Claremont Graduate University

unitar
United Nations Institute for Training and Research

Executive Leadership

Executive Leadership Programme in Evaluation and the Sustainable Development Goals

UNITAR

Established in 1963, the United Nations Institute for Training and Research (UNITAR) is a dedicated training arm of the United Nations. UNITAR empowers individuals, institutions and organizations through a wide and diverse spectrum of learning and broader capacity development opportunities on topics related to the 2030 Agenda for Sustainable Development.

Claremont Graduate University

Founded in 1925, Claremont Graduate University (CGU) is an independent institution devoted entirely to graduate study, offering programs in more than 20 disciplines, including the social and information sciences, arts, humanities, management, education, mathematics, and public health. Students are encouraged to pursue academic research agendas both within and across traditional curricular boundaries.

CLAREMONT EVALUATION CENTER

Through the Claremont Evaluation Center (CEC), CGU has been providing high-quality evaluation services to more than 160 organizations in the local and international communities for the past 17 years. Directed by Stewart I. Donaldson, CEC is the nation's leading institute for evaluation training, research, and consulting.

CLAREMONT EVALUATION CENTER-NEW YORK

Established in 2016, Claremont Evaluation Center–New York (CEC-NY) helps global leaders develop the analytic and evaluative thinking skills necessary to better achieve the UN's Sustainable Development Goals. Directed by Deborah Rugg, the center uses modern and customized training methods to provide comprehensive support for international efforts focused on the SDGs.

The 2030 Agenda

The 2030 Agenda for Sustainable Development is an unprecedented global endeavor that requires transformative leadership and a bold new approach.

The agenda recognizes the critical role evaluation will play in achieving the 17 Sustainable Development Goals (SDGs), and will require efforts to strengthen evaluation practices around the globe, including performance-based, system-based, equity-based and human-rights-based approaches.

"We must ensure the SDGs help transform the lives of people around the world. Words must be turned into impactful action. This will not happen without accountability, evaluation and learning."

UN Deputy Secretary-General Amina Mohammed

EXECUTIVE LEADERSHIP PROGRAM IN EVALUATION

The Executive Leadership Program in Evaluation and the Sustainable Development Goals (ELPE) is a certificate training program designed to build the leadership and evaluation skills needed to support nations' efforts to meet the SDGs. The program targets established and aspiring leaders from government, intergovernmental organizations and the United Nations, as well as from nongovernmental organizations and the private sector.

The ELPE includes a series of e-learning modules and skills development workshops delivered over five days in New York. The fee-based program will lead to a certificate awarded by CGU and UNITAR.

Topics covered include:

- Ethical, human rights, equity, and gender issues.
- Communication and advocacy skills.
- Leadership skills, including visioning, strategy and planning.
- The development of a comprehensive SDG evaluation framework, policy and capacity-building plan.
- Evaluative, analytic and systems thinking.
- An overview of evaluation methods, both quantitative and qualitative.
- Key issues for national evaluation agendas in the SDG era.

ELPE LEARNING OBJECTIVES

After completing the program, participant will be able to:

- Describe the role and importance of evaluation and impact pathways in the public and private sectors in achieving the SDGs.
- Identify the main challenges in each SDG area, and the key linkages between the goals.
- Analyze options in terms of public and private sector strategy, financing and means of implementation.
- Identify methods and implement good practices in SDG-responsive evaluations, including systems-thinking, human rights, equity and gender-sensitive evaluation.
- Promote the attainment of the SDGs through strategic leadership and evaluation.
- Develop national evaluation agendas that reflect critical priorities.
- Commission evaluations and under-stand how to apply the results to inform the decision-making process.

The program consists of a creative blend of online and face-to-face instruction, with follow-up coaching provided to learners on an individualized basis.

During the first four weeks, the Introduction to the 2030 Agenda is delivered online. The course is based on contributions from 22 parts of the United Nations family and consists of six interactive modules that cover the origins of the 2030 Agenda and the important role that evaluation will play. Each of the six modules measures learning using an objective knowledge assessment, and discussion forums are integrated into the course to promote interaction and exchanges among participants and course moderators.

Participants then gather in New York for the program's residential component and actively take part in a series of mini-workshops with renowned faculty from CGU. During the week, they also identify an assignment or mini-project on which they will work as a follow-up to apply their knowledge and skills.

Online Learning: Introduction to the 2030 Agenda → Face-to-Face Skills Development: Leadership Skills for Evaluation of the SDGs → Follow-Up Project With Individualized Faculty Coaching

"Our goal is to develop leaders who can transform the world through evaluative thinking."

Deborah Rugg,
Executive Director of CEC-NY

Program Components

Online: Introduction to the 2030 Agenda

MODULE 1

Introduction to the Post-2015 Process and the Origins of the 2030 Agenda

This module details the origins and development of the 2030 Agenda and its relation to the Millennium Development Goals (MDGs), and explains the holistic and inclusive nature of the new agenda.

MODULE 2

From the MDGs to the 2030 Agenda: A Call for Transformative Action

This module discusses key principles and concepts of the 2030 Agenda by highlighting key differences with the MDGs. It explains the agenda's implications for national policy-making.

MODULE 3

Sustainable Development Goals: Policy Integration and Synergies

This module covers the SDGs and their global indicator framework, both individually and how they interact. It offers background on the major challenges and policy recommendations of the Open Working Group on the SDGs.

MODULE 4

Leveraging Resources and Partnerships: Implementing the 2030 Agenda

This module covers options for financing the SDGs and the key role of partnerships. It details policies, technology, international trade and global economic governance regimes, and the evolution of the global partnership.

MODULE 5

Follow-up, Review, and Data for the 2030 Agenda

This module introduces the follow-up and review framework for the 2030 Agenda, and discusses the importance of monitoring and evaluation in the implementation of the SDGs.

MODULE 6

Evaluation and the 2030 Agenda

This module examines the intersection of evaluation and the 2030 Agenda, including strategies, critical methods and approaches, and gives examples of monitoring and evaluation systems that integrate the agenda into the systems of individual countries.

Program Components
New York: Face-to-Face Workshops

The Power of Evaluation: A Framework for Success in Achieving the SDGs
Deborah Rugg, PhD

Leaders from all sectors—from government officials and legislators to UN senior officials to private-sector organizations—have to show that their policies are making a difference for the citizens they are trying to reach and serve. Evaluation offers a systematic way to understand issues and perspectives, and uses evidence to explore the implications of different types of strategies and actions.

This workshop will provide an introductory understanding of:

- The difference between project-based performance evaluation and "systems- thinking" evaluation approaches.
- How evaluation turns "facts" into a "story," and "story" into a "compelling argument."
- The essential role of evaluation in determining impact and learning how and why things work or don't work, and ways to improve.

Navigating the Leadership Labyrinth
Michelle Bligh, PhD

As an area of study, leadership is a very complicated and elusive subject to understand and explain, making it ideally suited to approach from different disciplines and perspectives. Leadership is more than just a collection of tools and tips, or even skills and competencies; the essence of an individual's leadership is fundamentally shaped by her or his values, philosophies, and beliefs.

In this workshop, we will examine:

- The leadership labyrinth—the various challenges and opportunities that uniquely face each individual rooted in gender, race, ethnicity, age, class, citizenship, ability, and experience.
- How to define effective leadership, and how can you develop your identity both as a leader and as a proactive follower.
- How to develop inclusive leadership abilities to respond to the new challenges and changing demands of a global world.
- What successful 21st-century leadership looks like, drawing on theories of philosophy and ethics, charismatic and transformational leadership, and followership.

Evaluation as a Leadership Function
Michael Quinn Patton, PhD

Critical evaluative thinking involves strategic engagement, contextual analysis, situational responsiveness, understanding complex dynamic systems, questioning assumptions, grounding action in evidence, and distinguishing opinions from findings. Evaluative thinking is the foundation for effective leadership that is reality-testing, results-oriented, and learning-focused. Effective leaders have a thirst for knowledge, are not afraid to find out what's really going on, and act based on rigorous strategic analysis.

This workshop will cover the four functions of effective leadership:

- Creating and nurturing a results-oriented, reality-testing, learning-focused culture.
- Leading in deciding what outcomes to commit to and hold yourselves accountable for.
- Making the measurement of outcomes thoughtful, meaningful, and credible.
- Using the results—and modeling for others the serious use of results.

Leadership for Transformative Change in the SDG Era
Michael Quinn Patton, PhD

We inhabit a world in which an increasing sense of urgency calls for transformational change. The compelling vision represented by the SDGs, the latest data on accelerating climate change, and the global problems that transcend national borders are challenges that require new ways of thinking, acting, and evaluating. Slow, incremental change is not sufficient.

But how do we evaluate change? Evaluators are now involved at the front end, participating in the design of initiatives, bringing to bear accumulated knowledge about what works and what doesn't, and ensuring that evaluative thinking is built in from the beginning.

This workshop will examine:

- Program context (e.g., stakeholders, politics, theories of change).
- Dimensions of transformative change that constitute an evaluation framework.

Differences in Evaluation Agendas Between the Global South and North in the SDG Era
Zenda Ofir, PhD

"Developed" is no longer seen as a stage that has been reached by some countries and that other countries should strive to achieve. The 2030 Agenda emphasizes a more complex reality: All countries share responsibility for development. They do so within the principle of common but differentiated responsibilities, and the need to respect different national realities, priorities, capacities and levels of development. Yet stark differences remain between the Global South and the Global North. This situation compels us to examine the implications for national development as well as evaluation agendas. Past mistakes have to be avoided, and issues such as development trajectories, policy coherence, the role of culture, resilience, and sustainability need to be considered.

This session will therefore consider the following, with special reference to the Global South:

- Imperatives for national evaluation agendas.
- Innovation in practice: What would evaluation have looked like if invented "here"?
- Implications for our evaluation criteria and questions.

Equity and Responsiveness in Monitoring and Evaluation
Katrina Bledsoe, PhD

Monitoring and evaluation are key components to understanding the unique factors that influence policies, programs, governments, and societies. They are also tools that can be used to ensure equity and cultural responsiveness. Equitable and responsive evaluation focuses on who should be involved in decision-making; what questions should be asked and understanding how these questions are contextually grounded; what indicators are most representative of the context; what kinds of data will ensure a more accurate assessment; and in what manner data should be analyzed to enable all voices to be heard.

This workshop will examine:

- What is meant by equity and responsiveness.
- Developing questions with an eye towards equity.
- Developing context-appropriate indicators of progress and success.
- Collecting and analyzing data so that it is representative of the myriad of groups that policies and programs cover.
- Becoming a savvy consumer of evaluation.

Framing the Right Questions and Picking the Right Approach: An Overview
Tarek Azzam, PhD

Every time we try something new, we often ask ourselves, "Is it better? What makes it good? What is its value? What impact is it having?" These are common questions that are often used to evaluate anything, from small interventions to large-scale policies. The identification of the most important questions in evaluation is the most important first step in

the design process, because it forms the foundation of a useful, credible, and rigorous evaluation. It is important to make sure the questions are driving the choice of methods, and not the other way around.

Once questions have been identified then the evaluation must integrate three facets that impact the design:

- Program context (e.g., stakeholders, politics, maturity of the program, complexity of the program, etc.);
- Evaluators (e.g., level of expertise, theoretical perspectives, competency, etc.);
- Evaluation methods (e.g., type of design, interviews, surveys, case studies, RCTs, etc.).

Behind the Scenes: Updates From UN Agency Evaluation Units
UN Agency Representatives

This session provides the latest insights on the conducting of evaluations globally and at the country level by key units among the UN agencies in New York. Discussions will include the latest findings of what is and isn't working under the SDG framework as well as challenges these agencies are facing. In addition, this session incorporates opportunities for question and answer with representatives from United Nations Development Program (UNDP), United Nations Children's Fund (UNICEF), United Nations Population Fund (UNFPA), UN Women, United Nations Department of Economic and Social Affairs (UN DESA), and United Nations Office of Internal Oversight Services (UN OIOS).

An Introduction to Social Impact Measurement: The Role of Evaluation in Private-Sector Organizations with Social Missions
John Gargani, PhD

Increasingly, private-sector companies are working to advance the public good. They may be called social enterprises, impact investors, or sustainable corporations. This is a critical trend—the success of the SDGs and the Paris agreement on climate change depends heavily on the participation of the private sector. However, evaluation of their efforts remains a challenge. Companies often engage in social impact measurement, a form of evaluation that incorporates tools, approaches, and theories adapted from finance and management.

In this workshop, our discussion will be grounded in theories and frameworks that will help you understand the role of evaluation in this important area. We'll learn about:

- The variety of private-sector actors with social missions, and the contexts in which they work.
- The concept of impact, how it varies, and its relationship to evaluation methods.
- Common standards and frameworks for measuring impact.
- Methods that combine financial analysis and impact measurement, such as social return, on investment.
- Corporate impact reports and how to interpret them.

Follow-Up Project

This project will be introduced to participants at the end of the online segment and then defined during the New York segment. The objective of the project, which will include a month of individualized coaching and mentoring from program faculty and moderators, is to apply the knowledge and skills gained through the training. Projects might include developing terms of reference for evaluating programs related to the SDGs, or developing and implementing an action plan to help a country evaluate progress toward SDGs.

2017-18 ELPE SCHEDULE

Nov 13 – Dec 15, 2017 (5 hours weekly)	Introduction to the 2030 Agenda	Moderators
Jan 15, 2018 9:00 am – 10:30 am 10:45 am – 12:45 pm 2:00 pm – 5:30 pm	Welcome and Introduction The Power of Evaluation: A Framework for Success in Achieving the SDGs Navigating the Leadership Labyrinth	CEC-NY Team Deborah Rugg Michelle Bligh
Jan 16, 2018 9:00 am – 12:45 pm	Evaluation as a Leadership Function	Michael Quinn Patton
Jan 16, 2018 2:00 pm – 5:30 pm	Leadership for Transformative Change in the SDG Era	Michael Quinn Patton
Jan 17, 2018 9:00 am – 12:45 pm	Differences in Evaluation Agendas Between the Global South and North in the SDG Era	Zenda Ofir
Jan 17, 2018 2:00 pm – 5:30 pm	Equity and Responsiveness in Monitoring and Evaluation	Katrina Bledsoe
Jan 18, 2018 9:00 am – 12:45 pm	Framing the Right Questions and Picking the Right Approach: An Overview	Tarek Azzam
Jan 18, 2018 2:00 pm – 5:30 pm	Behind the Scenes: Updates From UN Agency Evaluation Units	UNDP, UNICEF, UNFPA, UN Women, UN DESA, UN OIOS
Jan 19, 2018 9:00 am – 12:45 pm	The Role of Evaluation in the Private Sector and Social Impact Investment Under the SDG Agenda	John Gargani
Jan 19, 2018 2:00 pm – 5:30 pm	Pulling It All Together: Lessons Learned and Follow-Up Planning for Faculty Coaching and Certification	Stewart Donaldson and Deborah Rugg
Jan 22 – Feb 28, 2018	Follow-Up Project With Individualized Faculty Coaching	Faculty and Moderators

People

Deborah Rugg, Program Co-Director and Faculty

Deborah Rugg, PhD, is the executive director of the Clare-mont Evaluation Center – New York (CEC-NY). She is the former chair of the UN Evaluation Group (UNEG) and former director of the Inspection & Evaluation Division, UN Secretar-iat. She was the senior evaluation adviser to the UN during the final negotiations of the 2030 Agenda. As a health psychologist, epidemiologist and evaluation director at CDC and UNAIDS, she spent 30 years evaluating AIDS prevention programs in more than 100 countries. In 2014, she shepherd-ed the first standalone UN Resolution 69/237 on building country-level evaluation capacity. She also serves on the Executive Board of the American Evaluation Association.

Brook Boyer, Program Co-Director

Brook Boyer, PhD, has some 22 years of experience in the fields of program management, strategic planning, performance measurement, monitoring and evaluation, and training and research, with the past 15 years spent working for United Nations organizations. Since 2009, he has managed the Planning, Performance and Results Section of the United Nations Institute for Training and Research (UNITAR). He was affiliated with the United Nations University (1999-2000) and the United Nations Economic and Social Commission for Asia and the Pacific (2000). He is also the United Nations Evaluation Group (UNEG) Head at UNITAR.

Dorothy Lucks, Online Moderator

Dorothy Lucks, PhD, has over 20 years of experience in strategic sustainable development and evaluation, covering project, program, institutional and thematic evaluations. She is the executive director of SDF Global Pty. Ltd., a company that conducts strategic and evaluative work worldwide. She is a board member of the International Organization for Cooperation in Evaluation (IOCE) and is co-chair of the EVALSDGs Network, a network of policy makers, institutions and practitioners who advocate for the evaluability of the performance indicators of the SDGs and support processes to integrate evaluation into national and global review systems.

Zenda Ofir, Online Moderator and Faculty

Zenda Ofir, PhD, is an independent international evaluator from South Africa. She has conducted local to global-level assignments in 40 countries across Africa and Asia, and has provided advice on development evaluation policy and strategy to the UN and other international organizations across the world. She is a former President of the African Evaluation Association (AfrEA), former vice president of the International Organization for Cooperation in Evaluation (IOCE) and former American Evaluation Association (AEA) Board member. Since 2014, she has held an honorary profes-sorship attached to Stellenbosch University in South Africa.

Elena Proden, Online Moderator

Elena Proden, PhD, is a specialist in the Capacity for the 2030 Agenda area at UNITAR. She is currently working on the design and delivery of training projects and tools to support implementation of the SDGs. She also provides methodological support for running these tools at regional and country level, with a geographical focus primarily in Africa, EECCA (Eastern Europe, Caucasus and Central Asia) region, and Asia, and organizes learning sessions for the UN High-level Political Forum on Sustainable Development. She has also been carrying out research and analysis in the area of development, including public policies, regional and international cooperation, and sustainability issues.

Tarek Azzam, Faculty

Tarek Azzam, PhD, is director of The Evaluators' Institute and associate professor in the Division of Behavioral & Organizational Sciences at Claremont Graduate University. His research focuses on developing new methods suited for real world evaluations. These methods attempt to address some of the logistical, political, and technical challenges that evaluators commonly face in practice. His work aims to improve the rigor and credibility of evaluations and increase its potential impact on programs and policies.

Katrina Bledsoe, Faculty

Katrina L. Bledsoe, PhD, is principal consultant at Katrina Bledsoe Consulting, and a research scientist at Education Development Center. She is a trained evaluator, mixed methodologist and social psychologist with more than 20 years of experience in local, state and federal government. Her expertise is in community-based education and social services evaluation, research innovation, applied social psychology and cultural contexts. She is now applying these skills in community settings in Kenya.

Michelle Bligh, Faculty

Michelle Bligh, PhD, is the dean of the School of Social Science, Policy & Evaluation, and a professor of organizational behavior and leadership at Claremont Graduate University. From 2014 to 2016 she served as professor of organizational behavior and leadership at NEOMA Business School in France, where she was co-founder and academic director of the Center for Leadership and Organisational Effectiveness (CLEO). Her experience focuses on organizational culture and the role of leaders in influencing change, integration, and mergers in corporate cultures, particularly in international settings.

Stewart I. Donaldson, Faculty

Stewart I. Donaldson, PhD, is executive director of the Claremont Evaluation Center, and professor of psychology and community and global health at Claremont Graduate University. He has authored or co-authored 15 books and more than 200 evaluation reports, scientific journal articles, and chapters. In 2013, he was awarded one of the highest honors in the Evaluation Profession, the Paul F. Lazarsfeld Evaluation Theory Award for sustained lifetime written contributions to the advancement of evaluation theory.

John Gargani, Faculty

John Gargani, PhD, is past president and secretary of the American Evaluation Association. He and his staff at Gargani + Company Inc. work with organizations of every type to measure their social impacts, design innovative solutions to social and environmental problems, and evaluate their effectiveness and efficiency. He holds three graduate degrees— a PhD in education from the University of California, Berkeley, where he studied measurement and evaluation; an MBA from the Wharton School of the University of Pennsylvania; and an MS in statistics from New York University's Stern School of Business.

Michael Quinn Patton, Faculty

Michael Quinn Patton, PhD, directs an organizational development and evaluation consulting business, Utilization-Focused Evaluation. He has 45 years of evaluation experience working at local, state, national, and international levels with programs and interventions of all kinds, including leadership development and evaluation. He has authored eight major evaluation books, including 4th editions of Utilization-Focused Evaluation (2008) and Qualitative Research and Evaluation Methods (2015). He is now advancing the need for developmental evaluation and works extensively around the world.

Apply Now

Interested individuals should complete and submit the online ELPE application. The deadline is Oct. 20, 2017.

The ELPE is a tuition-based, comprehensive learning program. The tuition is $6,000 USD; travel to and accommodation in New York is not included. Efforts are under way to offer a limited number of full or partial scholarships, which would be awarded on a competitive basis to eligible applicants from developing countries.

COST
Fee: $6,000

WHAT'S INCLUDED
- Four-week online course
- Five-day face-to-face workshops in New York
- Four-week follow-up project and personalized online coaching

CERTIFICATES
Participants who successfully complete the online course, attend the New York residential week and engage in the follow-up project will be awarded a certificate of completion by CGU and UNITAR.

TECHNICAL REQUIREMENTS FOR ONLINE COURSE

Browser: Works best with Firefox 3.6 or higher; compatible with Google Chrome. Internet Explorer not recommended. Javascript and cookies must be enabled.

Software: Adobe Acrobat Reader, Adobe Flash Player, and Microsoft Office or Open Office.

Platform: Windows 95, 98, 2000, NT, ME, XP or higher; MacOS 9 or MacOS X or higher.

Hardware: 64 MB of RAM, 1 GB of free disk space; 56K modem.

Register online at unitar.org/event.

unitar.org/event/full-catalog/executive-leadership-programme-evaluation-and-sustainable-development-goals

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