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UNICEF and WFP
Global Impact
Evaluation Forum
2024 at the
United Nations

Impact Evaluation in the Policy Cycle

Panellists

Oyunsaikhan Dendevnorov, Representative, UNICEF Philippines

Jeannie Annan, Chief Research and Innovation Officer, IRC

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Modeling Pathways to Scale: Harnessing Evidence from Impact Evaluation to Improve Nutrition Outcomes in the Philippines

Panellist

Oyunsaikhan Dendevnorov, Representative, UNICEF Philippines

- 1 Philippine country context
- 2 Modeling scalable solutions
- 3 Mixed-method impact evaluation to inform monitoring, evaluation, and learning for scalable solutions
- 4 Ways forward

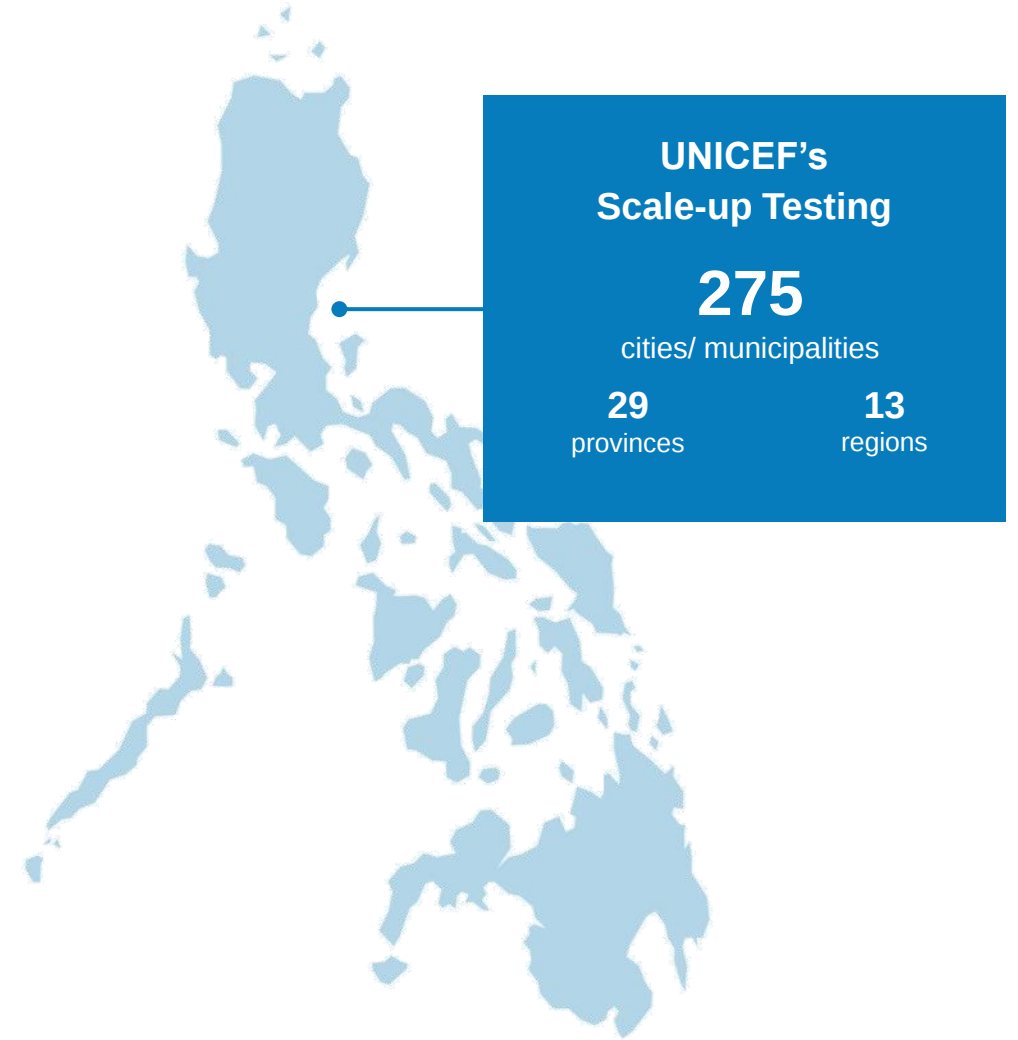
N° 1

Philippine country context



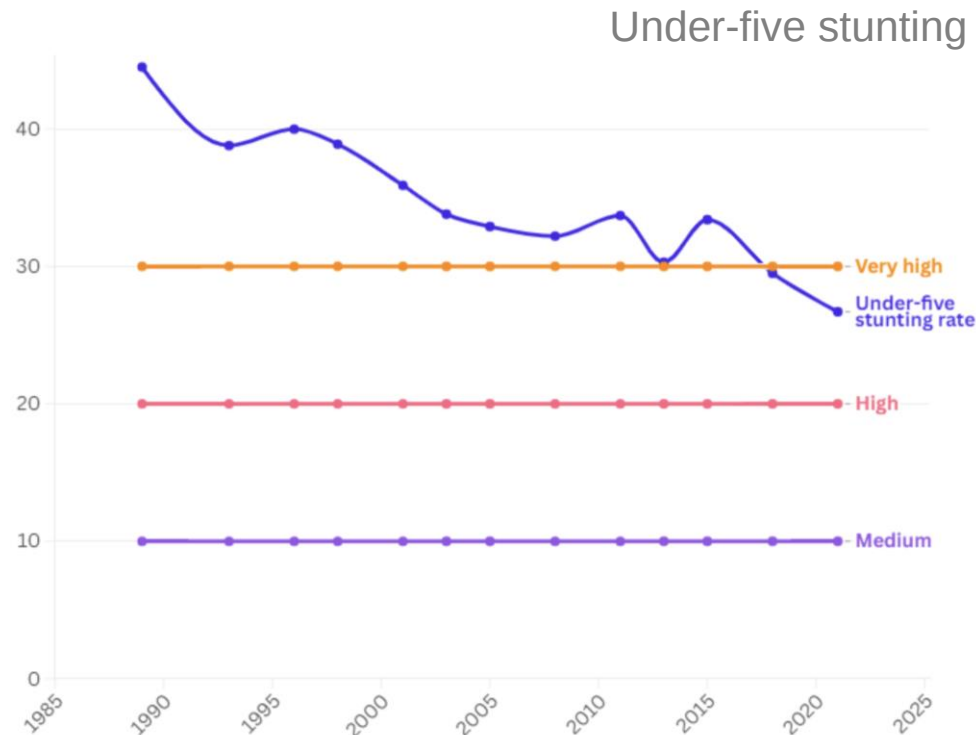
The Philippines

- Middle income country **transitioning** to upper-middle income status
- Government services **decentralised** across 81 provinces
- High risk of **humanitarian crisis**

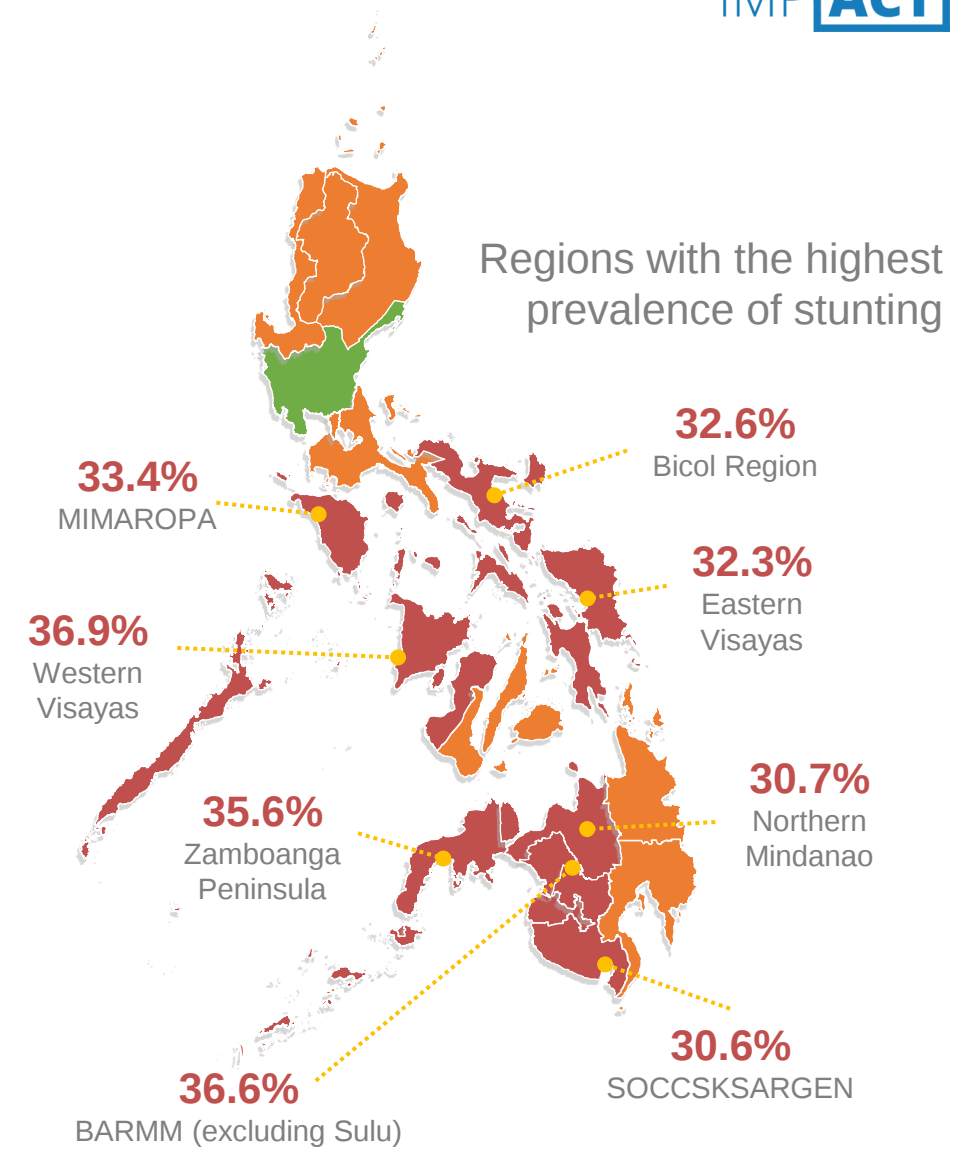




Recent trends show a **decline in stunting**, but it persists as a major issue in poorer and rural areas.



Scan the QR code now to view the Situation of Children in the Philippines.



N° 2

Modeling scalable solutions



The modeling approach



National policies **rarely work** at the local level, while local pilots **struggle** to scale up



Shift to **modeling bridges this gap** by scaling local initiatives with the national government

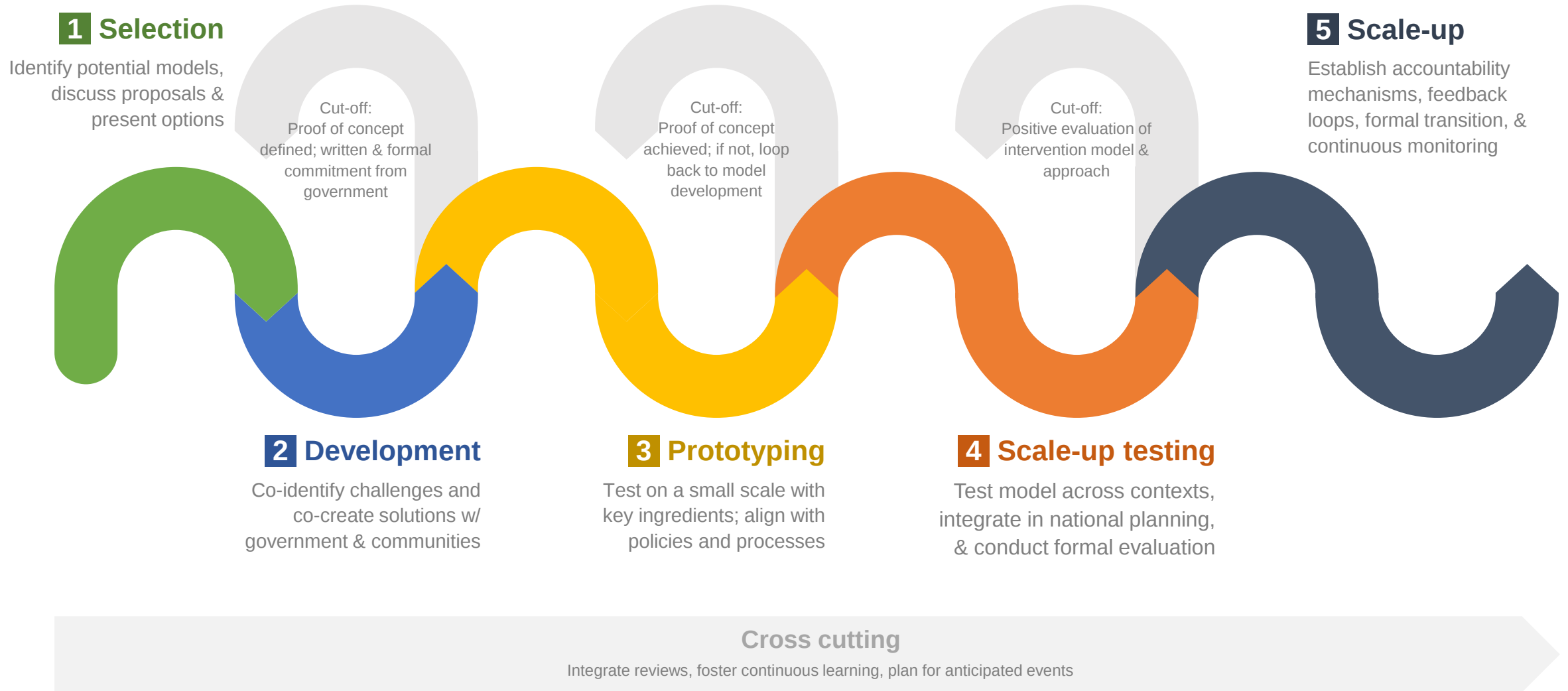


Local systems strengthening and scale-up modeling are **key strategic** shifts from previous Country Programme



Scan the QR code now to view the UNICEF Philippines modeling guide

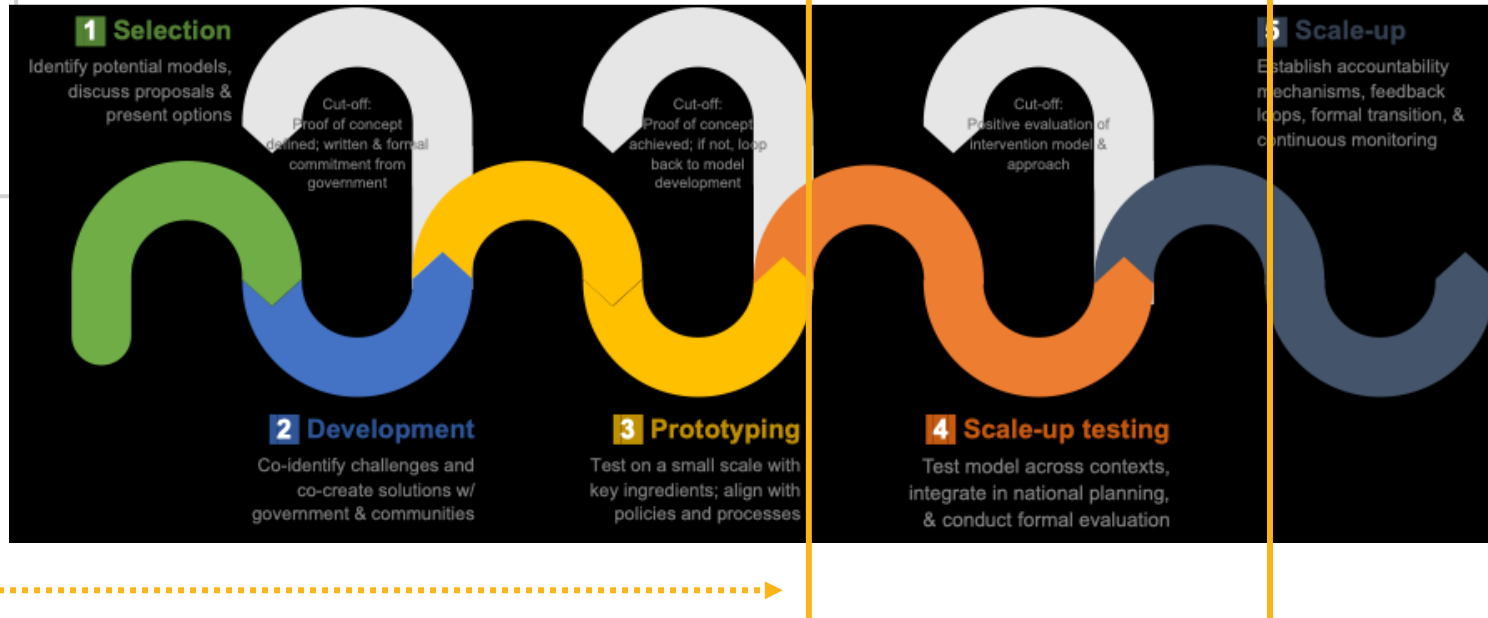
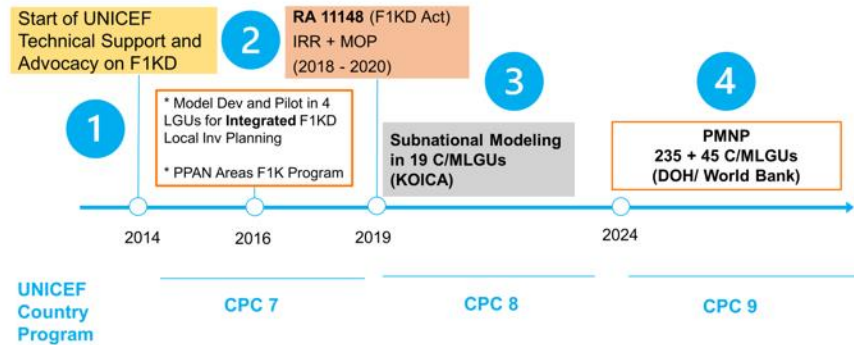
Defined life cycle of a model



Building a scalable model

Addressing stunting through the First 1,000 Days Programme

First 1,000 Days Work in the Philippines



Scale-up testing the First 1000 Days programme

The Philippine Multisectoral Nutrition Project \$178 World Bank loan agreement that receives technical assistance from UNICEF Philippines to **boost utilization** of nutrition-specific and nutrition-sensitive interventions and **improve key behaviors known to reduce stunting**.



Scan the QR code now to learn more about the Philippine Multisectoral Nutrition Project.

N° 3

**Mixed-method impact
evaluation to inform
monitoring, evaluation,
and learning for scalable
solutions**



Monitoring, evaluation, and learning for models



Long term perspective



Focus on process as well as outcomes

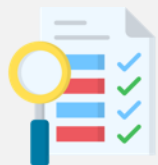


Adaptive management and learning



Scaling up Success, not just the intervention

Mixed-method Impact Evaluation components



Impact evaluation

Conducted at baseline and endline



Process evaluation

Conducted at midline and endline



Cost analysis

Conducted at endline



Evaluation design

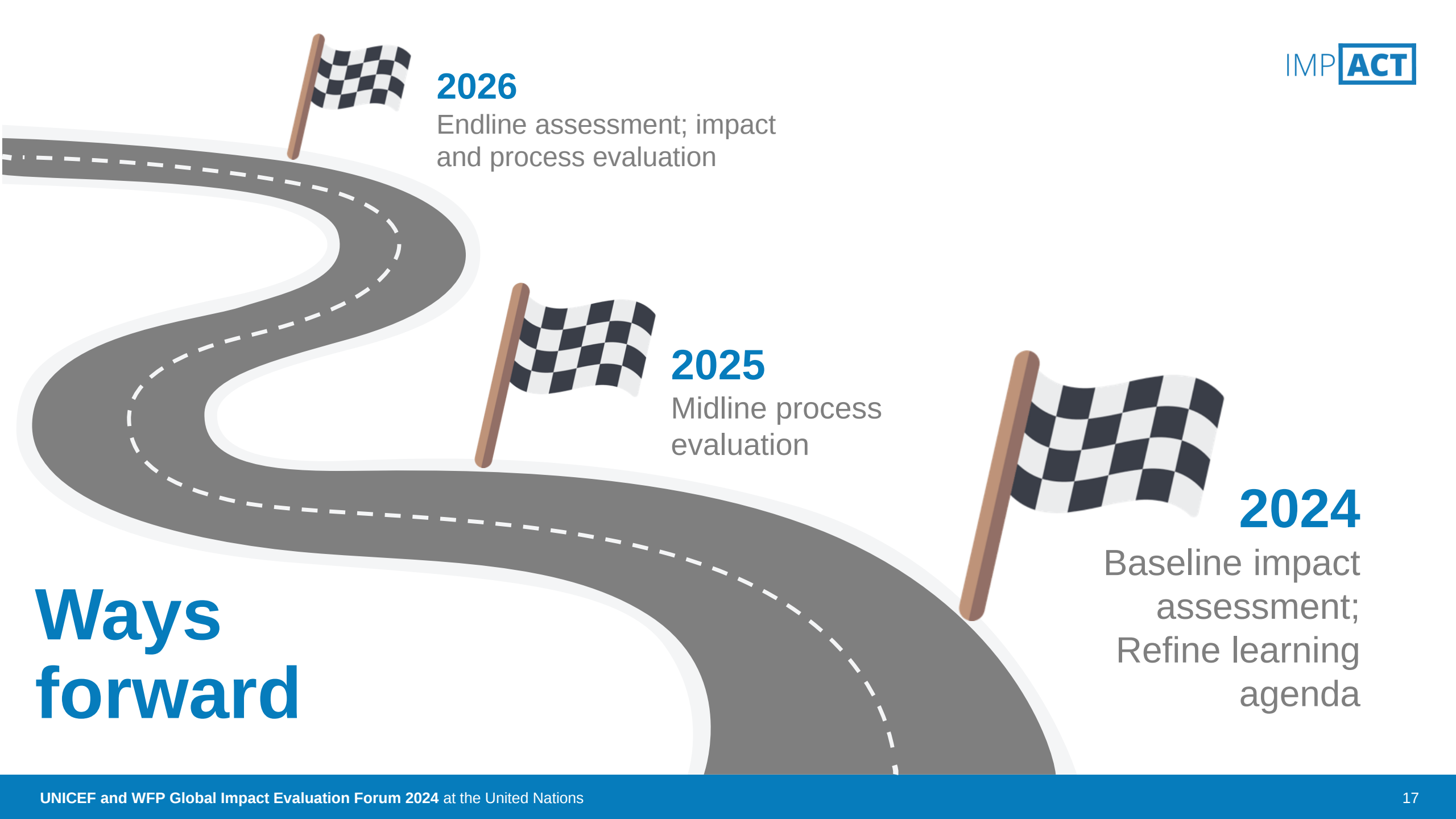
- ⚙ Same characteristics for comparison & intervention sites
- ⚙ Cross-sectional difference-in-differences approach used w/baseline and endline data
- ⚙ Sample size: 3,000 child-mother pairs from 150 municipalities (75 treatment, 75 comparison)
- ⚙ Mixed quantitative household-level data & qualitative methods

N° 4

Ways forward



Ways forward



2026

Endline assessment; impact
and process evaluation

2025

Midline process
evaluation

2024

Baseline impact
assessment;
Refine learning
agenda



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IMP **ACT**

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Thank you!





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Evidence to Action: Changing policy and practice within a humanitarian Organization

Panellist

Jeannie Annan, Ph.D.

Chief Research & Innovation Officer - Airbel Impact Lab
International Rescue Committee



GREATER IMPACT

in the lives of the people we serve, improving their

^ HEALTH

^ ECONOMIC
WELLBEING

^ SAFETY

^ EDUCATION

^ POWER

[HOME](#)[OUTCOME AREAS](#)[CONTACT US](#)[INDICATOR SELECTION TOOL](#)[EN](#) | [FR](#) | [ESP](#)



DESIGN PROGRAMS THAT WORK!

Search the **Interactive Outcomes and Evidence Framework (iOEF)** for outcome theories of change and evidence-based interventions to produce the impacts you seek.

 **INTERACTIVE OUTCOMES AND EVIDENCE FRAMEWORK (iOEF)**

[Welcome](#)[Overview](#)[Outcome Areas + Outcomes](#)[Theories of change](#)[Research evidence](#)[What is IRC?](#)

WELCOME

The interactive Outcomes and Evidence Framework supports humanitarian and development professionals to design effective program activities and models. The iOEF delivers key information on outcomes related to health, safety, education, economic wellbeing, power and systems strengthening. It also provides the best available evidence on activities that aim to achieve the outcomes and includes guidance on how to measure progress.

Access it here!

UNICEF and WFP Global Impact Evaluation Forum 2024 at the United Nations

21

iOEF components



EDUCATION

EARLY CHILDHOOD DEVELOPMENT →

Young children have developmentally appropriate cognitive, language, motor and social-emotional skills

OUTCOME NARRATIVE ⓘ

SCHOOL-AGED CHILDREN AND LEARNING →

School-aged children have improved literacy, numeracy and social-emotional skills.

OUTCOME NARRATIVE ⓘ

YOUTH AND LEARNING →

Youth have market-relevant livelihood, literacy, numeracy and social-emotional skills.

OUTCOME NARRATIVE ⓘ



ECONOMIC WELLBEING

EMERGENCY BASIC NEEDS →

People meet their basic needs and protect livelihoods during emergencies

OUTCOME NARRATIVE ⓘ

EARLY ECONOMIC RECOVERY →

People develop their livelihoods and recover from shocks

OUTCOME NARRATIVE ⓘ

LONG-TERM ECONOMIC STABILITY →

People have self-reliance and long-term economic stability

OUTCOME NARRATIVE ⓘ



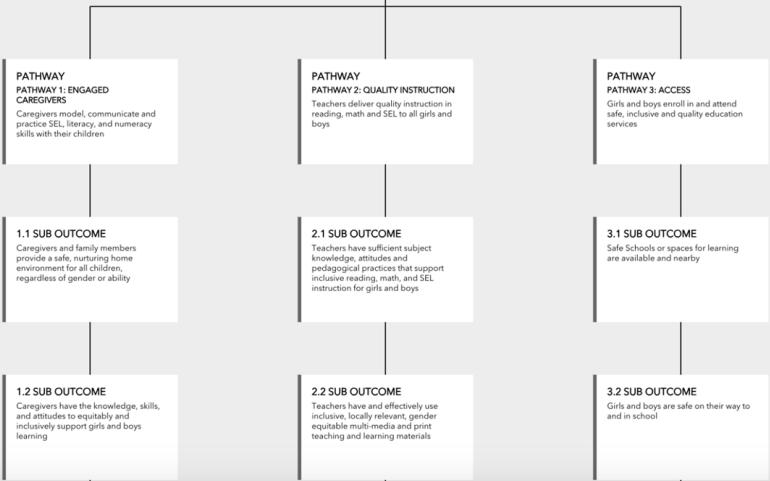
POWER

Outcome Areas and Outcomes



School-aged children have improved literacy, numeracy and social-emotional skills.

This outcome aims to ensure school-aged children (6-14) develop early the foundational skills of reading and math and the social and emotional skills that help them recover, persevere, learn and be resilient in the face of adversity...



Theories of change



Indicator Selection Tool



English



Feedback

CRRD Core Indicators

RAI Core Indicators

My Indicators

RAI Resources

CRRD IST Resources

© International B

Indicators

Intervention card

Teacher Professional Development (TPD) ⓘ

Continuous Coaching or Mentoring ⓘ

Intervention Profile

Research Evidence Takeaway

Impact Findings

Ongoing coaching or mentoring is an effective approach for improving teacher pedagogical practices. This is supported by rigorous evidence from systematic reviews.

Impact evidence confidence level:

 HIGH

Evidence comes from rigorous evidence in relevant contexts

Implementation Findings

Factors that influence intervention success are:

- **Duration:** RCT studies in South Africa recommend 1-2 years of ongoing coaching.
- **Coach to teacher/school ratio:** This varies with context, but an RCT study in Kenya found the optimal ratio to be 1 coach per 10 schools
- **Training of coaches:** Coaching skills and competencies and on the subject material.
- **Consistent coach visits:** Regular personalized feedback to teachers.
- **Type of coach:** peers may not be as effective as professional trainers, but evidence is inconclusive.
- **Level of trust and positive dynamics between coaches and teachers:** It is suggested by case studies in Colombia and Gaza that coaches spend a week in the school outside of their coaching role to build trust, and use a whole school approach so there is no tension among teachers.
- **Coaches should not be seen as supervisors**
- **In-person or blended methods:** RCT studies in South Africa found that these can be equally effective,

Implementation evidence confidence level:

 MEDIUM

Limited availability of quality evidence from relevant contexts

Cost Findings

Given the high costs of coaching/mentoring compared to peer support, coaching/mentoring can be cost-effective only if (1) coaches/mentors are not the supervisors of teachers, (2) coaches/mentors use the content that teachers were trained in, and (3) it is connected to peer support or other forms of TPD ([link](#)).

Related Literature

1. Coetzee, A. 2019. Case Study [Link](#).
2. Evans & Popova 2015. Systematic Review [Link](#)
3. Kotze et.al. 2019. RCT studies [Link](#)

Programmatic Recommendations

- **Relevance for IRC:** Highly relevant for IRC contexts with proven examples of implementation in all regions of focus.
- **Partnerships:** Partnerships with Ministries of Education (MoE) including teacher training institutes and or pedagogical inspection departments are crucial. These will facilitate systems-level responsiveness and intervention scale up.
- **Cash and Voucher compatibility:** Cash and vouchers (CVA) can be used to incentivize teachers' participation in coaching and peer learning. At times transportation stipends or per diem are given, but for activities within school premises these may not apply.
- **Bundling:** Teacher coaching should be part of a comprehensive TPD program that also includes peer support and provision of pedagogical materials. The TPD intervention itself should be part of broader school support targeting teachers, children and caregivers, and ensuring schooling access.
- **Scale Potential:** Because it is costly to implement, coaching should be prioritized only where it has potential to achieve high outcomes for students. It must be part of a comprehensive TPD initiative within an enabling policy environment, supportive systems and political buy-in.
- **Associated Risks:** Coaching has high related costs, if not done correctly, it can greatly reduce resources available for other aspects of TPD programming.

Additional References

- [Evidence synthesis](#) 
- [Program guidance](#)  Currently accessible to IRC staff only
- [Applicable IRC projects](#)  Currently accessible to IRC staff only
- [Indicator Selection Tool](#)  Currently accessible to IRC staff only
- [Learning from the field](#)  Currently accessible to IRC staff only
- [What our clients say](#)  Currently accessible to IRC staff only

Community-Based Protection (CBP) ⓘ

Adult led child protection committees (CPCs) ⓘ

Intervention Profile

Research Evidence Takeaway

Impact Findings

Qualitative studies show that CPCs can effectively identify cases of violence and abuse of children and facilitate people's access to necessary protection services.

In most instances the CPCs are composed of adults but its also possible for th youth to be represented. Whenever possible they should be represented.

Impact evidence confidence level:

 MEDIUM

Limited availability of quality evidence from relevant contexts

Implementation Findings

In contexts where female and male are not allowed to mingle, separate CPC groups can be formed for the different genders.

A global synthesis report identified factors that influence effectiveness of Community based Child protection (CBCP):

- **Community ownership:** CBCPs are sustainable when organized in a manner that promotes community ownership even when externally facilitated.
- **Voluntarism:** People engaged in this activity shall be fully aware and informed to dedicate their time, experience, and knowledge voluntarily and shall not expect to receive salary/cash as incentive in return. However, we need to be mindful and not overwhelm community members. with this engagement considering time needed for their work/income, family responsibilities, and their other jobs.
- **Building on existing resources:** Resources include existing infrastructures like community center to provide child-friendly support and services.
- **Support from community leaders:** Community buy in is integral in success CBCP.
- **Child Participation:** Is linked to effectiveness of CBCP.
- **Management of Issues of power, diversity, and inclusivity:** Diversity in composition of participants enables effectiveness of the groups.
- **Capacity Building:** All people engaged in this activity shall be trained, mentored, and supported to do their roles with quality.
- **Resources:** To be effective, CBCP child protection needed a mixture of human and material resources.
- **Linkages:** Linkages with both formal and informal systems instrumental in supporting the work of CBCP and in expanding their reach and scope of impact.

Implementation evidence confidence level:

 MEDIUM

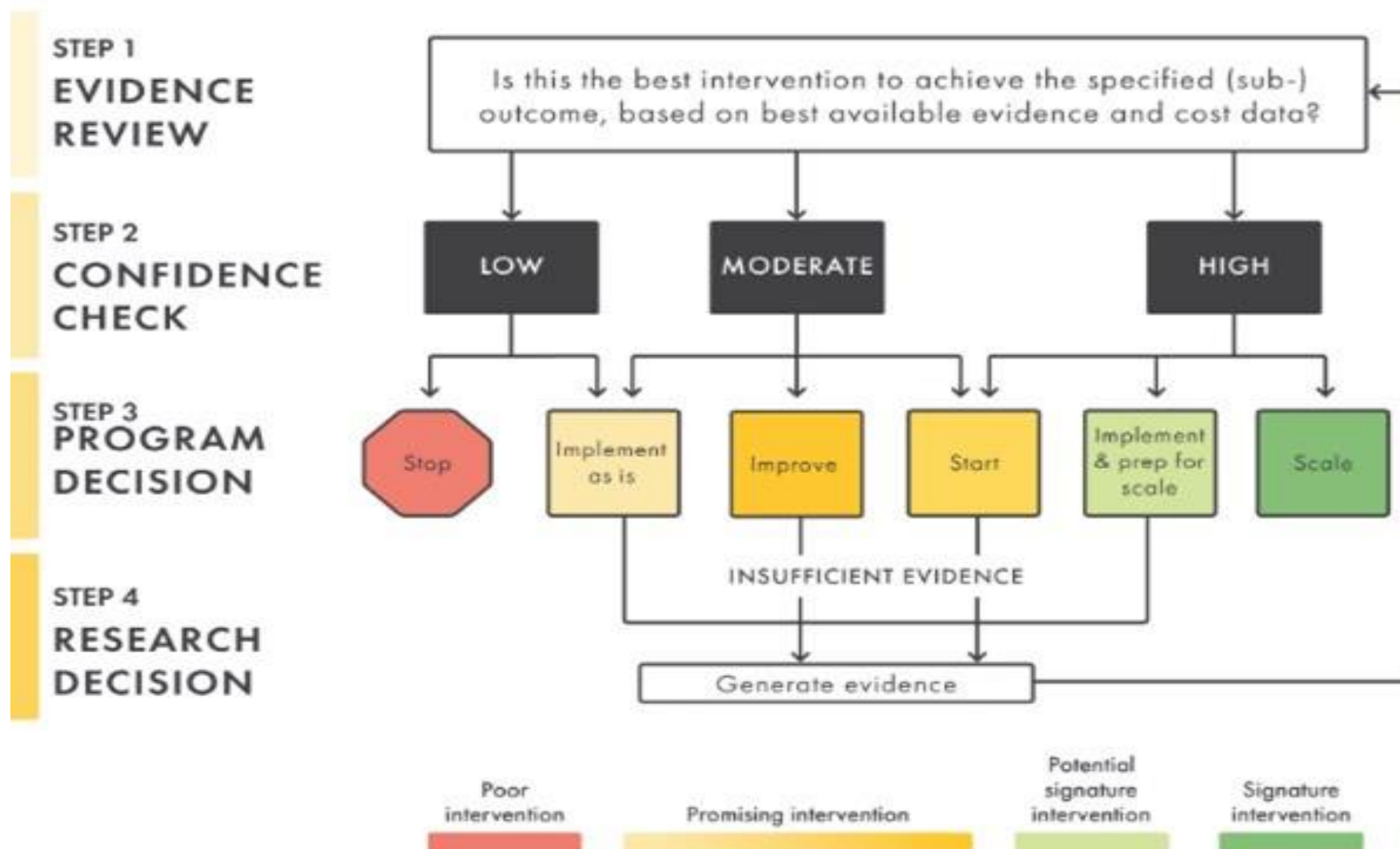
Programmatic Recommendations

- **Relevance for IRC:** During an emergency, at IDP and Refugee Camp settings. It is also relevant in host communities or where National CP systems gets collapsed or weakened.
- **Partnerships:** Partnership with community-based organizations like Civil Society Organizations, Youth, and key community leaders. Service providers like Government and other humanitarian actors to ease the coordination and enhance access to services provided by all other sectors.
- **Cash and Voucher compatibility:** Yes, cash and voucher activities are key to respond effectively to the needs of affected populations.
- **Bundling with other activities:** This activity needs to be connected to all other sector support services (health including MHPSS, nutrition, WASH, ERD, Education, Protection including legal aid/PROL, and SRHS/WPE).
- **Scale Potential:** Sustainability: Connect/link to the National CP System whenever possible to enhance connecting informal protection system to formal protection system for the strategic longer term and sustainable impact.
- **Associated Risks:** Considered high risk to ask the committee members to perform this without building their technical capacity on how to do it.
- **Culture Sensitivity:** Be aware and sensitive to the culture and culture dynamics in the communities.

Additional References

- [Evidence synthesis](#)
- [Program guidance](#)
- [Applicable IRC projects](#)
- [Indicator Selection Tool](#)
- [Learning from the field](#)
- [What our clients say](#)

Decision Framework



Community Scorecards



Outcome Area: Power

Outcome: People collectively influence decisions that affect them

Sub-Outcome: People provide decision-makers with key information on their demands

This month, we are talking about Community Scorecards (CSCs). Using the evidence-based decision-making framework, we used ava data to determine whether CSCs are the best intervention to achieve their intended outcomes. Our confidence in the intervention then informed the programmatic and research decisions.

Decision: **IMPROVE**

Decision Summary

Evidence review

- While there is no systematic review level evidence that specifically identifies the impact of community scorecards on people's capacity to provide information on their demands, rigorous research in Uganda, Afghanistan, and Sierra Leone indicate a positive impact on some measures of citizen empowerment and often improvements in access and utilization of services. This review led us to have moderate confidence in the efficacy of this intervention.

Program decision

- Our decision is to improve the program by: improving the preparatory steps in order to better embed the CSC in their "natural" environment; integrating upward/outward advocacy components to ensure that problems which cannot be resolved locally are presented to relevant problem solvers; and collecting and analysing M&E data on who participates and why, which problems are raised, resolved, how, and by when

Research Decision:

- Based on this decision, we will need to generate further evidence. Therefore, we plan to invest in additional monitoring, implementation and impact research.

Next steps:

- Guidance for documenting CSC in variety of context
- Development of an exit interview template
- Refresher training, to be scheduled soon

Decision Framework





Integrating IEs into Policy and Practice

Dean Karlan

USAID Chief Economist

UNICEF and WFP Global Impact Evaluation Forum - Impact evaluation in the policy cycle

Dec 4, 2024

USAID Institutional Underpinning

2011: USAID Evaluation Policy

- Requirements, recommendations

2024: Cost effectiveness strengthened in USAID policy (ADS)

- Face reality: ignoring **tradeoffs** doesn't make them go away
- Use evidence to guide those decisions
 - And use GLOBAL evidence, not just USAID-produced evidence
- “Cost effectiveness evidence” applies to two points in program cycle:
 - Solicitation/Activity Design: choosing across tradeoffs based on prior evidence
aka “Evidence Use” for OCE
 - Evaluation: evaluating impact of USAID-funded activities and interventions
aka “Evidence Generation” for OCE

Cost Effectiveness in Practice #1: Hypothetical Award Example

- \$50M program to improve economic well-being + prevent severe malnutrition
 - Constraint: Provision of specialized nutritious foods (SNFs) not feasible

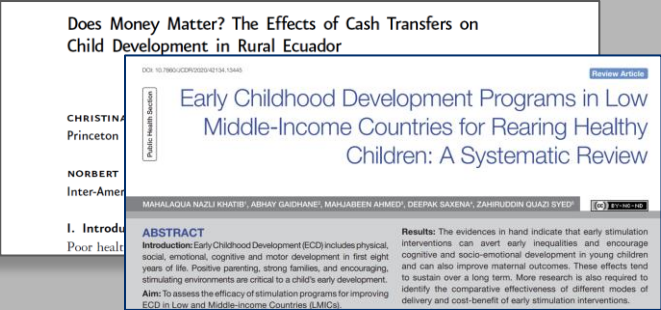
Graduation Approach

No obvious “Good Buy”

- **Evidence Use (EU):** Design Graduation Approach to local context
 - Amount, frequency, duration, and modality of consumption support
 - Modality, size, and timing of productive asset transfer
 - Livelihoods to be supported (including training to be provided)
 - Delivery of coaching and mentoring support (group vs. individual, frequency, etc.)
 - Design of financial services component to encourage participants to save
 - Include nutrition-specific content in coaching, and possibly livelihood training?
- **Evidence Use (EU):** Existing evidence + theory → design nutrition intervention
- **Evidence Generation (EG):** Measure impacts & costs, relative to counterfactual
- **ROI (ethics) for EG:** Budget for EG? Tradeoff: help some now vs more tomorrow

Cost Effectiveness in Practice #2: ImpAct Reviews

1. Review the global evidence base



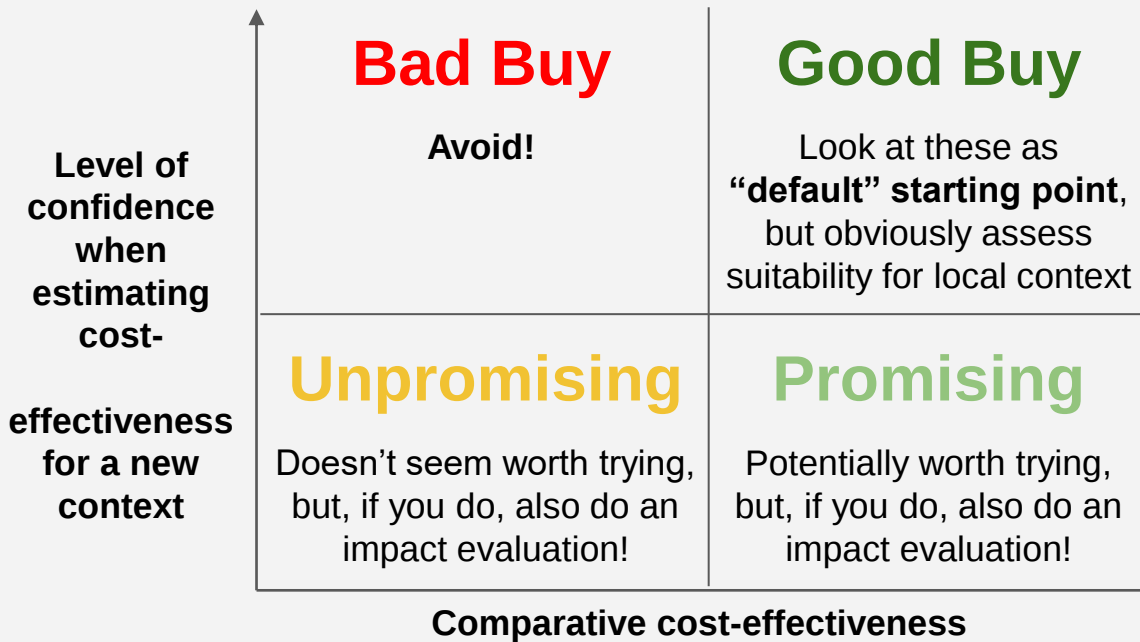
2. Extract results and insights

Outcome Type	Outcome	Treatment Effect	Standard Error	Observations	Counterfactual Mean	Counterfactual SD
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	
Costs/Investment/Sav	Costs/Investment/Sav	0.000	0.000	1000	\$0.0000	



3. Share concrete recommendations on relative cost-effectiveness of specific interventions

OCE's "Improved Activity Cost-Effectiveness" (ImpAct) Approach



Goal is to inform design of many activities → Intensive co-creation with other USAID stakeholders to ensure relevance and utility.

Program Designs and the Resulting Solicitations: How to incorporate Cost-Effectiveness concepts?

Tagline: Use it or Produce it

- **Drafting** cost-effectiveness language for USAID **solicitations**
- Identify **default intervention** to implement
 - (Briefly) describe evidence used that elevated this to the “default”
- Name specific **contextualization questions** that implementers should in their proposal either answer or explain how they will answer
 - Maybe identify knowledge gaps too, that inspire evidence generation
- Be open to **innovation**: Implementer have a better idea? Propose it!
 - If tested elsewhere already, show evidence compared to the “default”
 - If new, explain why potentially better AND propose impact evaluation....

Program Designs and the Resulting Solicitations: How to incorporate Cost-Effectiveness concepts?

Tagline: Use it or Produce it

- Evidence generation direct support
 - Matchmaking: academics co-create with USAID design teams or Implementers, or both
 - Office of Chief Economic staff embedded with program design & MEL teams
- Evaluation responsive to technical needs
 - Demand driven for USAID country offices
 - Collaborative for USAID Washington-based pillar bureaus

Why do this direct hands-on support?

1. **Direct impact:** Is the most *direct* way of furthering our north star to make USAID programming more cost-effective
2. **Institutional learning:** Done well, it *shows* colleagues what use and generation of cost-effectiveness evidence looks like in practice, in the context of *their* programs, *their* day-to-day work
3. **OCE learning:** Helps OCE *understand the barriers and opportunities* that shape cost-effectiveness use and generation, to inform our “institutional enablers” work

But.... \$1.5b is a drop in the bucket of USAID’s annual ~\$30b budget. A small team (nor, even, a considerably larger team!) can’t scale direct hands-on support.

Pulling several levers that—albeit, less direct—are potentially crucial for ***institutionalizing*** cost-effectiveness ***at scale*** in USAID

Policy: Changing Agency-wide policy

Process: Making world-class external expertise easily available

Culture:

- “Socializing” cost-effectiveness widely
- Building a ~100-person network of “Cost-Effectiveness Evidence Champions” (one per Mission, Bureau, Office)
- Career development: Recognizing and celebrating teams
- Showing leadership commitment
- Engaging key constituents and stakeholders, in and out

Thank you!

Dean Karlan
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Building a culture of evidence in your organization

Thomas Kelly
3ie

December 2024

Body of effectiveness evidence has grown substantially....

3ie developed and hosts **the Development Evidence Portal (DEP)**, an expansive and growing repository of high-quality impact evaluations, systematic reviews, and evidence gap maps.

It is the most comprehensive resource for this kind of evidence from low- and middle-income countries. The DEP is updated through continuous evidence surveillance.

The screenshot shows the homepage of the 3ie Development Evidence Portal. At the top, there is a navigation bar with the 3ie logo (International Initiative for Impact Evaluation) and links for About, Services, Research, Evidence Hub, and Impact. The main header features the title '3ie Development Evidence Portal' and a descriptive paragraph: 'The Development Evidence Portal (DEP) is an expansive and growing repository of rigorous evidence on what works in international development. It contains high-quality impact evaluations, systematic reviews, and evidence gap maps and is the most comprehensive resource for this kind of evidence from low- and middle-income countries. We maintain this portal as a global public good and ensure it is updated frequently. We are committed to keeping it this way.' To the right of this text are three large statistics: 17517 impact evaluation records, 1442 systematic review records, and 42 evidence gap maps. Below the statistics are three buttons: 'About the DEP', 'Donate', and 'See what's new'. At the bottom, there is a search bar with the placeholder text 'Search a phrase such as "Cash transfers"' and a magnifying glass icon. A note above the search bar says 'Not sure where to start? Try our NEW search guidance tool!'.

3ie International Initiative for Impact Evaluation

About Services Research Evidence Hub Impact

3ie Development Evidence Portal

The Development Evidence Portal (DEP) is an expansive and growing repository of rigorous evidence on what works in international development. It contains high-quality impact evaluations, systematic reviews, and evidence gap maps and is the most comprehensive resource for this kind of evidence from low- and middle-income countries. We maintain this portal as a global public good and ensure it is updated frequently. We are committed to keeping it this way.

17517 impact evaluation records

1442 systematic review records

42 evidence gap maps

About the DEP Donate See what's new

Not sure where to start? Try our [NEW search guidance tool!](#)

Search a phrase such as "Cash transfers"



Actual and correct **USE** of the existing evidence remains a **challenge**

Building a culture of evidence – why needed?

‘Professional success is still too often measured by project approval and disbursements, as opposed to learning from, acting on, and sharing of evidence [...]

Even when evidence generation is prioritized, decision-makers may overlook the methods that are most appropriate and relevant to answering specific policy questions.’

Working Group on New Evidence Tools for Policy Impact, CGD, 2020

Institutional Evaluations have strikingly similar conclusions (e.g. DEval, Norad, AFDB, WBG):

- ❖ Quality review and approval meetings often do not add value but just wave things through. There is a mindset of ticking the boxes and making it ‘look good’
- ❖ Success is measured by project approvals and disbursements of funds, not by results on the ground (which come at a time when most of those involved have moved on)
- ❖ Time and resources for monitoring and evaluation training and learning from evidence are not prioritized
- ❖ Without addressing and promoting a holistic evidence culture, single measures and requirements can easily become box-ticking exercises

TRIPS framework

Iteratively developed by 3ie, based on measures recommended and/or adopted by organizations striving to enhance evidence use and critical thinking among their staff and in their systems

- ❖ **Training** - training staff to produce and use evidence, and to appreciate the importance of a critical mindset
- ❖ **Resources** - adequate funding available to ensure the collection and use of appropriate data and evidence
- ❖ **Incentives** - staff incentives (e.g. promotional criteria, annual performance assessments, time!) or institutional incentives (e.g. public rating systems)
- ❖ **Processes** - institutional processes and requirements to use and build the evidence base (e.g. Board / management review questions, quality at entry requirements)
- ❖ **Signals** - from the top and consistently throughout. This is important as it sets the tone. It needs to be repeated often, displayed through action and examples

TRIPS examples

❖ Training

- ✓ Learning month in USAID, knowledge week at the IDB, WFP IE forum

❖ Resources

- ✓ NORAD/MFA: National budget for 2023 explicitly stating that it is allowed and expected that evidence should inform aid and that evaluations can be funded as part of aid portfolios
- ✓ The UK treasury requires that all government departments set out their budget requests on an outcome basis – stating the evidence base and the planned evaluations
- ✓ Gov. of Mexico requiring federal social programs to have an evaluation plan in place to get gov. funding

❖ Incentives

- ✓ WBG: started professionalizing the M&E career stream
- ✓ IEG/WBG recommendations: make desired behavior easy to comply with/ default (e.g. explain why you are not adapting/reformulating regularly)
- ✓ Performance reviews and promotions tied to indicators related to effectiveness of programs

TRIPS examples

❖ Processes

- ✓ MCC: Ex/ante cost benefit analysis based on evidence required (by Congress) and decisional.
- ✓ IDB: Development Effectiveness Framework assessment with ratings. Programs with an insufficient score are not cleared for presentation at the Board (for approval).
- ✓ IRC: Cost analysis requirement for impact evaluations

❖ Signals

- ✓ IDB ***President signaling*** holistic focus on development effectiveness to the Bank's governors
- ✓ Norad ***Director General signaling*** evidence-use as his top priority '*Fakta har makta*'
- ✓ USAID: ***Creation Office of Chief Economist***

Global Evidence Commitment

Joint statement on strengthening the culture of evidence use



We, the signatories, acknowledge that the consistent use of appropriate evidence throughout the programming and project cycle is a critical driver of the effectiveness of development interventions.

Examples of evidence-informed programming include:

1. conducting **problem diagnostics** to determine which factors contributing to a development problem are most severe;
2. developing evidence-informed **theories of change**, drawing upon **systematic reviews of impact evaluations** to determine which interventions have a track record of success;
3. making funding decisions informed by **comparing the cost-effectiveness** of proposed interventions against evaluated alternatives.
4. conducting **evaluations useful for adapting during the lifecycle of a project** such as formative evaluation, process evaluation and A/B testing;
5. building the global evidence base by conducting **impact evaluations with cost analysis** where there are gaps in research; and
6. spurring innovation by **piloting and evaluating new approaches** to solving development problems.

We furthermore acknowledge that the consistent use of appropriate and rigorous evidence by organizations is fundamentally influenced by institutional barriers and levers. We will continue to strive to understand and address these, including through training, resources, incentives, processes, and signals from the top, collectively known as TRIPS.

As part of its efforts to further the agenda of evidence-informed decision-making, the International Initiative for Impact Evaluation (3ie) is proud to facilitate this opportunity for leading development institutions to demonstrate their commitment to evidence use. 3ie commits to coordinating with the signatories to **facilitate mutual learning opportunities** and to support the implementation of commitments made here.

We, the undersigned, welcome other international development funders – donors, low- and middle-income country governments, and philanthropies – to join the Global Evidence Commitment.



Thank You.



3ieimpact.org



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Thank you!

