



UNEG

United Nations Evaluation Group

Evaluation Competencies for the UN System for Evaluators, Managers and Commissioners of Evaluation

Draft

27 March 2016

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List of Acronyms and Abbreviations

AEA	American Evaluation Association
CES	Canadian Evaluation Society
DFID	Department for International Development
EES	European Evaluation Society
IAE	Italian Association of Evaluators
IDEAS	International Development Evaluation Association
ILO	International Labour Organization
JES	Japan Evaluation Society
SAMEA	South African Monitoring and Evaluation Association
SDG	Sustainable Development Goal
TEN	Thailand Evaluation Network
UN	United Nations
UNEG	United Nations Evaluation Group

Section 1. Background

Purpose of the Document

This document provides revised evaluation competencies for the UN system, which were originally published in 2008 for heads of evaluation departments and evaluators by the United Nations Evaluation Group (UNEG)¹. The revision takes into account that there is substantial consensus that evaluation competencies are important, for evaluators as well as for managers, commissioners and users of evaluations. An effort has been made to simplify the evaluation competencies, while at the same time being sufficiently specific so that it is clear as to how the competencies can be applied within the UN system. This document provides potential usages of the competencies with examples annexed for reference, common and specific competencies for evaluators managers and commissioners of evaluation. The competencies are intended to ensure that UN agencies have skilled evaluation staff who are able to conduct and/or manage high quality evaluations of the progress made on the Sustainable Development Goals (SDGs).

What are Competencies?

Competencies can be defined as:

*“Clusters of related knowledge, skills, abilities, and other requirements necessary for successful job performance”.*²

Every position has its own set of competencies. One cannot expect the same level of competencies from a member staff at the junior officer rank compared to someone at a senior officer rank. Therefore it is important to identify the competency requirement and describe the degree of mastery depending on the level of position.

Approach taken in the Revision of the Competencies

This revision of the competencies³ incorporates ideas that emerged from UNEG’s *Professionalisation of Evaluation Concept Paper*, a review of existing competencies frameworks (including those developed by AEA, CES, DFID, EES, IDEAS, ILO, JES, SAMEA, TEN, UNEG), and UNEG’s 2016 draft revised norms and standards. It provides competencies that are common for evaluators, evaluation managers, and commissioners. It then looks at the additional competencies required for each of the groups. For evaluators, it breaks down the competencies based on the maturity of the individual in the field using the following categories:

- Senior Officer
- Intermediate officer
- Officer
- Junior Officer

¹ The United Nations Evaluation Group (UNEG) commissioned in 2005 its Evaluation Capacities Development Task Force to prepare a competency profile of evaluators within the UN system.

² United Nations Evaluation Group (2008) Core Competencies for Evaluators of the UN System, p.5

³ UNEG commissioned in 2014 its Professionalization of Evaluation Group to revise the competency framework and to conceptualize a professionalization framework.

This revision has only included those competencies that are required for the evaluation function and does not cover those areas that are common for any UN agency employee. For example, it is assumed that everyone working for the UN has or will quickly gain knowledge of the UN. This is important for any evaluator within the UN system but would also be expected of any UN agency employee.

The Context

Recognizing evaluation as essential for advancing development and serving as an enabler of change in the context of the Sustainable Development Goals, and also recognizing the need for evaluation to distinguish itself as a profession, it is imperative for UNEG to continue to strengthen the strategies and mechanisms of evaluation in the UN system and also to develop national evaluation capacities.

More importantly, in order for UN to make a stronger difference in beneficiaries' lives, high quality evaluations, competent evaluators but also commissioners, managers and users of evaluation, as well as credible and distinct evaluation functions in the UN are the goals of UNEG's professionalisation stream of work. This is the context that provides the rationale for the revision of the evaluation competencies for the UN system.

High quality evaluation involves a broad range of stakeholders (evaluators, commissioners, managers and users). While there is some overlap in the competencies required, there are also unique aspects, depending on the role. Definitions of these roles are attached in Annex A.

Section 2: Potential Usages of Evaluation Competencies

Recruitment and Hiring

The competencies should form the core of job descriptions for evaluators. They should be included as part of the job descriptions for heads of evaluation units, commissioners of evaluations and, to a lesser extent, users of evaluations. The key elements of the job description would then be included in job postings when recruiting and hiring. Examples of job descriptions that incorporate the competencies are included in Annex B. These may be tailored in order to fit specific circumstances, but should always reflect the expectations related to the intent of the competencies.

Learning and Development

Performance development tools are used to assess the strengths of the individual and determine areas that need development. The competencies should form the basis of a performance development tool that is used by managers to assess the learning and development needs of evaluators. The competencies should also be included as part of the performance development tool for evaluation managers, commissioners and, to a lesser extent, evaluation users. Example of a performance development tool for evaluators is attached in Annex C.

Promotion and Career Advancement

Promotion and career advancement is one means of recognizing and appreciating competencies. Individuals and their managers can assess potential for career advancement through applying the competencies. Meeting expectations for most competencies and beginning to exceed expectations for some competencies is an indication that a person is likely ready for a promotion within the evaluation field.

Formal Recognition of Competencies in an Individual

Formal recognition of evaluation competencies can be done through a peer review process, credentialing, accreditation or licensing:

- A peer review process provides for a formal recognition of competencies by a panel of peers. This is particularly useful for independent consultants who do not have a regular performance development review.
- Credentialing is a more formal process that involves review by a panel of expert evaluators. It provides a designation of Credentialed Evaluator and requires ongoing professional development activities to maintain the designation.
- Licensing is the most stringent approach as it requires supporting legislation and a regulatory body. A primary purpose of licensing is to protect the users of a service from incompetent practitioners, hence there are formal complaints and review processes.

At this point there is no central UN mechanism for formal recognition of evaluation competencies. A number of Voluntary Organizations for Professional Evaluation (VOPE) have developed formal mechanisms (CES, EES, JES, TEN and IAE) or are in the process having developed competency frameworks (International Development Evaluation Association (IDEAS and SAMEA). UN agencies can support these efforts by encouraging evaluators to obtain such credentials through the VOPE with which they are affiliated if such a process exists. Because the availability of such formal processes is not consistent globally, this cannot be a requirement for hiring evaluators or engaging evaluation consultants at this point. However, if such credentialing will become available globally, consideration should be given to making it a requirement for Evaluators who are senior and intermediate officers, with junior officers and officers being required to obtain it within three – four years of employment.

Section 3: Evaluation Competencies

This section is organized by competency, indicating the expectations for evaluators, evaluation unit heads and commissioners at different levels. The competencies are intentionally stated as abilities and skills and not a list of actions or tasks. It is based on the assumption that while evaluators have the greatest responsibility for the quality and credibility of evaluations, evaluation unit heads, and commissioners also play key roles. Users are involved in identifying the need for evaluations, securing finances and in promoting the use of information from evaluations into evidence-based programming in order to improve achievements towards the SDGs. However, it is the evaluators who must have the professional foundations and technical skills to ensure that the evaluation design and process are consistent with ethical requirements, meet standards, managed efficiently and that findings are communicated clearly and in a manner appropriate for the audience.

The Competencies Framework

The competency framework assumes that the primary function of an evaluator is to produce high quality evaluations that make a difference. It also assumes that evaluation unit managers and commissioners of evaluations contribute to these evaluations. The following diagram provides an overview of the

evaluation core competencies, keeping in mind that evaluators, as professionals, have the greatest responsibility to making the difference.

Diagram: UN Evaluation Core Competencies



Professional Foundations

Professional foundations are those competencies that are fundamental to evaluation practice. They include ethics, standards, knowledge base, and reflective practice. Everyone involved in the evaluation process should know about the UNEG Evaluation Norms and Standards. Evaluators are however responsible for in-depth knowledge of the standards and putting them into practice.

Ethics and integrity of the evaluation process

Core competencies for Evaluators
Senior Officer
<ul style="list-style-type: none"> • Has excellent knowledge about ethical guidelines • Able to understand the implications for the evaluation process and apply consistently across all situations • Can communicate the implications to others • Able to ensure that ethics are incorporated into the evaluation process and uphold ethics under pressure • Able to ensure the independence of the evaluation process • Is able to ensure protection and confidentiality of subjects of evaluation including that the evaluation will not place the individual/organization in harm
Intermediate Officer
<ul style="list-style-type: none"> • Has very good knowledge about ethical guidelines

<ul style="list-style-type: none"> • Is able to understand the implications for the evaluation process and apply in moderately complex evaluations • Can communicate the implications to others • Able to ensure that ethics are incorporated into the evaluation process • Able to ensure the independence of the evaluation process • Is able to ensure protection and confidentiality of subjects of evaluation including that the evaluation will not place the individual/organization in harm
Officer
<ul style="list-style-type: none"> • Has good knowledge about ethical guidelines • Understands the implications for the evaluation process • Able to ensure that ethics are incorporated into the evaluation process • Able to support the independence of the evaluation process
Junior Officer
<ul style="list-style-type: none"> • Has good knowledge of UN ethical guidelines for evaluations • Able to support the independence of the evaluation process

Evaluation Norms and Standards

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Has excellent knowledge about UNEG Evaluation Norms and Standards and applies them consistently • Can communicate the essentials of the norms and standards to others • Able to ensure that the appropriate standards are incorporated into the evaluation design and implementation of the evaluation
Intermediate officer
<ul style="list-style-type: none"> • Has very good knowledge about UNEG Evaluation Norms and Standards and applies them consistently • Can communicate the essentials of the norms and standards to others • Incorporates the appropriate standards into the evaluation design and implementation of the evaluation
Officer
<ul style="list-style-type: none"> • Has good knowledge about UNEG Evaluation Norms and Standards and seeks to apply them consistently • Is able to support the incorporation of the appropriate standards into the evaluation design and implementation of the evaluation
Junior officer
<ul style="list-style-type: none"> • Has knowledge of UNEG Evaluation Norms and Standards

Knowledge base of evaluation

Core competencies for Evaluators
Senior Officer
<ul style="list-style-type: none"> • Able to critically analyse the current issues in evaluation practice and theory

<ul style="list-style-type: none"> • Able to understand the issues concerning evaluability of the SDGs • Understands and applies the parameters of social science research • Understands that evaluation is a discipline involving logic, design, standards, ethics and rigour • Understands the terminology of evaluation • Understands the aims, processes and intended results of evaluation • Understands the range of evaluation models, approaches and methods
Intermediate officer
<ul style="list-style-type: none"> • Knows the current issues in evaluation practice and theory • Is able to understand the issues concerning evaluability of the Sustainable Development Goals • Understands and applies the parameters of social science research • Understands that evaluation is a discipline involving logic, design, standards, ethics and rigour • Understands the terminology of evaluation • Understands the aims, processes and intended results of evaluation
Officer
<ul style="list-style-type: none"> • Knows the current issues in evaluation practice and theory • Able to understand the issues concerning evaluability of the Sustainable Development Goals • Understands and applies the parameters of social science research • Understands that evaluation is a discipline involving logic, design, standards, ethics and rigour • Understands the terminology of evaluation
Junior officer
<ul style="list-style-type: none"> • Able to assist with understanding the issues concerning evaluability of the Sustainable Development Goals • Understands and applies the parameters of social science research • Understands that evaluation is a discipline involving logic, design, standards, ethics and rigour • Understands the terminology of evaluation

Reflective Practice

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Aware of and acts on own knowledge, skill, disposition and reflects on competencies and areas for growth • Pursues professional networks and self-development to enhance competencies and skills • Provides mentoring to evaluators drawing on own experience and self-reflection
Intermediate officer
<ul style="list-style-type: none"> • Aware of and acts on own knowledge, skill, disposition and reflects on competencies and areas for growth • Pursues professional networks and self-development to enhance competencies and skills
Officer
<ul style="list-style-type: none"> • Knows how to seek assistance in determining knowledge, skill, disposition and reflects on competencies and areas for growth • Pursues professional networks and self-development to enhance competencies and skills
Junior officer
<ul style="list-style-type: none"> • Proactively seeks assistance in determining knowledge, skill, disposition and reflects on competencies and areas for growth

- Pursues mentoring opportunities to develop own competencies and skills

Integration of Human Rights and Gender Perspective into Evaluation

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Has excellent knowledge of UN and own agency's policies related to human rights and gender equality • Able to develop and assess the evaluation design, questions and criteria so that it incorporates human rights and gender equality • Has excellent knowledge of and consistently uses methods that support human rights and gender equality • Has excellent knowledge of and consistently uses analytical approaches that support human rights and gender equality, including analysis of underlying inequalities • Consistently integrates human rights and gender perspective into evaluation processes from planning to communication and use of results
Intermediate officer
<ul style="list-style-type: none"> • Has very good knowledge of UN policies related to human rights and gender equality • Able to develop and assess the evaluation design, questions and criteria so that it incorporates human rights and gender equality • Has very good knowledge of methods that support human rights and gender equality • Has very good knowledge of analytical approaches that support human rights and gender equality
Officer
<ul style="list-style-type: none"> • Has good knowledge of UN policies related to human rights and gender equality • Has good knowledge of methods that support human rights and gender equality • Has good knowledge of analytical approaches that support human rights and gender equality
Junior officer
<ul style="list-style-type: none"> • Has knowledge of UN policies related to human rights and gender equality • Aware of methods that support human rights and gender equality • Aware of analytical approaches that support human rights and gender equality

Competencies for Evaluation Unit Heads

Evaluation Unit Heads should have the same level of professional foundational knowledge as that of a Senior Officer Evaluator. They should ensure the consistent application of these fundamental competencies to evaluation practice through sound leadership and mentoring. In addition, they should be able speak to the importance of foundational knowledge at senior management and executive meetings.

Competencies for Evaluation Commissioners

Evaluation Commissioners need to have sufficient knowledge of ethics, norms and standards, human rights and gender equality in order to assess the knowledge base of evaluators being commissioned to undertake an evaluation. Evaluation Commissioners should also be able to take a leadership role in maintaining the integrity of the selection process when engaging evaluators.

Technical Evaluation Skills

Technical Evaluation Skills are essential to ensure high quality evaluations which are relevant, reliable and conducted with methodological rigour.

Programme Theory

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Understands and identifies the components of a programme theory of change/logic model and the linkages among the component parts • Able to work with stakeholders to identify programme components • Able to construct logical and practical flow towards the achievement of outcomes • Able to identify and explain the assumptions underlying the programme • Understands the contextual background of the programme and the logic model • Able to draft logic models with written commentary of the model incorporating the assumptions • Able to utilize logic models to facilitate evaluative thinking with stakeholders • Able to use and evolve the various forms of logic and theory of change models • Understands the limitations of theory of change within a complex and dynamic environment and seeks to address these
Intermediate officer
<ul style="list-style-type: none"> • Understands and identifies the components of a programme theory of change/logic model and the linkages among the component parts • Able to work with stakeholders to identify the specific component parts of the specific programme • Able to construct logical and practical flow towards the achievement of outcomes • Able to identify and explain the assumptions underlying the programme • Understands the programme and the logic model in the context of the theoretical underpinnings of the service delivered • Able to draft logic models with written commentary of the model incorporating the assumptions • Able to utilize logic models to facilitate evaluative thinking within programmes
Officer
<ul style="list-style-type: none"> • Understands and identifies the components of a programme theory of change/logic model and the linkages among the component parts • Able to work with stakeholders to identify the specific component parts of the specific programme • Able to construct the logical and practical flow towards the achievement of outcomes • Able to identify and explain the assumptions underlying the programme
Junior officer
<ul style="list-style-type: none"> • Understands and identifies the components of a programme theory of change/logic model and the linkages among the component parts • Able to work with stakeholders to identify the specific component parts of the specific programme

Purpose of the Evaluation

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Able to develop evaluation questions for a complex evaluation • Able to verify the accuracy and appropriateness of the questions with stakeholders • Monitors conditions that could modify the purpose of the evaluation • Negotiates changes as required, taking the needs of stakeholders into account
Intermediate officer
<ul style="list-style-type: none"> • Able to develop evaluation questions for a moderately complex evaluation • Able to verify the accuracy and appropriateness of the questions with stakeholders • Monitors conditions that could modify the purpose of the evaluation • Negotiate changes as required, taking the needs of stakeholders into account
Officer
<ul style="list-style-type: none"> • Able to develop evaluation questions for a simple evaluation • Able to verify the accuracy and appropriateness of the questions with stakeholders
Junior officer
<ul style="list-style-type: none"> • Able to develop evaluation questions for a simple evaluation

Evaluation Design

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Able to identify technically appropriate design for complex evaluations • Able to determine the appropriate design based on the purpose of the evaluation and the data and resources available • Able to identify limitations of the design and elaborate on their potential impact on the evaluation • Can develop innovative and new designs
Intermediate officer
<ul style="list-style-type: none"> • Able to identify technically appropriate design for moderately complex evaluations • Able to determine the appropriate design based on the purpose of the evaluation and the data and resources available • Able to identify limitations of the design • Can contribute to innovative and new designs
Officer
<ul style="list-style-type: none"> • Able to identify technically appropriate design for simple evaluations • Able to assess the appropriate design based on the purpose of the evaluation
Junior officer
<ul style="list-style-type: none"> • Able to identify technically appropriate design for simple evaluations • Able to assess the appropriate design based on the purpose of the evaluation

Methodological Rigour

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Has excellent ability to identify reliable and valid primary and secondary sources of data • Has excellent ability to assess quality and availability of data • Is able to collect data with a view to ensuring accuracy, neutrality, and fairness, controlling bias and facilitating participation of respondents • Has excellent ability to address quality control issues • Is able to apply quality control to data collection/fieldwork • Has the ability to challenge conventional methodologies and develops sound alternatives • Identifies and addresses the needs of diverse constituents and communities
Intermediate officer
<ul style="list-style-type: none"> • Has very good ability to identify reliable and valid primary and secondary sources of data • Has very good ability to assess quality and availability of data • Is able to collect data with a view to ensuring accuracy, neutrality, and fairness, controlling bias and facilitating participation of respondents • Is able to apply quality control to data collection/fieldwork • Has the ability to challenge conventional methodologies and develops sound alternatives • Identifies and addresses the needs of diverse constituents and communities
Officer
<ul style="list-style-type: none"> • Has good ability to identify reliable and valid primary and secondary sources of data • Has good ability to assess quality and availability of data • Is able to collect data with a view to ensuring accuracy, neutrality, and fairness, controlling bias and facilitating participation of respondents • Has ability to assess quality of data
Junior officer
<ul style="list-style-type: none"> • Is able to collect data with a view to ensuring accuracy, neutrality, and fairness, controlling bias and facilitating participation of respondents • Is able to identify reliable sources of data

Analysing, Interpreting and Drawing Conclusions

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Able to assimilate and apply appropriate analysis to highly complex issues and data, using independent judgment • Able to guide other staff/team members in their analysis • Has excellent knowledge of mixed methods and triangulation • Able to interpret data using a systems approach • Able to engage stakeholders in interpreting data and developing recommendations • Able to develop conclusions that are supported by the findings • Able to explore possible unintended results
Intermediate officer
<ul style="list-style-type: none"> • Able to apply appropriate analysis to the data • Able to assimilate and apply appropriate analysis to complex data using independent judgment

<ul style="list-style-type: none"> • Has very good knowledge of mixed methods and triangulation • Able to interpret data • Able to engage stakeholders in interpreting data and developing recommendations • Able to develop conclusions that are supported by the findings • Able to explore possible unintended results
Officer
<ul style="list-style-type: none"> • Able to apply appropriate analysis to the data • Has good knowledge of mixed methods and triangulation • Able to assist with interpreting data • Able to assist with developing conclusions
Junior officer
<ul style="list-style-type: none"> • Understands the importance of mixed methods and triangulation • Able to apply appropriate analysis with simple data sets • Able to assist with interpretation of data

Reporting Evaluation Findings and Results and Making Recommendations

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Able to develop realistic, feasible, specific, measureable and time-bound recommendations • Excellent application of a variety of methods for reporting findings • Able to prepare reports that are concise and easily understood • Able to prepare and present findings that are concise and easily understood • Able to effectively defend evaluation results and conclusions • Able to address issues raised by stakeholders in an impartial and convincing manner
Intermediate officer
<ul style="list-style-type: none"> • Able to develop realistic, feasible and measureable recommendations • Very good knowledge about a variety of methods for reporting findings • Able to prepare reports that are concise and easily understood • Able to prepare and present findings that are concise and easily understood
Officer
<ul style="list-style-type: none"> • Able to assist with developing realistic, feasible and measureable recommendations • Knows a variety of methods for reporting findings • Able to assist with report writing • Able to assist with reporting findings
Junior officer
<ul style="list-style-type: none"> • Able to assist with develop realistic, feasible and measureable recommendations • Knows a variety of methods for reporting findings • Able to assist with report writing

Competencies for Evaluation Unit Heads

Evaluation Unit Heads should have technical skills and knowledge similar to a Senior Officer evaluator. In addition, Evaluation Unit Heads should have excellent knowledge of emerging global issues and evaluation trends that impact on the work of their office and the skills necessary to advance the

technical skills of the evaluation profession within the United Nations as well as with the larger evaluation community

Competencies for Evaluation Commissioners

Evaluation Commissioners should have sufficient skills and knowledge to be able to assess the technical skills of evaluators being commissioned to undertake evaluations and to assess the technical quality of the proposal, design and implementation of the evaluation

Management Skills

Management skills are critical to lead teams conducting evaluations (e.g. to be the evaluation team leader) and to manage or in other ways supervise the implementation of evaluations.

Work Planning

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none">• Able to contribute to the development of evaluation strategies, policies and plans to ensure timely and effective approaches• Able to develop the evaluation scope listing the evaluation activities• Able to develop a work plan consistent with the scope of the evaluation• Able to monitor and manage emerging realities of the evaluation• Able to conduct contract negotiations
Intermediate officer
<ul style="list-style-type: none">• Able to contribute to the development of evaluation strategies, policies and plans to ensure timely and effective approaches• Able to develop the evaluation scope listing the evaluation activities• Able to develop a work plan consistent with the scope of the evaluation• Able to monitor and manage emerging realities of the evaluation
Officer
<ul style="list-style-type: none">• Able to develop a work plan consistent with the scope of the evaluation
Junior officer
<ul style="list-style-type: none">• Understands the principles of evaluation project management

Coordination and supervision

Core competencies for Evaluators
Senior officer and Intermediate officer
<ul style="list-style-type: none">• Able to integrate the evaluation team to effectively conduct the evaluation activities• Able to oversee the work of the evaluation teams• Able to provide constructive feedback

Problem solving

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Able to identify conflicts/issues and develop problem-solving strategies • Able to communicate issues with suggested mitigating strategies to the client • Has conflict resolution skills to help mitigate and resolve issues • Able to analyse and articulate lessons learned • Able to support other team members in resolving issues
Intermediate officer
<ul style="list-style-type: none"> • Able to identify conflicts/problems and develops problem-solving strategies • Able to communicate issues with suggested mitigating strategies to the client • Has conflict resolution skills to help resolve issues • Able to analyse and articulate lessons learned • Able to support other team members in resolving issues
Officer
<ul style="list-style-type: none"> • Able to identify conflicts/issues related to own work
Junior officer
<ul style="list-style-type: none"> • Understands the importance of identifying conflicts/issues and mitigating them

Competencies for Evaluation Unit Heads

Evaluation Unit Heads should have the management skills at the same level as a Senior Officer. In addition, they should:

- Able to define and adapt an evaluation to support and align with the SDGs
- Able to represent the evaluation function at senior level meetings
- Able to cultivate good relationships with member states, donors and programme managers
- Have an excellent understanding and knows how to respect differences in culture, local customs, religious beliefs and practices, gender roles, disability, age and ethnicity
- Have an excellent understanding of humanitarian and global geo-political issues and the evaluation mandate

Competencies for Evaluation Commissioners

Evaluation Commissioners should have sufficient skills to be able to manage the Evaluator selection process and to supervise the evaluators throughout the evaluation process.

Communication, Facilitation and Interpersonal Skills

Communication, Facilitation and Interpersonal Skills are essential to ensure inclusive communication throughout the evaluation process as well as to ensure concise easy-to-read evaluation products and their appropriate dissemination and use.

Communication Skills

Core competencies for Evaluators
Senior officer

<ul style="list-style-type: none"> • Has clear, concise speaking and writing skills • Able to facilitate communication within evaluation teams • Knows how to actively listen • Knows how to encourage dialogue • Able to mentor others to develop communication skills
Intermediate officer
<ul style="list-style-type: none"> • Has clear, concise speaking and writing skills • Knows how to actively listen • Knows how to encourage dialogue • Able to mentor others to develop communication skills
Officer
<ul style="list-style-type: none"> • Has clear, concise speaking and writing skills • Knows how to actively listens • Knows how to encourage dialogue
Junior officer
<ul style="list-style-type: none"> • Has clear, concise speaking and writing skills • Knows how to actively listen

Facilitation Skills

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Knows how to effectively employ mechanisms to engage users and beneficiaries in the evaluation process • Has excellent knowledge of techniques to support open, honest dialogue • Has excellent knowledge of techniques to integrate diverse perspectives • Able to help programme stakeholders to see themselves as programme experts • Able to deal with challenging group dynamics • Able to assist with reaching sustainable decisions
Intermediate officer
<ul style="list-style-type: none"> • Understands the importance of engaging users and beneficiaries in the evaluation process • Has very good knowledge of a variety of mechanisms to engage users and beneficiaries in the evaluation process • Has very good knowledge of techniques to support open, honest dialogue • Has very good knowledge of techniques to integrate diverse perspectives • Able to help programme stakeholders to see themselves as programme experts • Able to deal with challenging dynamics • Able to assist with reaching sustainable decisions
Officer
<ul style="list-style-type: none"> • Understands the importance of engaging users and beneficiaries in the evaluation process • Has good knowledge of a variety of mechanisms to engage users and beneficiaries in the evaluation process • Has good knowledge of techniques to support open, honest dialogue • Has good knowledge of techniques to integrates diverse perspectives • Able to help programme stakeholders to see themselves as programme experts

Junior officer

- Has knowledge of the importance of engaging users and beneficiaries in the evaluation process
- Seeks knowledge of techniques to support open, honest dialogue

Competencies for Evaluation Unit Heads

Evaluation Unit Heads should have the same communication, facilitation and interpersonal skills as that of a Senior Officer Evaluator and be able to use those skills, both at senior management and executive meetings as well as to promote and cultivate good communication on evaluation results internally and externally

Competencies for Evaluation Commissioners

Evaluation Commissioners need to have sufficient knowledge and skills to develop and implement a communication and dissemination strategy, and in communication on evaluation issues and key evaluation messages. Evaluation commissioners also need to have good communication and facilitation and skills in order to manage and supervise the evaluators.

Promoting a Culture of Learning for Evaluation

Evaluations should support learning within an organization and use of evidence in decision making. To do this, a culture of learning and evidence based decision making is vital.

Integration of Evaluation as a tool for Programme Management**Core competencies for Evaluators****Senior officer**

- Has excellent knowledge of the value of evaluation to programme development, management and achievement towards SDG's
- Able to communicate the value of evaluation to programme development and management to stakeholders
- Able to assist programme managers in integrating monitoring and evaluation into programme development and management
- Ensures that monitoring and evaluation is incorporated into programme development and management

Intermediate officer

- Has good knowledge of the value of evaluation to programme development, management and achievement towards SDG's
- Can communicate the value of evaluation to programme development and management to others
- Able to assist and programme managers in integrating monitoring and evaluation into programme development and management

Officer

- Knows about the value of evaluation to programme development, management and achievement towards SDG's

<ul style="list-style-type: none"> • Can communicate the value of evaluation to programme development and management to others
Junior officer
<ul style="list-style-type: none"> • Is aware of the value of evaluation to programme development, management and achievement towards SDG's

Utilization-focused

Core competencies for Evaluators
Senior officer
<ul style="list-style-type: none"> • Able to consistently promote the engagement of users and beneficiaries in the evaluation process and to promote the use of evaluation with stakeholders • Ensures evaluation results and recommendations are timely to feed into relevant organisational processes • Has good knowledge about learning organizations • Able to employ techniques that engage stakeholders in evaluative thinking • Supports learning from the evaluation process
Intermediate officer
<ul style="list-style-type: none"> • Able to promote the engagement of users and beneficiaries in the evaluation process and to promote the use of evaluation with stakeholders • Able to employ techniques that engage stakeholders in evaluative thinking • Has good knowledge about learning organizations • Supports learning from the evaluation process
Officer
<ul style="list-style-type: none"> • Able to assist to promote the engagement of users and beneficiaries in the evaluation process and to assist to promote the use of evaluation with stakeholders • Knows about learning organizations • Supports learning from the evaluation process
Junior officer
<ul style="list-style-type: none"> • Knows about learning organizations

Competencies for Evaluation Unit Heads

Evaluation Unit Heads should have the same level of skill and knowledge to support the promotion of a culture of learning and utilization as does a Senior Officer Evaluator.

Evaluation Commissioners Promoting a Culture of Learning

Competencies for Evaluation Commissioners

Evaluation Commissioners should have sufficient skills to support the engagement of users in the evaluation processes and the use of evaluations for learning as well as accountability.

Annex A: Definitions of Roles

It is acknowledged that while a distinction among these roles is important for the UNEG evaluation competency framework, the reality in the UN system is that some roles are overlapping. For example, a Commissioner of evaluation may also often be the manager of the evaluation, or an Evaluation Unit Head may also be an Evaluator, or an Evaluator may also be an Evaluation Manager. The Joint Inspection Unit's Analysis of the Evaluation Functions in the United Nations system benchmarked the diversity of evaluation function arrangements, including the organization of roles related to evaluation. An evaluator who is in a position where there is a hybrid role would need to have the core evaluation competencies plus the competencies associated with any other roles.

Evaluator

An evaluator is anyone who is directly involved in planning and conducting an evaluation. This would include researchers, team leaders, and team members. The work of an evaluator includes development of the inception report, data collection, data analysis, interpretation of findings, drawing conclusions, making recommendations and communicating the findings through vehicles such as reports or presentations.

Evaluation Unit Head

Evaluation unit heads are responsible for managing evaluators carrying out specific evaluations. Most will review key deliverables to ensure appropriateness and quality. Unit heads also become involved directly in an evaluation if issues arise. Therefore unit heads need to have some basic knowledge of evaluation along with other knowledge and skills to support their supervision of evaluators. It is assumed that an evaluation unit head would be at least at a level 4.

The evaluation unit head is responsible for supporting evaluators in carrying out their work and ensuring excellent performance. The work of an evaluation unit head includes recruiting and hiring evaluators, conducting performance appraisals, supporting professional development plans and reviewing the work carried out by evaluators.

Evaluation Commissioner

The evaluation commissioner is the person associated with the program who arranges for the evaluation to occur, whether through internal resources or hiring of external consultants. The work of an evaluation commissioner includes determining the programmes to be evaluated, ensuring the purpose of the evaluation meets the needs of those responsible for implementing the programme, ensuring the evaluation is consistent with UN policies, and engaging evaluators to carry out the evaluation. The evaluation commissioner may or may not be involved in the actual evaluation process.

Commissioners of evaluation are often the liaison between the programme and the evaluators. They are in a good position to support a positive attitude towards the evaluation and support the use of credible findings. As such they need a basic understanding of the evaluation process, the value of

evaluation and excellent facilitation and negotiation skills. It is assumed that a commissioner of an evaluation would be at least at a level 2.

Evaluation Users

Users of evaluation can be distinguished between two main types⁴:

- I. **Individuals or groups who have decision authority over the programme**, including policy makers, funders, and advisory boards (*Definition based on Greene, 2006 in Patton, 2008, p. 61*)

In the UN context, this user group is composed of Senior Management, Governing Bodies, Donors and Partner Governments. It is responsible for responding to evaluation recommendations, and is ultimately responsible for their implementation.

- II. **Individuals or groups who have direct responsibility for the programme**, including programme developers, administrators in the organization implementing the programme, programme managers, and direct service staff (*Definition based on Greene (2006; Patton, 2008, p. 61)*)

In the UN context, this user group is composed of programme staff. This group is responsible for supporting the evaluation process and for taking action to implement the recommendations approved by senior decision-makers. Evaluation users are not expected to have core evaluation competencies. It is the responsibility of evaluators to guide evaluation users.

⁴ Evaluation Use in the UN System (2015). UNEG SO2 Group.

Annex B: Example of Use in a Job Description

Job Profile

Intermediate Evaluation Officer

Responsibilities and Functions

1. Conduct and/or manage evaluations that are impartial, independent, credible and meet professional standards.
 - Carry out evaluations of projects, programmes and policies;
 - Supervise effectively evaluations conducted by staff members and consultants;
 - Apply high professional standards in line with Evaluation Policy and UN Evaluation Norms & Standards;
 - Apply evaluation quantitative and qualitative data collection and analysis tools, techniques and approaches;
 - Keep abreast of developments in the area of evaluation;
 - Cooperate with other UN evaluation units and professional evaluation bodies.
2. Promote that evaluations are useful and that evaluation findings and recommendations are followed up.
 - Report to management on findings and recommendations of evaluations;
 - Organize meetings, workshops and other discussion fora to establish a dialogue on evaluation results (recommendations/ lessons learned);
 - Ensure that evaluation results are taken into account for the continued implementation of projects/ programmes and for the design and appraisal of new projects/ programmes;
 - Ensure that project/programme managers respond to recommendations and monitor the follow up on evaluations.
3. Promote the evaluation function in the Organization.
 - Provide training on evaluation, self-evaluation, monitoring and results based management within the Evaluation Office and in other organizational units;
 - Provide advice/information/guidance to management and project/ programme managers on evaluations;
 - Contribute to the development and review of policies, guidance, systems, procedures and tools related to evaluation.
4. Effectively deploy human and financial resources of the Evaluation Office.
 - Plan evaluations and prepare evaluation budgets for individual evaluations;
 - Manage effectively and efficiently the use of resources for evaluations;
 - Select evaluation consultants based on post requirements;
 - Supervise evaluation consultants and staff.

Evaluation Officer will perform other related duties and assignments as and when required.

Required Competencies

Knowledge of the United Nations

- Human Rights
 - Has good knowledge about human rights within the UN context
 - Able to incorporate human rights into all aspects of work
 - Able to transfer knowledge about human rights to others
- Gender Equality
 - Has good knowledge about gender equality within the UN context
 - Able to incorporate gender equality into all aspects of work
 - Able to transfer knowledge about gender equality to others
- Cultural appropriateness
 - Has good knowledge about culture appropriateness
 - Able to incorporate culture appropriateness into all aspects of work
 - Able to transfer knowledge about culture appropriateness others
- UN Strategic Development Goals
 - Has good knowledge about SDGs
 - Able to incorporate SDGs into all aspects of work
 - Able to transfer knowledge about SDGs to others
- Results-based Management
 - Has good knowledge about RBM
 - Able to transfer knowledge about RBM
 - Able to incorporate monitoring information into work
- UN Evaluation Policies
 - Has good knowledge of evaluation policies
 - Can communicate the evaluation policies to others
 - Understands the implications of the policies within the programme context

Professional Foundations

- Ethics
 - Has excellent knowledge about codes of ethics developed by VOPEs and other organizations
 - Can communicate the essentials of the codes of ethics to others
 - Ensure that the codes of ethics are incorporated into the evaluation design and implementation of the evaluation
- Evaluation Standards
 - Has good knowledge about professional standards developed by VOPEs and other organizations
 - Can communicate the essentials of the standards to others
 - Incorporates the appropriate standards into the evaluation design and implementation of the evaluation
- Reflective practice
 - Aware of knowledge, skill, disposition and reflects on competencies and areas for growth
 - Pursues professional networks and self-development to enhance

Technical Evaluation Skills

- Knowledge base of evaluation

- Knows the history and development of evaluation
- Understands the parameters of social science research
- Understands that evaluation is a discipline involving logic, design, standards, ethics and rigour
- Understands the terminology of evaluation
- Understands the aims, processes and intended results of evaluation
- Program theory
 - Understands and identifies the components of a programme theory of change/logic model and the linkages among the component parts
 - Works with client and stakeholders to identify the specific component parts of the specific programme
 - Identifies logical and practical flow towards the achievement of outcomes
 - Identifies and explains the assumptions underlying the programme
 - Understand the programme and the logic model in the context of the theoretical underpinnings of the service delivered
 - Draft a logic model with written commentary of the model incorporating the assumptions
 - Utilize logic models to facilitate evaluative thinking within programmes
- Purpose of evaluation
 - Able to develop evaluation questions for a simple evaluation
 - Able to verify the accuracy and appropriateness of the questions with stakeholders
 - Clarify expectations and explore possible unintended results
 - Monitors conditions that could modify the purpose of the evaluation
 - Negotiate changes as required, taking the needs of stakeholders into account
- Evaluation design
 - Identifies technically appropriate design for simple evaluations
 - Determines the appropriate design based on the purpose of the evaluation and the resources available
 - Anticipates limitations of the design
 - Proposes innovative and new designs
- Methodological rigour
 - Applies mixed methods and triangulation
 - Identifies primary and secondary sources of data
 - Determine quality and availability of data
 - Develops data dictionaries
 - Collects data with a view to ensuring accuracy, neutrality, and fairness, controlling bias and facilitating participation of respondents
 - Addresses quality control issues
 - Negotiates access to data collection sites
 - Supervises data collection/fieldwork
 - Identifies the needs of diverse constituents and communities
 - Addresses the needs of diverse constituents and communities
- Analysis, interpretation of data and drawing conclusions
 - Applies appropriate analysis to the data
 - Interprets data
 - Engages stakeholders in interpreting data
 - Develops conclusions that are supported by the findings
 - Engages stakeholders in developing conclusions

- Reporting evaluation findings and results and makes recommendations
 - Engages stakeholders in developing recommendations
 - Ensures recommendations are consistent with findings and context
 - Good knowledge about a variety of methods for reporting findings
 - Prepares reports
 - Prepares and presents findings

Management Skills

- Work parameters, plans and agreements
 - Develop a scope statement for the evaluation listing the tasks to be included in the evaluation
 - Develop a work plan consistent with the scope of the evaluation
 - Attend to emerging realities of the evaluation
- Coordination and supervision
 - Integrates the evaluation team and the various tasks
 - Oversees the work of the evaluation teams
 - Provides constructive feedback
- Identification and resolution of problems/issues
 - Identifies conflicts/problems and develops problem-solving strategies
 - Communicates issues with suggested mitigating strategies to the client
 - Analyses and articulates lessons learned
 - Supports other team members in resolving issues

Communication and Interpersonal Skills

- Writing, speaking and listening skills
 - Clear, concise speaking and writing skills
 - Knows how to actively listens
 - Encourages dialogue
 - Mentors others to develop communication skills
- Facilitation skills
 - Good facilitation skills
 - Employs open, honest dialogue
 - Integrates diverse perspectives
 - Helps programme stakeholders to see themselves as programme experts
 - Deals with challenging dynamics
 - Assists with reaching sustainable decisions

Promoting a Culture of Learning

- Integration of evaluation with programme management
 - Has good knowledge of the value of evaluation to programme development and management
 - Can communicate the value of evaluation to programme development and management to others
 - Is able to assist evaluators and programme managers in integrating monitoring and evaluation into program development and management
- Utilization-focused
 - Has good knowledge about learning organizations

- Supports learning from the evaluation process
- Engagement of users and beneficiaries
 - Understands the importance of engaging users and beneficiaries in the evaluation process
 - Has good knowledge of a variety of mechanisms to engage users and beneficiaries in the evaluation process

Education and Experience

- Advanced university degree in social science or related field, or combination of first level degree with relevant experience.
- A minimum of 7 years professional experience in evaluation.
- Background in international relations and knowledge of current development issues an asset.
- Experience related to the Organization's mandate and activities an asset.

Annex C: Example of Use in Learning and Development

Professional Competency Tool

Name:

Date:

Position:

☐ Professional P-4 Level
☐ Professional P-3 Level
☐ Professional P-2 Level
☐ Professional P-1 Level
☐ Other (Please specify: _____)

Please complete the following table by checking the level of competency for each factor and indicating what the implications are in terms of your work and your own personal career goals in the Remarks section. For more information, please refer to the UNEG Core Evaluation Competencies (2016). The assessment should be based on what is expected your position. level

Evaluation Competencies	Needs extensive improvement	Needs quite a bit of improvement	Needs a little improvement	Meets expectations	Exceeds expectations	Remarks
Professional Foundations						
Understands and applies ethical guidelines						
Knows and applies evaluation standards						
Has a knowledge base of evaluation						
Engages in reflective practice						
Technical and Evaluation Skills						
Pursues professional networks and self-development to enhance evaluation practice						
Technical Practice						
Understands and applies programme theory						

Evaluation Competencies	Needs extensive improvement	Needs quite a bit of improvement	Needs a little improvement	Meets expectations	Exceeds expectations	Remarks
Determines the purpose of the evaluation						
Able to identify an evaluation design appropriate for the purpose and the data and resources available						
Able to apply appropriate methodological rigour						
Able to analyze and interpret data						
Able to formulate conclusions and recommendation						
Is familiar with and able to use different reporting methods						
Management Skills						
Able to develop an evaluation plan						
Able to coordinate and supervise an evaluation team						
Identifies risks and assists with resolution						
Communication, facilitation and Interpersonal Skills						
Communicates effectively using both writing and speaking						
Facilitates situations using open, honest dialogue						
Promoting a Culture of Learning for Evaluation						
Understands the importance of integrating evaluation with programme management						
Uses utilization-focused approaches						

Source: Based on UNEG Core Evaluation Competencies

Professional Development Planning Tool

Name:

Date:

Completed by:

Career Goals			
1.			
2.			
3.			
Priority Development Goal	Ways to Address Goal	By When	Indicators that Goal has been Met

Date:

Signature of Staff

Signature of Manager