDP is advocating for recognition of the CE designation by the Government of Canada and its use as part of requirements for evaluators in the federal government, particularly heads of evaluation units. The "CES President's Letter to the Secretary of the Treasury Board of Canada Regarding the Professional Designation Program" outlines the reasons and benefits beginning with the statement that "evaluation is a profession and needs to be undertaken by evaluation professionals."¹³

International Development Evaluation Association

The International Development Evaluation Association (IDEAS) established its Competencies for Development Evaluation Evaluators, Managers, and Commissioners in January 2012.¹⁴

"The IDEAS competencies framework is based on a three part premise. The first is that there is a core set of competencies that all who are development evaluators or development evaluation managers should look to, wherever they work. (...) Second, the core competencies are the same whether the development evaluators or development evaluation managers work for a bilateral development organization, a developing country ministry, a large or small non-profit, or a university. The third part of the premise is that

¹² From the CES website <http://www.evaluationcanada.ca/ce>

¹³ From the CES website <http://www.evaluationcanada.ca/news/1692>

¹⁴ Please see the IDEAS website http://www.ideas-int.org/documents/file_list.cfm?DocsSubCatID=48

each organization will have its own context-specific competencies to add to this core set.”¹⁵

IDEAS is actively pursuing the development of a certification system based on the competencies and which would include some form of test that could be administered globally.

European Evaluation Society and United Kingdom Evaluation Society

Both the European Evaluation Society (EES) and United Kingdom Evaluation Society (UKES) have embarked on a professionalisation process based on capabilities’ frameworks that each have developed and Voluntary Evaluator Peer Review (VEPR) system.

“The VEPR model envisages a peer review process, where members of an evaluation society (or association) apply to the society to undergo a structured professional practice review with the assistance of two accredited peer reviewers. The process applies a structure that focuses on the applicant identifying practice areas for building their professional capability. A satisfactory review would result in the applicant’s name being included in an index on the society’s website, indicating that they have undergone an accredited peer review.”¹⁶

Following a joint day long workshop in London in April 2014 that also included participation of IDEAS as well as EvalPartners/IOCE which had provided a grant to support the initiative, EES and UKES agreed to each undertake a pilot of a Voluntary Evaluator Peer Review (VEPR) system.¹⁷ A joint EES-UKES steering committee has been struck to coordinate both pilots and exchange on their respective implementation.

As of January 2015 each society had prepared preliminary outlines for the implementation of VEPR pilots in 2015.

African Evaluation Association and South African Monitoring and Evaluation Association

Based on a contact with the African Evaluation Association (AfrEA), the study found that professionalisation is not a priority at this point. There are presently no concrete activities of AfrEA in that area.

The South African Monitoring and Evaluation Association (SAMEA) also does not have any specific professionalisation initiatives. SAMEA, however, is participating together with the Department for Planning, Monitoring and Evaluation of the Office of the Presidency of South Africa in a study that explores options for the

¹⁵ Ibid

¹⁶ VEPR EES Concept Summary <http://www.europeanevaluation.org/community/thematic-working-groups/twg-4-professionalization-evaluation>

¹⁷ Documentation on the EES VEPR can be found on its website

<http://www.europeanevaluation.org/community/thematic-working-groups/twg-4-professionalization-evaluation>

- The UKES Capabilities Framework can be accessed on the UKES website

www.evaluation.org.uk/assets/UKES%20Evaluation%20Capabilities%20Framework%20January%202013.pdf

professionalisation of evaluation in the South African context. This study is still in its initial stages.

Table 2: Mapping other organisations

Organizations	Existence of evaluation norms, standards, principles, etc. including reference to evaluator or evaluation team requirements	Existence of a framework of competencies, capabilities, qualifications, etc. for individual evaluators	Existence of a defined process for determining whether the required competencies, capabilities, qualifications are met by individuals.
Multilateral organizations			
World Bank - IEG	IEG's evaluation approach makes reference to internationally accepted evaluation norms and principles, as established by the OECD's Development Assistance Committee (DAC), the good practice standards of the ECG, and the norms and standards of the United Nations Evaluation Group (UNEG). No separate "own" evaluation standards/policy developed by IEG.	Yes, i.e. Evaluation Competency Set: Core and Technical Competencies - Shared with IFC	No
IFC	Results Measurement and Evidence Stream (RMES)	Yes, i.e. Evaluation Competency Set: Core and Technical Competencies - Shared with WB	Planned for pilot in 2016

Bilateral organizations			
UK Department for International Development	International Development Evaluation Policy (May 2013)	Evaluation Technical Competency Framework	In place: accreditation of evaluation specialists at four levels and integration of defined competencies in HR processes (recruitment, promotion and performance measurement) (see Evaluation Technical Competency Framework, p. 1-2)
Finnish ministry of foreign affairs - Evaluation Unit	Use of OECD-DAC principles and standards	No	No
Professional associations			
Canadian Evaluation Society	Evaluation Standards (adopted in Jan 2012) (see http://www.evaluationcanada.ca/evaluation-standards and Yarbrough, D. B., Shulha, L. M., Hopson, R. K., and Caruthers, F. A. (2011). The program evaluation standards: A guide for evaluators and evaluation users (3rd ed.). Thousand Oaks, CA: Sage) Code of Ethics.	Competencies for Canadian Evaluation Practice (Apr 2010)	In place: Professional Designation Program; CES Credentialed Evaluator (CE) designation based on education and experience
European Evaluation Society	No own evaluation standards/principles	The EES evaluation capabilities framework (2009)	In the process of development
International Development Evaluation Association	No	Competencies for Development Evaluation Evaluators, Managers, and Commissioners (Jan 2012)	Under discussion (see http://www.ideas-int.org/documents/file_list.cfm?DocsSubCatID=48)

Japanese Evaluation Society	No	No separate framework, but indirectly defined competencies through Certified Professional Evaluators Training program content	In place: certification of evaluators who have completed a six-day Certified Professional Evaluators Training program.
UK Evaluation Society	Guidelines for Good Practice in Evaluation (2013)	UKES Evaluation Capabilities Framework (2013)	In the process of development
African Evaluation Association	African Evaluation Guidelines - Standards and Norms (2006/07)	No	No
South African Monitoring and Evaluation Association	No	No	Under discussion

6. Benchmarking recruitment

6.1 Objective

The objective of the benchmarking exercise was to estimate the consistency with which human resource recruitment processes for evaluation positions in the UN system are based formally and systematically on UNEG competency frameworks, i.e. required knowledge, skills, and abilities in the job descriptions reflect UNEG evaluator competencies.

6.2 Methodology

Job descriptions for evaluation positions in UNEG agencies were retrieved from the Web or obtained from interview respondents. In total, 25 job descriptions were included in the benchmarking exercise, ranging from Junior Professional Officer (JPO) to D-2 positions. Job descriptions up to P5 level were compared to their respective *UNEG Job Descriptions for Evaluators in the UN System*. All descriptions of positions of Heads of evaluation functions (including two P5 positions) were compared to the *UNEG Core Competencies for Heads of Evaluation Offices in the United Nations* as no specific UNEG job description exists for them.

The following three criteria were used for comparison:

1. Extent to which the duties and responsibilities correspond to those in the UNEG job descriptions;¹⁸
2. Extent to which the nature of competencies required corresponds to that in the UNEG job descriptions/UNEG Core Competencies for Heads of Evaluation Offices;
3. Extent to which the level of competencies required corresponds to the one in the UNEG job descriptions/UNEG Core Competencies for Heads of Evaluation Offices. This criterion was mainly assessed based on the level of formal education and number of years required given that most of the other competencies turned out not to be easily comparable in most cases.

For all three criteria, the comparison exercise used a three-point scale, i.e. 0-not at all, 1-partly, 2-fully.

Job descriptions for M&E Officers were excluded from the analysis, as they typically have a stronger focus on monitoring than on evaluation and they are therefore not fully comparable to the UNEG Job Descriptions for Evaluators.

¹⁸ The UNEG Core Competencies for Heads of Evaluation Offices do not include proposed standard duties and responsibilities. This criterion was therefore not applicable to Heads of evaluation functions.

An effort was made to focus on recent job descriptions (maximum two years old), however, for a few job descriptions, it is unclear when they were established. Job descriptions were selected to represent a variety of evaluation offices based on criteria from the *JIU Analysis of the Evaluation Function in the UN System*, i.e. size of the organization, co-located vs. stand-alone offices, centralized vs. decentralized evaluation functions. Although the sample of job descriptions reflects a broad spectrum of evaluation functions, it should be considered more indicative than fully representative.

6.3 Analysis

The benchmarking exercise revealed that only the job descriptions of one agency (UN Women) were systematically and clearly based on the UNEG job descriptions.

Most of the reviewed job descriptions included responsibilities and competencies that were clearly different from the UNEG job descriptions in both their focus and level of detail. UNEG job descriptions contain a high level of detail on technical and methodological skills required. The actual job descriptions of UN agencies are typically much less detailed. They put much more emphasis on “soft” skills, management competencies and the ability to work under real world constraints. They take into account the environment in which the evaluation office works, including the relationship to management and governing bodies.

Experience related to organizations' mandate, field exposure and having experience in different settings is also given more prominence in actual job descriptions than in the model descriptions developed by UNEG. While the number of years of experience required corresponds in most if not all cases to those in the UNEG job descriptions, actual ones do not insist usually that they be acquired in the field of evaluation.

Among the job descriptions for Heads of Evaluation Offices that have been reviewed, none showed clear similarities to the *UNEG Core Competencies for Heads of Evaluation Offices in the United Nations*. The focus of the actual job descriptions for this category is typically stronger on general management skills than evaluation-related skills. There are significant variations in the number of years of experience required for the position holders (ranging typically from 10 to 15 years).

The findings of this benchmarking exercise stand in contrast to those of the interviews as more than half of the interviewees from UNEG agencies stated that their organization uses the UNEG competency frameworks and/or job descriptions in the recruitment of some or all of their evaluation positions.

This difference could be explained in different ways:

1. From some of the agencies whose representatives stated that they consistently used UNEG job descriptions as a basis for recruitment no actual job descriptions formed part of the sample used for the benchmarking exercise.
2. Some respondents did not make a clear distinction between UNEG competency frameworks and UNEG job descriptions. In some cases, it was also not clear at which stage of the recruitment process the UNEG material was used as a reference. It may therefore well be that some agencies consistently use the UNEG competency frameworks as a key reference in job interviews, whereas they do not necessarily use the UNEG job descriptions as a basis for formulating their actual job descriptions.
3. In some cases, the UNEG job descriptions may have served as a source of inspiration for the initially proposed job descriptions, but they may have undergone simplification and adjustments due to HR requirements to the extent that their trace can no longer be clearly identified in the final job descriptions.

The results from the survey indicate that the UNEG job descriptions are overall considered appropriate: all categories of competencies included were considered “very relevant” by the majority of respondents. Technical skills and ethics received the highest rating (86.4% found them “very relevant”, 13.6%/12.5% respectively found them “somewhat relevant”). Evaluation process management was found “very relevant” by 79.5% and “somewhat relevant” by 18.2% of the respondents. Knowledge of UN context and topics received the lowest rating, but was still found “very relevant” by almost two thirds of the respondents (63.6%) and “somewhat relevant” by almost all the others (35.2%).

Open ended responses to the question about the skills to be included in the UNEG job descriptions covered a variety of aspects. Several times were mentioned: gender equality and human rights in evaluation, the need to define technical skills in more detail, communication skills, management skills, experience outside evaluation/field experience, cultural competencies.

Overall, benchmarking of actual job descriptions used by a selection of agencies in the UN system shows that the UNEG Job Descriptions, although referred to and found useful, are not utilised as such as part of recruitment processes. Furthermore the relative utility of the UNEG Job Descriptions and the Competency Frameworks for Evaluators and for Heads of Unit is not clearly distinguished within recruitment processes.

These key findings, together with the fact that job descriptions are context specific, determined by the requirements of the organisation and therefore variable across the UN system, suggest that clear and appropriate evaluation competencies may provide sufficient professional focus for human resource management purposes.

Table 3: Benchmarking recruitment practices

Organization	Size of organization	Stand-alone/co-located evaluation function	Job title	Grade	Extent to which the duties and responsibilities correspond to the UNEG job descriptions (0-not at all, 1-partly, 2-fully)	Extent to which the nature of competencies required correspond to those of the UNEG job descriptions (0-not at all, 1-partly, 2-fully)	Extent to which the level of competencies required corresponds to the UNEG job descriptions (0-not at all, 1-partly, 2-fully)	Remarks
ILO	Medium	Stand-alone	Senior Evaluation Officer	P4	1	0	1	The JD contains much less detail on technical skills than the one from UNEG. Formulation and order are completely different, so that it does not look like the UNEG JD served as basis.
			Senior Evaluation Officer	P5	0	0	0	JD clearly not based on UNEG JD. Responsibilities and competencies formulated in a very different manner. In particular more emphasis on management skills, less on detailed evaluation qualifications.

WFP	Large	Stand-alone	Evaluation Officer	P4	1	1	1	Less emphasis on detailed technical skills and more emphasis on working in "real world settings" (manage conflicts, financial and time constraints etc.)
UNW	Small	Stand-alone	Evaluation Specialist	P3	1	2	2	JD clearly based on the UNEG JD, with variations and adaptations particularly in the responsibilities part.
			Regional Evaluation Specialist (1)	P4	2	2	2	Responsibilities and required competencies are clearly based on UNEG JD. These are elaborated further in areas of soft skills/management
			Regional Evaluation Specialist (2)	P4	2	2	2	Responsibilities and required competencies are clearly based on UNEG JD. These are elaborated further in areas of soft skills/management
FAO	Large	Stand-alone	Evaluation Officer	P3	0	0	0	JD clearly not based on UNEG JD. Responsibilities and competencies formulated in a very different manner.
			Evaluation Officer	P4	1	0	1	JD with very little detail on both responsibilities and competencies as compared to UNEG description. Clearly not based on UNEG

								standard JDs.
			Senior Evaluation Officer (1)	P5	1	0	1	Far less details on responsibilities and competencies than in the UNEG JD; less emphasis on detailed evaluation skills, more on experience within the organization and subject area
			Director, Office of Evaluation	D2	N/A	0	1	Competencies required are clearly different from those proposed in the UNEG Competency Framework
WIPO	Medium	Co-located	Chief Evaluation Officer	P5	N/A	0	0	Competencies required are clearly different from those proposed in the UNEG Competency Framework. Most of the qualifications required in this JD are surprisingly generic (language, computer skills, willingness to travel, etc.)
IAEA	Medium	Co-located	Evaluation Officer	P3	0	0	0	JD clearly not based on UNEG JD: Less detail, more emphasis on non-evaluation specific competencies (management approaches, presentation and software skills...)

			Evaluation Officer (1)	P4	0	0	1	Much less detail than in the UNEG JD, both in relation to responsibilities and competencies. Clearly not based on UNEG JD. Requires only 5 years of experience in evaluation (7 years in total).
			Evaluation Officer (2)	P4	0	0	1	Exactly the same as above.
ICAO	Small	Co-located	Evaluation Specialist	P4	0	0	0	Includes responsibilities, such as evaluation planning, development of an evaluation strategy, development of policies, which are not part of the UNEG JD. Competencies are organized very differently from those proposed in the UNEG JD.
			Chief, Evaluation and Internal Audit Office	D1	N/A	0	0	Competencies required are clearly different from those proposed in the UNEG Competency Framework.
UNEP	Medium	Stand-alone	JPO Project-Program Evaluation	JPO	0	0	0	Competencies required are less specific and lower than in the UNEG JD for P1/P2 positions.
UNHCR	Large	Co-located	Senior Evaluation Officer	P4	0	0	0	Responsibilities and required competencies very different from the ones in the UNEG JD. Much more emphasis on policy development, capacity

								building etc. Not much detail on specific technical competencies required. Min 8 years experience.
UNFPA	Medium	Stand-alone	Director	D1	N/A	0	0	Competencies required are different from those in the UNEG Competency Framework. There is an explicit reference to UNFPA Core Competencies in the JD.
			Evaluation Adviser	ICS 12	0	0	0	This position approximately corresponds to a P5 (10 years of experience). Evaluation is only part of the responsibilities, which are much broader. Competencies do not go into detail on evaluation-specific requirements.
			Evaluation Analyst	P2	0	0	1	Tasks are clearly different from the ones in the UNEG JD. Competencies required are based on the UNFPA Core Competencies.
OIOS	Large	Co-located	Associate Evaluation Officer	P2	0	0	0	The JD does not make reference to any specific skills or experience required in evaluation
			Evaluation Officer	P3	0	0	1	JD clearly not based on UNEG JD. Responsibilities and competencies formulated in a very

								different manner.
			Evaluation Officer	P4	0	0	1	JD clearly not based on UNEG JD. Responsibilities and competencies formulated in a very different manner.
			Chief of Section	P5	N/A	0	1	Competencies required are clearly different from those proposed in the UNEG Competency Framework.

7. UNEG competency framework

7.1 Objective:

The study undertook a systematic assessment of the UNEG competency framework with a view to recommending updates and revisions consistent with the overall goal of professionalisation of evaluation in the UN system.

7.2 Methodology

The study reviewed the current UNEG competency framework against comparable evaluation frameworks, particularly in development organisations outside the UN system as well as in professional associations, to assess currency with recent developments in evaluation theory and practice. As well, as part of its interviews within the UN the study sought respondents' assessments of the utility and use of the UNEG competency frameworks as well their views on how these could be improved. Results from the UNEG survey provided some additional information in this regard.

The study updated its knowledge of human resource management good practices in job evaluation, design, classification, description, recruitment and selection as well as in professional career planning. It interviewed respondents in the UN system who specialise and work in human resource management and interface with evaluation to obtain their perspective on what would improve use of professional competencies in human resource management processes.

The study interviewed respondents specialising and working in investigations and audit in the UN system to obtain their perspectives on the specificities of professional evaluation competencies as well as their experience with professionalisation both generally and in the UN context.

Interviews with other organisations also included discussions of competencies or their equivalent, their place in professionalisation processes as well the risks associated with ring-fencing them.

7.3 Key findings

The current UNEG competency framework consists of two frameworks that were developed in 2008 by the UNEG Evaluation Capacity Development Task Force based on the current UNEG norms and standards.

Both the core competencies for evaluators and for heads of evaluation offices in the UN system identify five main categories of knowledge, skills and attributes:

- ☒ Knowledge of the United Nations.
- ☒ Technical and professional skills.
- ☒ Inter-personal skills.
- ☒ Personal attributes.
- ☒ Management skills.

The core competencies establish minimum professional expectations for evaluators of the UN System. At the same time, they distinguish four different levels of competency for different levels of evaluation staff (Junior Officer, Officer, Intermediate Officer, Senior Officer).

The creation of clear expected competencies for evaluators was intended to improve the professionalism of evaluation, thereby fostering credibility of the evaluation function and evaluation staff.¹⁹

7.3.1 UNEG

Necessity – The study found that UNEG respondents consider competencies a central component of professionalisation in that their use and application increases the likelihood that evaluation professionals meet minimum requirements for quality practice.

Organisation – Respondents note however that individual competencies are necessary but not sufficient; the evaluation function must also be organised to meet minimum standards that will allow evaluators to carry out their work appropriately. A competent evaluator in an evaluation unit the independence of which is not adequately safeguarded will not be able to conduct quality evaluation work that meets norms and standards.

Professionalisation of evaluation in the UN system then is not only about individual competencies but as well and just as importantly about the quality of the institution and organisation of the evaluation function.

Soft skills – Generally UNEG respondents consider that evaluation competencies should emphasise more the social, communication, negotiation and management skills required for sound evaluation practice as well as the attitudes and values that underlie it.

Simplicity – Respondents consider the current competency framework somewhat cumbersome and difficult to use practically. A clearer and simpler set would be an improvement and increase the likelihood of systematic use.

Specificity – The UNEG core competencies for evaluators should focus on that set of competencies which is specific to evaluation and leave out those competencies that are generic to the organisation within which the evaluation function is located. This view from UNEG respondents was consistent with the view expressed by non UNEG respondents in the UN system.

¹⁹ UNEG Core Competencies for Evaluators of the UN System, p. 3.

7.3.2 Survey data highlights

The survey of UNEG members asked about respondents' awareness and use of the UNEG competency framework as well as their view on priorities for the revision of the framework.

Most of the survey respondents are aware of the UNEG competency framework. About 58% use it and 18.1% do so regularly. 12.5% of the respondents are not aware of the UNEG competency framework, 29.5% have heard about it, but do not use it.

The most frequent use of the competency framework is for developing job descriptions: 67.4% of respondents state that in their organisation, the competency framework has been used for that purpose. This is followed by hiring evaluators (30.2%), self-assessing competencies (20.9%), evaluating staff/consultant performance (18.6%) and identifying training needs (professional development) (18.6%). 27.9% of the respondents state that to their knowledge the competency framework has not been used in their organisation.

According to the respondents, the revision of the UNEG competency framework should prioritise alignment with other existing evaluation competency frameworks (63.5%). The recognition of a universal core set of competencies (60%) is given almost the same level of priority as the recognition of a UN-specific core set of competencies (58.8%).

The development of a competency self-assessment tool was seen as desirable by slightly more than half of the respondents (51.8%), while the distinction of competencies for commissioners, in addition to the existing distinction of evaluators and Heads of evaluation offices was seen as clearly less important: 37.6% of the respondents found that this should be a result of the revision of the UNEG competency framework.

7.3.3 Multilateral & Bilateral

Evaluation competencies or their equivalent are used generally across multilateral and bilateral organisations for the purpose of providing a standard with respect to evaluator qualifications although they may not necessarily be part of an explicit professionalisation agenda.

These sets of competencies share common objectives of contributing to improved quality of evaluation, to give commissioners and clients a frame of reference when hiring evaluators, to provide a basis for evaluator self-assessment and to support professional development.

The study finds that there is an important distinction to be made between sets of competencies for positions that may include aspects of evaluation but are not exclusively focussed on evaluation, such as those of members of the RMES initiative described earlier in section 5.4.2, and those that are.

Core competencies for evaluators are generally intended for evaluation specialists and seek to determine minimum standards for proficiency. The case of DFID is particularly interesting in highlighting the need to distinguish between evaluation specialists and the set of minimum competencies they require and those staff that have received some level of sensitisation to, or training in, evaluation but are not evaluators, i.e. evaluation specialists.

This said, there is generally an objective as well in organisations to provide some indication of the basic knowledge of evaluation that is recommended for commissioners and managers of what are typically evaluations that are contracted for outside the organisation.

7.3.4 Evaluation associations

A number of professional associations for evaluation have developed competency frameworks. They pursue various purposes, including improving evaluation quality, providing a basis for self-assessment as well as for the development of training programs, strengthening a sense of identity among evaluators and enhancing accountability.

Although the frameworks are diverse in terms of scope and the level of detail, evaluation associations focus primarily on competencies for evaluators as evaluation specialists. Some like IDEAS include in their competency framework competencies for commissioners and for managers.

Table 4: Comparative review of evaluation competency frameworks

Organization	Title of the competency framework	Year	Purpose: What is the intended purpose of the framework?	Content: What categories/types of competencies are included?	Scope: Does the framework cover and distinguish between different roles related to evaluation?	Scope: Does the framework distinguish between different levels of competencies?	References: What reference is made by the framework to other documents (e.g. norms, standards, ethical guidelines)?	Other distinctive features of the framework
UNEG	UNEG Core Competencies for Heads of Evaluation Offices in the United Nations	2008	Not indicated	Knowledge of the UN Technical and professional skills Inter-personal skills Personal attributes Management skills	No (this is a specific framework for Heads of evaluation offices)	No	"The Role of Evaluation in Results Based Management"	
UNEG	UNEG Core Competencies for Evaluators of the UN System	2008	Professionalize and harmonize the evaluation function within the United Nations Foster credibility of the evaluation function and evaluation staff	Knowledge of the UN Technical and professional skills Inter-personal skills Personal attributes Management skills	No (a separate framework exists for Heads of evaluation offices)	Distinction between "core competencies" and "key core competencies" (applicable to all evaluation functions in the UN system) Within the same competencies, distinction between: Junior Officer, Officer, Intermediate Officer, Senior Officer	Norms and Standards for Evaluation in the UN System AEA Essential Competencies for Program Evaluators	Six competencies were identified as key core competencies applicable to all evaluation functions in the UN system: Work experience Evaluation design Data collection and analysis Reporting Managing the evaluation process/project Ethics

AEA	American Evaluation Association Guiding Principles for Evaluators	2004	<ul style="list-style-type: none"> *guide the professional practice of evaluators *inform evaluation clients and the general public about the principles they can expect to be upheld by professional evaluators. *foster continuing development of the profession of evaluation, and the socialization of its members *stimulate discussion about the proper practice and use of evaluation among members of the profession, sponsors of evaluation, and others interested in evaluation 	Systematic enquiry Competence Integrity/Honesty Respect for people Responsibilities for general and public welfare	No	No	None	A set of ethical principles rather than a competency framework
EES	The EES evaluation capabilities framework	2009	<ul style="list-style-type: none"> *Pursuit of evaluation quality beyond the application of ethical guidelines, standards and codes *Strengthening a sense of identity among evaluators *Accountability 	Evaluation knowledge Professional practice Dispositions and attitudes	No	No	None	

CES	Competencies for Canadian Evaluation Practice	2010	<p>Developed as part of the CES Credentialing program. Can also be used as a foundation for:</p> <ul style="list-style-type: none"> *developing training programs and deciding what skills and knowledge to incorporate in a learning event; *self assessment by Evaluators to decide what professional development they want to pursue; *designing jobs, writing job descriptions when deciding to employ evaluation expertise; *developing RFPs, SoWs or ToRs when contracting for evaluation services; *and supporting decisions made in the Credentialing Program. 	<p>Reflective practice Technical practice Situational practice Management practice Interpersonal practice</p>	No	No	<p>Canadian/US Joint Committee Program Evaluation Standards Canadian Evaluation Society Guidelines for Ethical Conduct</p>	
UKES	UKES Evaluation Capabilities Framework	2012	<ul style="list-style-type: none"> *pursuance of evaluation quality beyond the promotion of ethical guidelines / principles / standards / codes *reaction to the increasing dominance of one of the major purposes of evaluation - accountability *professionalisation of evaluation as a social practice 	<p>Evaluation knowledge Professional practice Qualities and dispositions</p>	No	No	<p>UKES Guidelines for Good Practice in Evaluation</p>	<p>Closely aligned to the EES Capabilities Framework</p>

SEVAL	Les compétences requises en évaluation	2012	To contribute to the professionalization of evaluation in Switzerland and thereby to the respect of evaluation standards that aim at ensuring quality evaluations	Basic knowledge Methodological knowledge Social and personal competencies	No	No	None	
DeGEval	Recommendations on Education and Training in Evaluation - Requirement Profiles for Evaluators	2013	*Define, in terms of a fundamental requirement profile, what knowledge and competencies are necessary for the job of an evaluator and should therefore be incorporated into an education and training programme. *Contribute towards providing certainty as regards competencies that can be expected, for the benefit of clients of evaluations as well as of evaluators themselves.	Theory and history of evaluation Methodological competencies Organisational and subject knowledge Social and personal competencies Evaluation practice.	No	No	None	
IDEAS	Competencies for Development Evaluation Evaluators, Managers, and Commissioners	2011	*Enable development evaluation professionals to self-assess their relative strengths and weaknesses against accepted standards to improve their practice; *Facilitate the review of the capabilities of an individual or team to conduct a given development evaluation; *Encourage individual capacity building plans; and *Promote an increase in available training in the competency areas	For evaluators and managers: Professional foundations Monitoring systems Evaluation Planning and Design Managing the evaluation Conducting the evaluation Separate set of competencies for commissioners.	Distinction between: Evaluator Evaluation Manager Evaluation Commissioner	No	IDEAS Code of Ethics (under development)	

DfID	Technical Competency Framework for Evaluation	2011	To be applied in: Accreditation and development of an Evaluation Cadre across DFID Recruitment Promotion Performance Management	Best Practice in Evaluation Approaches and Methods Gathering and Using Evidence for Evaluation Communicating and Sharing Evaluation Findings, Knowledge Expertise Upholds Evaluation Independence, Quality & Standards Leading, Managing and Delivering Evaluations	No	No. Within the same competencies, distinction between: Expert Skilled Competent Foundation	DFID Core Competencies DFID Evaluation Policy and Standards	
DfID	Technical Competency Framework for Evaluation - revised version	2015	Not explicitly stated	Mandatory competency: Development Evaluation Professional Skills Specialist competencies: Best Practice in Evaluation Approaches and Methods Gathering and Using Evidence for Evaluation Communicating and Sharing Evaluation Findings, Knowledge Expertise Upholds Evaluation Independence, Quality & Standards Leading, Managing and Delivering Evaluations Shared technical competencies: E.g. Leading, Influencing, Managing and Mentoring	Yes: Distinction between Evaluation Advisor and other staff (non evaluation specialists) accredited in evaluation	Yes. Distinction between: Entry qualifications Mandatory competency Specialist competencies Shared technical competencies	DFID Core Competencies DFID Policies	Distinction between "Evaluation Advisors" (A2L-A1) and "Evaluation Accreditation" (L1-L3)

World Bank	Evaluation Competency Set		Not indicated	Evaluation Approaches and Methods Gathering and Using Evidence for Monitoring and/or Evaluation Communicating and Sharing Findings, Knowledge and Expertise in Monitoring and/or Evaluation Upholds Evaluation Independence, Quality & Standards Leading, Managing and Delivering Evaluations Developing a Results Framework for Monitoring and Evaluation	No	No. Within the same competencies, distinction between requirements for various job grades	None	
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7.4 Principles for professional competencies

Competencies are an integral part of the professional identity of evaluators and therefore apply to evaluation specialists.

Because evaluation is a trans-discipline²⁰ no one competency is exclusive to evaluation, rather it is the set of competencies, or competency framework, that should be exclusive in the sense that it distinguishes clearly the professional specialty of evaluation from other professional specialties.

Competencies for evaluators are a minimum requirement for exercising, to agreed and explicit professional standards, an ensemble of activities that together are specific to the professional specialty of evaluation. To meet the minimum requirement as an evaluation specialist the evaluator must possess all of the competencies in the set or framework, i.e. the core professional competencies.

The extent to which an evaluator masters the set of core professional competencies as well as other more advanced evaluation competencies has no bearing on the professional status that meeting core competencies confers, they constitute a minimum standard for professional recognition.

For example the Credentialed Evaluator (CE) designation provides evidence of the education and experience that the Canadian Evaluation Society considers a minimum requirement to be a competent evaluator. The designation however does not distinguish between CEs based on their level of expertise or experience. This is the same approach as a number of other professions such as lawyers, accountants, internal auditors, professional engineers, etc.

²⁰ The Concept of a Transdiscipline: And of Evaluation as a Transdiscipline by Michael Scriven in the Journal of MultiDisciplinary Evaluation, Volume 5, Number 10 ISSN 1556-8180 July 2008
http://www.coris.uniroma1.it/news/files/Scriven_Concept_Transdiscipline.pdf
See as well The Transdisciplinary Model of Evaluation by Chris L. S. Coryn & John A. Hattie - Journal of MultiDisciplinary Evaluation (JMDE:4) ISSN 1556-8180 http://www.rismes.it/pdf/Coryn-Hattie_transdisciplinary-view-evaluation.pdf

7.5 Discussion

Based on the preceding principles, the UNEG competencies for evaluators should be revised so that there is only one set independent of the level or nature of the position held. Competencies specific to the requirements of the organisation and the position belong in the job description.

As well, those competencies that are requirements for all UN personnel should not form part of the core competencies for professional evaluators, i.e. evaluation specialists.

Applying these principles to the current categories of UNEG competencies:

- Knowledge of the United Nations.
- Technical and professional skills.
- Inter-personal skills.
- Personal attributes.

would suggest for example that Knowledge of the UN should not form part of a revised UNEG professional competency framework.

As well, the question of ethics as they apply to evaluators, and which are currently nested under the category of personal attributes, should be revised so that only those aspects of ethics that apply to professional evaluators, above and beyond the ethics applicable to all UN personnel, constitute a code of ethics for the professional evaluator.

Competencies identified under the categories of interpersonal skills and of personal attributes should also be revised in the same fashion, identifying and formulating competencies specific to evaluators.

7.6 Revising the UNEG competency framework

Following on the preceding principles and discussion the revised UNEG competency framework should be structured according to three categories of knowledge, skills and attitudes. A distinct yet complementary code of ethics for evaluators would complement the professional competencies.

This streamlined structure would allow for a better alignment with the human resource management competency structure of the UN and for more efficient correspondence with the various competency frameworks that currently exist and are in use in public organisations and professional evaluation associations.

Some of the best examples currently of such streamlined structures come from professional evaluation associations such as UKES²¹ and EES²².

²¹ UKES Evaluation Capabilities Framework

www.evaluation.org.uk/assets/UKES%20Evaluation%20Capabilities%20Framework%20January%202013.pdf

7.7 Revised UNEG professional competency framework

Using as reference these streamlined capabilities frameworks, a revised UNEG professional competency framework should put into the UN context the competency requirements, leaving out those that are not relevant or already covered by the general UN requirements for professional staff and adding requirements specific to the UN mandate as necessary.

The revised framework should draw to the extent possible on the existing competency framework and be consistent with the UNEG Norms and Standards once these have been revised. A distinct yet complementary specific code of ethics for UN professional evaluators should be developed²³.

The various mandates of the UN²⁴ with respect to evaluation should be taken into consideration in developing and maintaining the professional competency framework so that required evaluation competencies are put into context.

KNOWLEDGE

- Understands the role of evaluation in the UN system
- Is aware of the history of development evaluation and knowledgeable of the evolution of evaluation in the UN system
- Understands the differences between evaluation, management, monitoring, audit and other types of assessment practices in the UN system
- Is familiar with the UNEG Norms and Standards
- Possesses a clear conceptual framework for evaluation and uses evaluation terminology in a manner consistent with it
- Understands and can explain clearly the different roles in the UN system of evaluation commissioner, evaluation manager and evaluation practitioner

Approaches

- Is familiar with major evaluation approaches in the UN system including but not limited to gender responsive, equity focussed, emergency response, post-conflict, participatory, etc.
- Is familiar with common evaluation approaches, e.g. theory-based, goal free, constructivist, empowerment, utilisation-focused.
- Understands different valuing constructs and is familiar with corresponding evaluation approaches

²² EES Evaluation Capabilities Framework

<http://www.europeanevaluation.org/sites/default/files/EES%20EVALUATION%20CAPABILITIES%20FRAMEWORK.pdf>

²³ See for example the code of ethics of CES <http://www.evaluationcanada.ca/ethics>

²⁴ Examples of UN mandates include those specific to gender equality: ECOSOC Resolution 2007/331 and the Quadrennial Comprehensive Policy Review Resolution A/RES/67/226

Methodologies

- Understands and can explain clearly the key building blocks of evaluation methodology
- Is familiar with common evaluation designs, e.g. case-study, quasi experimental, observational, single subject
- Is familiar with methods for collecting and analyzing qualitative and quantitative data, e.g. interviews, document review, direct observation, surveys
- Is familiar with tools and techniques, e.g. logic modelling, outcome mapping.
- Does not subscribe to a hierarchy of methods
- Understands concepts of validity, reliability, accuracy, replicability and applies them appropriately

SKILLS

- Has the skills to conduct and manage evaluations
- Has the skills to manage externally contracted evaluations
- Can implement quality control processes
- Can manage quality assurance processes
- Can effectively provide expert advice on evaluation to commissioners of evaluation, monitoring and evaluation officers, program managers in the UN system.
- Can apply evaluation expertise and skills in a manner consistent with the mission and values of the UN and the contexts in which it operates

Methodological skills

- Identifies data gathering instruments appropriate to the task
- Gathers relevant evidence, analyses and interprets in context
- Conducts sound data analysis, whether qualitative or quantitative
- Reports fairly and in a balanced manner to agreed audiences in the public interest
- Communicates evaluation results effectively and promotes their use

Interpersonal skills

- Writes fluently and communicates clearly
- Shows ethical sensitivity in specific socio/political contexts
- Uses sound negotiating skills
- Demonstrates cultural and gender awareness
- Displays impartiality in conducting and reporting evaluations
- Manages conflicts of interests and values fairly

ATTITUDES

- Adapts to changing circumstances in a principled manner
- Exercises sound judgment
- Contributes to the professional evaluation community in the UN and generally
- Displays independence of mind
- Upholds democratic values in conducting and reporting evaluations
- Displays self-knowledge and pursues professional development

8. Policy options for professionalisation

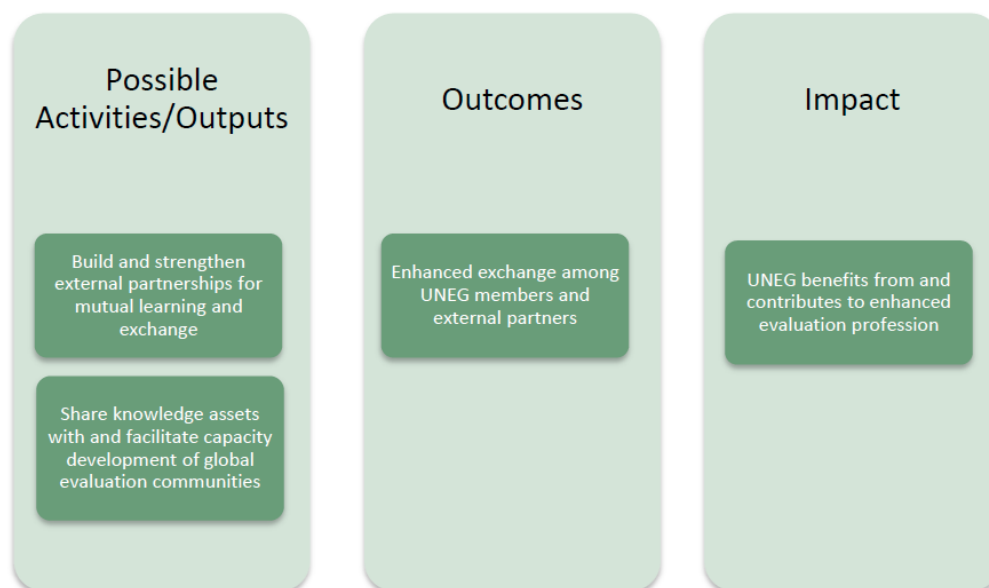
8.1 UNEG and professionalisation

Professionalisation is a central theme of the UNEG Strategy 2014-2019. The introduction to the strategy states:

“Evaluation is emerging as a mature profession. This is demonstrated by the increasing formalization of evaluation core competencies in recruitment, training and higher education, the establishment and strengthening of international, national and regional associations and the establishment and use of internationally recognized norms and standards.”

Furthermore, professionalisation constitutes one of UNEG’s four strategic objectives to achieve “Enhanced exchange among UNEG members and external partners”.

Figure 2 – Strategic Objective 4 - UNEG benefits from and contributes to an enhanced global evaluation profession



Professionalisation is anchored in the creation of a professional identity that is formally recognised as distinct from other professions, accepted as legitimate with respect to its professed contribution to society and afforded pursuant to satisfactory demonstration of required competencies.

This framing of professionalisation holds true for the current UNEG initiative for professionalisation of evaluation in the UN system and its engagement with

different internal sub-systems, e.g. institutional, organisational, evaluator; and external systems, e.g. development organisations, governments, evaluation associations.

8.2 Professional competencies

The cornerstone of professional identity is the set of core professional competencies that an individual must demonstrably possess to be recognised as a professional evaluator, i.e. an evaluation specialist. As is the case with most professions, meeting core competencies is the only, yet sine qua non, requirement for professional recognition. The UNEG core competencies for evaluators should determine whether the individual is, or is not, a professional evaluator.

A professional evaluator, recognised formally as such in the UN system, should be accepted by all UN agencies as having the competencies to fulfil the basic functions of an evaluation specialist position. This formal recognition of the professional evaluator across the UN system means that the designation is in effect portable, i.e. the professional evaluator does not have to demonstrate or justify core competencies, these are established by the designation.²⁵

Other requirements of knowledge, skills and abilities as sought by the organisation and the position are job specific, are not part of the core competencies of a professional evaluator, and are found in the specific job description.

What this means in practice for UNEG is that its professionalisation initiative should distinguish between the individual core competencies for a professional evaluator in the UN system, for which it can have legitimate responsibility, and the institutional and organisational conditions and practices to enable professional level evaluation, which are not its direct responsibility but that it can influence, among other means, through applicable norms and standards. For example this means that, while core competencies for the professional evaluator may be the direct purview of UNEG, job descriptions are not.

Because evaluation, particularly in light of its relative recency as a professional practice, evolves at a rapid pace, professional knowledge, skills and values must keep pace with developments in the theory and practice of evaluation. While the core professional competencies themselves should be reviewed periodically for the same reasons, the professional evaluator has an obligation to stay current with professional developments through ongoing relevant professional development.

²⁵ Ideally, the UN designation should also be recognised outside the UN system and offer the possibility of equivalency or partial fulfilment of competency requirements for other professional evaluator designations.

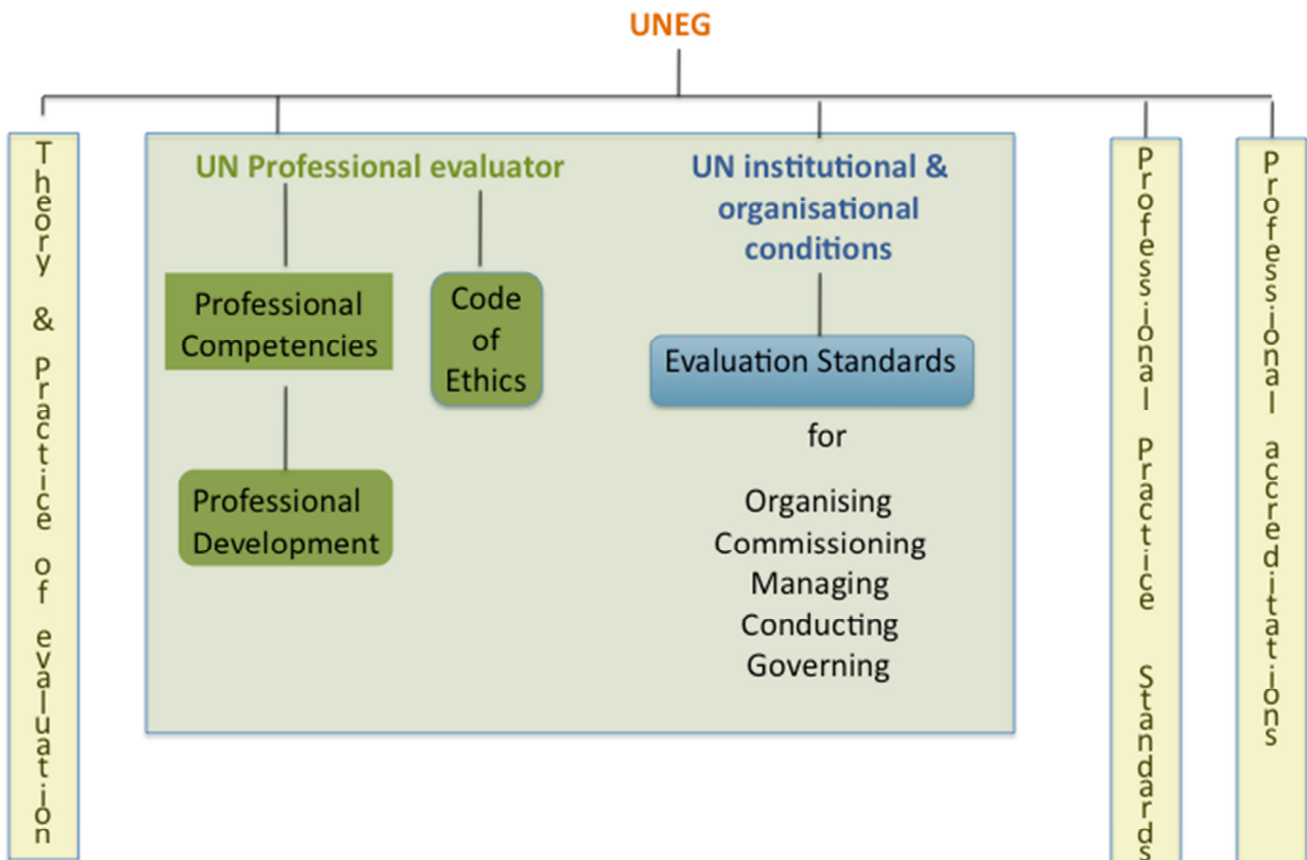
8.3 Professionalisation framework for UNEG

Professionalisation of evaluation in the UN involves interactions with three main systems. Two are internal to the UN: the individual evaluator to who are related the competencies, ethics and professional development sub-systems, and the institution and organisation of the evaluation function, to which are related the norms and standards for evaluation.

The third system is that which is external to the UN and is made up among others of the key sub-systems of evaluation knowledge, i.e. the theory and practice of evaluation, of professional practice standards and of professional recognition or accreditation processes.

The following figure illustrates these systems and sub-systems.

Figure 3 – Professionalisation architecture



8.4 Professionalisation options for UNEG

To contribute fully to its vision for evaluation and to reach its intended impact for its Strategic Objective 4, UNEG should act on each system and sub-system in the professionalisation architecture, and do so in a coordinated manner.

The options boil down essentially to choices of different mixes in allocations of level of effort, i.e. time, human resources and funds, to different systems and sub-systems, and of sequencing of actions over time. In other words on deciding what the priorities are for UNEG professionalisation activities and in what order they should be addressed.

8.4.1 Developing a cadre of professional evaluators

The study found strong and consistent support among UNEG respondents for professionalisation of evaluation in the UN system. Despite the fact that there is not as yet a precise definition of professionalisation of evaluation in the UN, respondents value the professional identity of the evaluator, consider that the knowledge, skills and attitudes of the evaluator are specific to evaluation and distinct from other professions that conduct assessments, and wish to see the professional role, responsibilities and contributions of the evaluator understood and recognised.

Core competencies for evaluators constitute a priority focus of professionalisation in the UN, together with the imperative of having a robust and comprehensive ongoing professional development program for evaluators.

The study did not find a clear consensus among respondents on the exact form that professional recognition in the UN should take, e.g. certification, credentialing, accreditation, licensure²⁶, however there was general agreement that some manner of formal recognition should exist.

As well there was a view clearly expressed by a number of respondents that formal recognition should be accepted across the UN system and be the standard for all job descriptions requiring professional evaluators, i.e. evaluation specialists.

The systematic requirement that professionally recognised evaluators be hired for evaluation positions would constitute a key step in the professionalisation of evaluation and provide a foundation on which to advocate for and develop a job family specific to evaluation.

In turn, these steps would lay the groundwork for developing evaluation career paths in the UN system, providing emerging and entry-level evaluators with bases on which to orient and grow their professional career.

²⁶ Please see "Certification, Credentialing, Licensure, Competencies and the Like: Issues confronting the field of evaluation" by J.W. Altschuld (2005) *Canadian Journal of Program Evaluation* 20 (2), 157-168

Finally and as indicated earlier, formal professional recognition within the UN should allow for partial or full recognition by external professional evaluation credentialing systems such as that of CES and the emerging systems of UKES, EES and IDEAS.

8.4.2 Institutional and organisational capacity building

The study findings show clearly that the organisational system of evaluation in the UN remains uneven in its take up of UNEG norms and standards, in its integration of UNEG competency frameworks for evaluators and heads of evaluation offices, and in its use of UNEG supports such as the job descriptions for evaluators.

This reality suggests as a priority for UNEG actions to bring the organisational system for evaluation across the UN up to a minimum level of understanding, use and integration of evaluation standards. In practical terms, UNEG actions in this system should address and support the realisation of minimum institutional and organisational conditions for organising, commissioning, managing, conducting and governing evaluation consistent with UN standards for evaluation.

These actions also include systematic engagement with the human resource management function in the UN and units in agencies, so that the professional competencies for evaluators and the code of ethics for evaluators are systematically included in job descriptions when a professional evaluator is sought for a position requiring an evaluation specialist.

From an institutional perspective the UNEG standards, which are currently being revised, constitute the foundation on which this system should be developed, e.g. the UNEG standards for evaluation should be the obligatory UN standards for evaluation, recognised and adhered to as such across the entire UN system.

The standards should set out UN wide expectations for organizing evaluation functions, e.g. reporting to governance levels to ensure independence and having professional evaluation staff; commissioning evaluations, e.g. providing expectations appropriate to evaluation; managing, e.g. possessing appropriate contract management knowledge and skills; conducting, e.g. meeting practice standards; and governing, e.g. providing strategic guidance to the evaluation function and protecting its independence.

The study findings also show that a significant proportion of evaluation activity in the UN takes place in decentralised settings in which there appears to be little systematic and consistent evaluation to standard. This reality further reinforces the imperative of bringing evaluation practice across the UN to minimum acceptable levels of quality.

The UN evaluation standards should apply fully to evaluations performed in decentralised settings and adapted to the fact that there might not be a full fledged evaluation function in many settings, i.e. access to professional evaluation advisory support in the UN system including quality assurance.

8.4.3 External professional evaluation relationships

UNEG's strategic orientation to collaborate with national, regional and international evaluation networks and associations will reinforce professionalisation of evaluation in the UN system inasmuch as it is organised and systematic.

Figure 3 provides one way to structure the relationships between evaluation professionalisation foci in the UN and the external evaluation communities of theory and practice: competencies, professional development and ethics tend to be anchored in the universe of evaluation knowledge and practice, while institutional and organisational considerations tend to be more relevant to the universe of professional practice standards and related systems of professional recognition.

8.5 Recommendations

Without the rich contextual knowledge of, and familiarity with, the UN system nor with that of UNEG, of its politics, resources and allocation to its strategic objectives, among other things, the study can only at best recommend points for attention and actions, the choice and implementation of which must ultimately be up to UNEG.

8.5.1 Professional competencies

Adopt a single set of core competencies for the professional evaluator in the UN system that are as specific as possible to what evaluators do and will likely do in the foreseeable future. Make sure professional competencies do not restrict development and innovation, and reflect a learning centred evaluation function.

Core competencies should provide foundations for the evolutionary and expanding development of evaluation knowledge, skills and attitudes. They should be dynamic, reflecting not only what the evaluator does but what the evaluator could and should do as the future unfolds.

Core competencies should reflect and enable the realisation of a vision for evaluation anchored in learning rather than in accountability as is presently, and has been historically, the case. Accountability is a management responsibility, not an evaluation responsibility. Nor are monitoring and control evaluation responsibilities but those of management, assisted by audit.

The oft heard statement by evaluators to the effect that auditors are moving into, or taking over, the domain of evaluation is misguided: it is the evaluators who have sought to, and continue to seek to occupy the accountability domain and in doing so substitute an erroneous conception and implementation of evaluation for management and audit.

As long as evaluation continues to be conceived and implemented from this accountability centred perspective it will be next to impossible to define and grow a distinct professional identity for evaluation and the evaluator. And it will continue to be difficult for evaluation to realise and show the real and distinct value of its contribution to organisational mission, including that of the UN.

Centring evaluation on learning does not prevent, nor is it incompatible with, an advisory role for evaluation to management as it seeks to improve its monitoring and accountability practices, and to governance as it seeks to understand the value of its strategic and policy orientations.

8.5.2 Professional recognition

Decide on the type of formal recognition to adopt within the UN system.

Some type of formal UN wide recognition of the professional evaluator is required to consolidate professionalisation. The study found that respondents had different views as to whether formal recognition is a requirement for professionalisation in the UN and for those that considered it necessary whether UNEG should make or buy, i.e. implement its own formal recognition or recognise external professional evaluation accreditation or credentialing processes.

The study is of the view and recommends that there be formal professional evaluator recognition in the UN system because of the positive effects such recognition would likely have, inter alia, on the creation of job classifications or families appropriate to evaluation.

It further recommends that the recognition be formally conferred by a UN recognition process but that full or partial equivalencies with other professional evaluation accreditation or credentialing processes be instituted.

8.5.3 Professional development

Develop, maintain and deliver a professional development curriculum for the professional evaluator in the UN system. Provide opportunities for both aspiring professional evaluators to obtain professional recognition and for recognised professional evaluators to maintain, update and develop their knowledge, skills and attitudes.

Professional development is a cornerstone of professionalisation of evaluation. Establishing a curriculum proper to professional evaluation in the UN further strengthens the professional identity of the evaluator.

The curriculum should allow for both accessing recognised development processes outside of the UN and for developing and providing UN in-house professional development programs.

The curriculum should cover the full set of competencies and may also include, as requested and developed, specialised and advanced professional development activities. Access to professional development activities should also be open to UN staff who are not evaluators but have an interest in evaluation.

8.5.4 Code of ethics

UNEG should consider a code of ethics specific to the professional evaluator in UN.

Together with the other foundations of competencies and of standards, the code of ethics is a key building block of professionalisation and an essential component of professional identity.

The current UNEG landscape in this respect consists of the Ethical Code of Conduct for Evaluation on the UN system and the UNEG Ethical Guidelines for Evaluation. The study recommends that, based on these, a code of ethics for the professional evaluator in the UN be developed as part of the key professionalisation building blocks.

8.5.5 Institutional and organisational system

The study recommends that priority be given to Peer Reviews of evaluation functions as an effective way to strengthen professionalisation of evaluation at institutional and organisational levels in the UN.

The study reviewed the UNEG workplan for “Strategic Objective 1: Evaluation functions and products of UN entities meet the United Nations Evaluation Group (UNEG) Norms and Standards for evaluation”, with particular attention to the planned activities for “Advancing the professionalization of evaluation”.

Peer reviews have demonstrated clearly their positive contribution to professionalisation of evaluation, both in terms of professional identity for evaluators and of recognition of the professional nature of evaluation by executive management and board of agencies.²⁷

²⁷ Please see the Report on the Lessons Learned Study of Peer Reviews of UNEG Evaluation Functions by Ian Davies & Julia Brümmer (2013) <http://www.uneval.org/document/detail/1379>

Annex I: List of documents

Competency frameworks		
AEA	American Evaluation Association Guiding Principles For Evaluators	2004
CES	Competencies for Canadian Evaluation Practice	2010
DeGEval	Recommendations on Education and Training in Evaluation - Requirement Profiles for Evaluators	2013
DFID	Technical Competency Framework for Evaluation	2011
DFID	Evaluation Adviser Technical Competencies	2015
EES	The EES evaluation capabilities framework	2009
IDEAS	Competencies for Development Evaluation Evaluators, Managers, and Commissioners	2012
SEVAL	Les compétences requises en évaluation	2012
UKES	UKES Evaluation Capabilities Framework	2012
UNEG	UNEG Core Competencies for Heads of Evaluation Offices in the United Nations	2008
UNEG World Bank	UNEG Core Competencies for Evaluators of the UN System Evaluation Competency Set	2008 ?
Literature		
Adeyemo, Adeboye	IDEAS Certification Project	?
Buchanan, Heather; Kuji-Shikatani, Keiko	Evaluator competencies: The Canadian experience	2014
Buchanan, Heather; Kuji-Shikatani, Keiko; Maicher, Brigitte	CES Professional Designations Project Chronology	2009
Canadian Evaluation Society	Professional Designations Program (PDP) Logic Model	?
Canadian Evaluation Society	CES Policy on the Credentialed Evaluator (CE) designation	2009
Canadian Evaluation Society (Jim Cullen)	Request for Proposals: Canadian Evaluation Society for Fact Finding Regarding Evaluator Credentialing	2006
Canadian Evaluation Society Professional Designation Core Committee	Crosswalk of Evaluator Competencies, Version 10	2008
Cousins, J. Bradley; Cullen, Jim; Malik, Sumbal; Maicher, Brigitte	Debating Professional Designations for Evaluators	2009

Department for International Development	Rapid Review of Embedding Evaluation in UK Department for International Development	2014
Department for International Development	Rapid Review of Embedding Evaluation in UK Department for International Development - Executive summary	2014
Dewey, Jennifer D.; Montrosse, Bianca E.; Schröter, Daniela C.; Sullins, Carolyn D.; Mattox, John R.	Evaluator Competencies What's Taught Versus What's Sought	2008
European Evaluation Society	Towards a Voluntary Evaluator Peer Review (VEPR) system for EES – Concept summary	2013
European Evaluation Society	Towards a Voluntary Evaluator Peer Review (VEPR) System Results of a joint UKES-EES Workshop held in London on April 8th 2014 (DRAFT)	2014
European Evaluation Society	TWG Professionalisation of Evaluation (List of TWG members)	?
Evaluation Cooperation Group	Big book on evaluation good practice standards ECG	2012
Fletcher, Gillian; Peersman, Greet; Bertrand, William; Rugg, Deborah	M&E competencies in support of the AIDS response: A sector-specific example	2014
Gauthier, Benoît; Halpern, Gerald ; McDavid, James C.	An Action Plan for the Canadian Evaluation Society with respect to Professional Standards for Evaluators	2007
Gauthier, Benoît; Kishchuk, Natalie; Borys, Shelley; Roy, Simon N.	The CES Professional Designations Program: Views from CES Members	2012
Halpern, Gerald; Long, Bud	Interview Results: Professional Designations for Evaluators. Prepared for the Canadian Evaluation Society Professional Designations Project	2007
Henttinen, Anna	Changes to Evaluation Accreditation in DfID	2014
Huse, Irene; McDavid, James C.	Literature Review: Professionalization of Evaluators. Prepared for the CES Evaluation Professionalization Project	2006
International Development Evaluation Association	An IDEAS initiative on international competencies for development evaluators - Terms of Reference	?
International Development Evaluation Association	Establishing International Competencies for Development Evaluators - Survey to IDEAS Members	2009
International Development Evaluation Association, Certification Working Group	Proposed position on qualification in evaluation and possible role for IDEAS	2014

International Development Evaluation Association, Competencies Workgroup	Crosswalk of Evaluator and Evaluation Manager Competencies and Characteristics	2012
International Organization of Supreme Audit Institutions	Appendix to ISSAI 3100	?
Jacob, Steve; Boisvert, Yves	To be or not to be a profession: Pros, cons and challenges for evaluation	2010
Joint Inspection Unit (Sukai Prom-Jackson & George A. Bartsiotas)	Analysis of the evaluation function in the UN system (Advanced Unedited Draft)	2014
Kuzmin, Alexey; Tsygankov, Daniel	The emerging field of evaluation and the growth of the evaluation profession: The Russian experience	2014
Levin, Richard M	Professionalising M&E for Improved Performance. Perspective on Professionalising Evaluation Practices: SAMEA	2014
Morra-Imas, Linda; Ngonzo, Cush; Chida, Nodumo (Evaluator Competencies Review and Development Working Group - Subgroup on Communications)	IDEAS Annual General Meeting	?
Maicher, Brigitte; Kuji-Shikatani, Keiko; Buchanan, Heather	Professional designations	2009
Martin, Frederic	Proposed Approach and Work Plan for IDEAS Certification Working Group to develop a Competency Certification for Development Evaluators	2012
Morra Imas, Linda	The Movement for Global Competencies for Development Evaluators	2010
Morra Imas, Linda	Competency Framework Development for IDEAS. Review of Existing Frameworks: Japanese Evaluation Society	2010
Morra Imas, Linda; Ba-Tall, Oumoul	Competencies & credentials for development evaluators: Update on an IDEAS initiative	2009
Morra Imas, Linda; Magro, Cristina	Are Evaluation Competencies Useful? A Look at a Follow-Up Survey on the IDEAS Competencies	2014
Picciotto, Robert	The logic of evaluation professionalism	2011
Podems, Donna	Evaluator competencies and professionalizing the field: Where are we now?	?

Podems, Donna; Goldman, Ian; Jacob, Christel	Evaluator competencies: The South African government experience	2014
Prom-Jackson, Sukai; Frueh, Susanne (United Nations Joint Inspection Unit)	Analysis of the evaluation function in the UN system - Emerging findings (PPT)	2014
Rowe, Andy	A good start, but we can do better	2014
Scriven, Michael	The concept of a transdiscipline: and of evaluation as a transdiscipline	2008
Stevahn, Laurie; King, Jean A.; Ghere, Gail; Minnema, Jane	Establishing Essential Competencies for Program Evaluators	2005
The Professional Designations Project Core Committee	Proposal to CES National Council for a professional designations program	2009
United Nations Evaluation Group	Evaluation in the UN System	2007
United Nations Office of Human Resources Management	UN Competency Development - A Practical Guide	2010
United States Government Accountability Office	Government Auditing Standards, 2011 Revision	2011
Warren, Shana; Lloyd, Robert (One world trust)	Civil Society Self-Regulation The Global Picture	2009
Wehipeihana, Nan; Bailey, Robyn; Davidson, Jane E.; McKegg, Kate	Evaluator competencies: The New Zealand experience	2014
Wilcox, Yuanjing; King, Jean A.	A professional grounding and history of the development and formal use of evaluator competencies	2014
World Bank Group	Results Measurement and Evidence Stream	2014
World Health Organization	A Framework for Strengthening Evaluation and Organizational Learning in WHO	2015

Annex II: List of institutional respondents

UNEG	
ILO	Priya Desai
WFP	Sally Burrows
UNW	Sabrina Evangelista
FAO	Tullia Aiazzi
IAEA	Aurélie Larmoyer
UNDP	Indran Naidoo
WIPO	Claude Hilfiker
OIOS	Demetra Arapakos
UNECE	Catherine Haswell
UNESCO	Susanne Frueh
UNFPA	Andrea Cook
UNIDO	Margareta de Goys
WHO	Elil Renganathan
UN – Non UNEG	
Director/Chief, UN Dept. Mngt./Office HRM	Mr. Hong Sok Kwon
Chief, Audit Professional Practices, OIOS	Mr. Peter Johnson
Chief, Investigation Division Professional Practices, OIOS	Ms. Suzette Schultz
Multilaterals - Bilaterals	
IFC	Claudio Volonte (GEF/World Bank)
World Bank	Maurya West Meiers
Ministry of Foreign Affairs of Finland - Evaluation Unit	Jyrki Pulkkinen & Riitta Oksanen
DFID	Anna Henttinen
Evaluation associations	
UKES	Kari Hadjivassiliou
EES	Discussion with EES Board
IDEAS	Linda Morra-Imas
CES	Benoît Gauthier
SAMEA	Donna Podems
AfrEA	Gado Boureima