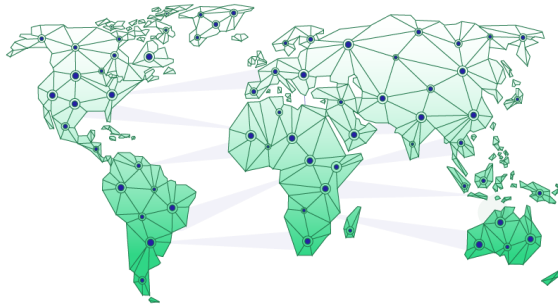## Summary Report

Using Evidence to Improve Policy Implementation
A Peer Learning Workshop for Government Policymakers
July 23-25, 2018 | Nairobi, Kenya

RESULTS FOR ALL

A global initiative dedicated to helping policymakers demand and use the evidence they need to improve the lives of citizens

Foreword and Acknowledgements

Over the last two years, Results for All has been engaged in research to understand how governments across the globe are building practices to support the routine use of evidence in decision making. We began our work with a landscape review of mechanisms – practices, processes, and policies – governments are creating to integrate and embed evidence use in policymaking. We are encouraged by and optimistic about the 100+ mechanisms we identified, and the commitment to using evidence they herald. Many of the mechanisms are newly introduced in the last five to seven years, and have limited reach for reasons that range from a lack of resources to weak demand for evidence from policymakers and an absence of incentives that motivate the use of evidence in policymaking. As a global initiative dedicated to helping policymakers demand and use the evidence they need to improve the lives of citizens, Results for All is committed to accelerating the spread of good practices and creating a strong foundation for evidence use in government.

The "Using Evidence to Improve Policy Implementation" peer learning workshop held on July 23-25 in Nairobi, Kenya grew out of this research and the many consultations we have had with policymakers and other partners, focused on exploring whether a network or other type of platform targeted specifically to policymakers could help to strengthen and spread evidence practices in government, and importantly, improve outcomes for citizens. Policymakers told us over and over that beyond policy formulation, one of the biggest challenges they face is policy implementation – translating policy goals into action on the ground. Weak policy implementation can mean that family planning services fail to reach women in disadvantaged communities, children are not supported in their learning, or that women and children continue to fall victim to violence at unacceptably high rates. In short, it can result in devastating consequences for citizens. The link between effective policy implementation and the delivery of essential services to citizens deserves prominent attention in the policy agenda. It also suggests a critical need to closely examine the bottlenecks and barriers that impede effective implementation, and offers a window of opportunity for exploring evidence as a tool to address these challenges.

Using implementation as a concept for the workshop, we issued a call for applications from government policymakers who were committed to exploring opportunities for using evidence to improve translation of policy to action, and engaging on these issues with a community of peers. We hypothesized that regardless of the sector in which policies were being implemented, the issues they were trying to address or the country context, policymakers would be united by common challenges and experiences in using evidence to improve policy implementation. We also expected policymakers to be drawn to the opportunity to interact with government peers from different contexts – to both share their experiences and learn from others.

We received over 55 team applications to participate in the workshop, from 21 countries in Asia, Africa, and Latin America. Applications covered a range of government ministries, departments, and agencies, and provided a window into the common policy implementation challenges faced by governments across the Global South. We selected ten teams from nine countries, listed below, on the basis of the strength of their application and the composition of their team, with an

aim of achieving a balance of social policies with some comparable policy problems and implementation challenges.

- **Chile:** The Ministry of Education Directorate of Public Education and The Education Quality Assurance Agency
- **Ghana:** The Environmental Protection Agency, The Ministry of Environment, Science, Technology and Innovation, and Zoomlion Ghana
- **Kenya:** The Public Service Commission, The National Council for Population and Development (NCPD), and The Ministry of Health National AIDS & STI Control Program (NASCOP)
- **Malawi:** The Ministry of Gender, Children, Disability and Social Welfare and The Ministry of Finance, Economic Planning and Development
- **Mexico:** The National Council for Education Development (CONAFE) and The National Council for the Evaluation of Social Development Policy (CONEVAL)
- **Nigeria:** The Federal Ministry of Science and Technology and Abia State Government
- **Rwanda:** The Ministry of Health and The Rwanda Biomedical Center
- **South Africa:** The Department of Social Development, The Department of Planning, Monitoring and Evaluation, and UNICEF
- **Uganda:** The Office of the President, The Cabinet Secretariat, and The Ministry of Finance, Planning and Economic Development

The workshop provided an opportunity for the teams of policymakers to interact with researchers, civil society members, and funding partners, and discuss how to collaborate to address common implementation challenges. Sessions explored the use of administrative data to inform policy implementation; the elements of an evaluative culture in government; the role of research in policy implementation and the importance of building partnerships with the research community; and how to collect and harness data from citizens to inform policy, among other topics summarized in later sections of this summary report. A recap video and short interviews with several participants are available [here](#).

We have heard from participants and partners that the workshop was a resounding success. In particular, we are encouraged by the overwhelming interest in continued engagement to jointly develop tools, guidelines, and processes to strengthen and govern evidence practices across the many policies and government offices represented at the workshop. And we are inspired that participants want to stay connected to a larger community of evidence champions.

We would like to use this opportunity to thank the participating government teams for their support in preparing for the workshop, engagement throughout the workshop, and continued collaboration after the workshop's conclusion. You are true evidence champions! Thank you also to AFIDEP, IDinsight, and other partners and facilitators for your thought leadership and willingness to be a part of this conversation. Finally, we want to thank our partners at the Hewlett Foundation for their continued support, and for encouraging us to engage deeply on evidence use in policymaking.

Results for All, August 2018

Table of Contents
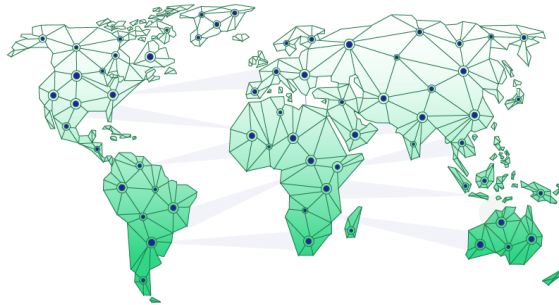
Using Evidence to Improve Policy Implementation
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Click to skip to a specific section.

Monday, July 23

A Conversation About the Art, Science, and Morality of Using Evidence for Policymaking

Speaker: Bitange Ndemo, Former Permanent Secretary, Ministry of Information and Communication, Kenya

Facilitator: Eliya Zulu, Executive Director, African Institute for Development Policy (AFIDEP)

Mr. Ndemo opened the conversation with a brief mention of an article he and written about a recent trip to Côte d'Ivoire, where he asked African Development Bank Staff whether member countries knew about the five development priorities they were championing: Light Up and Power Africa; Feed Africa; Industrialize Africa; Integrate Africa; and Improve the Quality of Life for the African People. When staff indicated some uncertainty, he followed up with a question inquiring about the implementation of these priorities in countries and used the opportunity to highlight the **common disconnect between policies that are developed at a high-level, too often by consultants, and the translation of these policies to implementable programs.**

Mr. Ndemo went on to describe his experience with using evidence in his role as Permanent Secretary in the Ministry of Information and Communication, to inform the policies that have transformed Kenya into a hub for innovation in information and communications technologies. He drew attention to the value of taking a participatory approach to building buy-in and ensuring policymakers fully understand an issue and its proposed policy solution, but also noted the challenge of consolidating varying perspectives. He commented additionally on the importance of **understanding the legal context in which policies are formulated**, specifically on the information that parliament needs and how it makes decisions.

When asked to speak about the type of evidence he used to justify investments in information and communications infrastructure such as undersea cables, Mr. Ndemo responded that he always had ready access to the relevant data needed to inform information and communication policies, including lessons learned from countries such as India and the Philippines, and emphasized the importance of advance preparation to ensure facts informed policy discussions. When probed further about his process for accessing and using this data, Mr. Ndemo described a personal level of involvement and interest in the research process that stemmed from his background in academia. He was also committed to ensuring that the President and others around him had read and fully understood the research. He shared that his history in academia offered a safe fallback career that allowed him to take risks, underscoring that if civil servants are not confident that a solution will work, they are not likely to take risks. As Permanent Secretary, **his sense of job security allowed him to take risks with Kenya's mobile-phone based**

money transfer system M-pesa, undersea fiber optics, and big data, among other innovations.

"One point I want to clarify is that I had insurance that allowed me to take risks. If I was fired, I would go back to the university. Most senior civil servants who have nowhere to go, won't take risks, they can't take risks."

Mr. Ndemo described himself as a big data evangelist and believes large companies should openly and freely share their data for government to analyze and use for the benefit of citizens. Although private companies and government are generating a lot of data, **governments do not have easy or ready access to this information, and are thus unable to benefit from it to the extent that they can and should.** He also described the need for strengthening what he called a triple helix partnership between government, academia, and the private sector to improve access to information, especially big data. Several initiatives are underway in Kenya to promote these partnerships which are already strong in the Global North. As an example of how these partnerships could help, he pointed to the fact that Kenya's open data portal had not been updated since 2011.

In closing, Mr. Ndemo emphasized that he did not see a particular need for innovation or capacity building to drive evidence use. Instead, he sees a broad value in using evidence to inform decision making as the most important missing element from the current discourse on evidence use. **He stressed the importance of shifting assumptions and changing the culture of evidence use in government – to focus on asking the right questions and demanding information to answer these questions**.

"We must urge our governments to free data that is rotting, that is not being used for anything."

Points for Reflection:
→ A major barrier to evidence-informed policymaking in government is the assumption policymakers have about finding and using data in decision making. What can we do to shift these assumptions? Another important barrier is the fear taking risks and failure. How can we create incentives to encourage a learning culture in government?

In the next activity, teams had the opportunity to introduce themselves to each other using a photo they selected that visually represented their policy implementation process and state of evidence use. After using the photos to open conversations as they walked around the room, several teams then chose a representative to summarize why they chose their photo and what it meant in front of the whole group.

Dr. Oronje presented different theoretical frameworks that can be used to explore how evidence fits into the policy process and the reality of policymaking in different settings. She began by noting how our understanding of the policy process has shifted from early theoretical frameworks that identified linear steps, to a general consensus that **policymaking is in fact complex, messy, influenced by many factors, and shaped by different actors.** Some of the ways in which evidence can enter the policy process include advocacy efforts, social networks, and interaction; slowly and incrementally without any fundamental policy change; and politically or tactically to justify a particular position. Dr. Oronje used Kingdom's policy window model to describe why some issues are considered in the policy process and others are not. The model makes the case that an alignment of problem, policy solution, and political willingness are important for ensuring evidence is considered in the policy agenda. Dr. Oronje also described the ODI Rapid Framework model which identifies four broad influencing factors in the research to policy link: political context; evidence; networks and partnerships; and external factors. The IDS KNOTS Model uses the

intersections between a policy narrative that helps to define a problem; the networks and communities that help to spread these narratives; and the politics and interests that surround a policy to identify policy windows or opportunities for policy change.

Dr. Oronje concluded her presentation by noting that while theories for describing how evidence fits into the policy process abound, the policy community has limited understanding of implementation beyond thinking of it in terms of a top down, bottom up, or hybrid approach. These approaches do not necessarily inform whether a policy will succeed or not. Further, **most of the research on policy implementation is drawn from resource-rich countries, drawing attention to the need for more work to understand the factors that influence policy implementation in the Global South, in particular the role that evidence can play in addressing key bottlenecks and challenges.**

Workshop participants spent some time at the end of the session working through a checklist of models to help them characterize the reality of their policy implementation challenge.

Points for Reflection:

→ Policy implementation challenges can occur due to a range of factors, including unclear policy goals and outcomes; an absence of political support or financial resources; missing or weak evidence on the effectiveness of an intervention; inadequate skills or motivation among public officials tasked with frontline service delivery; and incorrect assumptions about human behavior and local needs. Addressing these implementation challenges requires a variety of evidence: evidence on how to mobilize political and financial support for the policy; evidence on whether the policy has worked elsewhere and under what conditions; evidence on how to enable and incentivize frontline staff to best implement and track the policy; and evidence from local stakeholders to best tailor the policy to their context and needs.

→ What types of tools or process can help governments take a systematic and structured approach to using evidence to bridge the gap between policy design and implementation?

Policy Implementation Challenges: Team Lightning Talks

Facilitator: Violet Murunga, Senior Knowledge Translation Officer, AFIDEP

Each participating team had five minutes to describe the policies they are implementing, with a specific focus on challenges, good practices, and key accomplishments in using evidence to improve implementation. A small sampling of the challenges and successes shared by each team is briefly summarized below. For more details see the policy briefs developed in partnership with the participating teams. Appendix B includes a summary of the briefs.

Points for Reflection:
→ What is needed to ensure policymakers are making good use of the evidence they are producing in their work?
→ How can government offices create strong foundational practices for evidence use to improve policy implementation? What types of people, processes, and policies can help facilitate evidence use in implementation, regardless of the policy issue?
→ What core criteria should inform the architecture for strong data and evaluation systems, research partnerships, citizen engagement?

Using Administrative Data for Monitoring and Evaluating Policy Implementation

Speakers:
Ebenezer Appah-Sampong, Deputy Executive Director, Environmental Protection Agency, Ghana
Geoffrey Kumwenda, Economist, Social Protection Department, Ministry of Finance, Economic Planning and Development, Malawi

Facilitator: Chris Chibwana, Southern Africa Regional Director, IDinsight

Mr. Chibwana introduced the session with an overview presentation highlighting challenges and opportunities for using administrative data – data that are generated by programs – to inform insights and improve policy implementation. He drew on practical experiences to highlight the challenge and promise of using administrative data, sometimes referred to as monitoring data, to inform decisions and improve service delivery. He noted that timely, quality, and relevant administrative data had the potential to signal problems in policy implementation, suggest course corrections, and offer useful insights when shared across multiple programs.

Mr. Chibwana noted that despite this potential, the promise of administrative data is often not realized, for reasons such as:

- **Misaligned incentives** – for example, when the objective for collecting data is to secure more resources for a particular region or district, rather than improve overall program impact.

- **Limited access to data** – data that are stored in paper form are hard to consolidate across multiple offices. When collecting, validating, and reviewing the data regularly become too time- or labor-intensive, there is a greater chance for a lag in updates or for data collection to stop entirely.
- **Presentation of data** – how we package and communicate results from data analysis impacts the usefulness of the data.
- **High turnover of staff responsible for data management** – it is limiting to build a system where only one person fully understands the data that are being collected. When a staff member leaves because of a better opportunity at UNICEF a whole program can collapse!
- **Lack of a culture of using evidence in decision making** – if the practice is to base decisions on gut feeling or instinct, attention will not be given to building a process for collecting, validating, and using data in a timely manner.

"Data goes up, it defies gravity, it stays up there…How can we use this data both at the top as well as with that frontline health worker who is involved in collecting the data?"

To jump start using administrative data to inform decisions, Mr. Chibwana advised participants to explore challenges they face in using data and to identify quick wins to demonstrate the value and potential of the data that they are generating. He described IDinsight's work with Zambia's Social Cash Transfer program, to analyze program data and assess how well targeting mechanisms were working. The analysis was completed in a short three months and generated useful insights about the geographic dispersion of the cash transfer program that was presented in an easy-to-understand format to decision makers. Mr. Chibwana also described a partnership with the Ministry of Health in Zambia to improve health facility deliveries for women. The Ministry had examined program data that showed women were delivering in health facilities at low rates. Using this finding, they worked with IDinsight to determine if low cost mama kits (a small package of childcare materials such as clothing or blankets) would offer an incentive for women to deliver in health facilities. They found that the facilities offering the kits had a 42% higher delivery rate.

Other pointers for jumpstarting a culture of evidence use include:
- Begin with an **understanding of why you are collecting the data**.
- Less is more – you can't measure everything. **Prioritize the indicators you need** to achieve your policy or program outcomes.

- **Keep data collection instruments simple**. Challenging instruments that data collectors don't know how to use will frustrate them and result in lower quality data.
- **Presentation is key** – don't simply present data in a table, use visual tools such as maps, graphs, and pie charts.

"Make the data appealing so that you can capture the attention of whoever is supposed to make the decision."

The session ended with a short film about the use of administrative data to identify and resolve bottlenecks in the completion of infrastructure projects in Ghana.

Highlights from Q&A with Panelists:

Q: What is the process of getting data from the field and the offices you interact with?
→ Mr. Appah-Sampong: We have a focal person for each of the institutions we interact with. They collect the data and interact with the coordinator in our office who then produces a report. We recognize that data collection needs to be considered at the outset of implementation and this is not something we have done in our current implementation plan. This is an area we plan to re-examine going forward. And while it is useful to have the focal person in participating institutions, the challenge is that you are now relying heavily on the coordinator and his team.
→ Mr. Kumwenda: For our partners to send in their data on time they need to be heavily motivated. To address the issue of high turnover in our districts we have now developed district coordination guidelines to ensure continuity in data collection efforts.

Q: What variables do you use to determine whether you have achieved your program goals?
→ Mr. Appah-Sampong: In our case we did not plan for data collection and this this now something we need to revisit. It is important to define these variables upfront. Even though we had broad objectives for our program, we did not clearly articulate our results framework, and ask for example, about the efficiency gains of separating waste products.

Q: How do you collate administrative data into policy?
→ Mr. Appah-Sampong: Administrative data alone are not enough. It can show you gaps but you need to do more in-depth studies to understand what works – who benefited and who lost out. It is a bit tricky to base policy on administrative data.

Points for Reflection:
→ What can governments do to create a strong foundation for using administrative data?
→ What policies or practices could help to improve the quality of data?
→ What types of incentives can be put in place to promote use of administrative data?
→ What can be done to shift the assumptions of program staff who think collecting data is too difficult or costly?

Building an Evaluative Culture to Support Policy Implementation

Speakers:
Osmar Medina, Director of Impact Evaluations, CONEVAL, and C. Gladys Barrios, Director of Community Education and Social Inclusion, CONAFE, Mexico
Matodzi Amisi, Director of Evaluations, Department of Planning, Monitoring and Evaluation, and Sinah Moruane, Child Protection Specialist, UNICEF South Africa
Patricio Leiva, Chief of the Economic and Financial Affairs Division, Directorate of Public Education, Ministry of Education, and Raúl Chacón, Chief of the Design and Development Department, Education Quality Assurance Agency, Chile

Facilitator: Laila Smith, Director, Center for Learning on Evaluation and Results for Anglophone Africa (CLEAR-AA)

Ms. Smith opened the session by making the point that in many African countries, evaluations are largely funded by donors and rarely centralized, limiting the ability of governments to build a repository of evaluations for use in decision making. The three pioneers in establishing national evaluation systems in Africa are Uganda, South Africa, and Benin. Ms. Smith invited the panel and participants to reflect on the way in which centralized evaluation systems interact with line ministries – what works well, what doesn't, and how relationships can be strengthened.

She noted that typically the design of national evaluation systems has been through government-wide monitoring and evaluation systems – with monitoring centralization coming first and followed 6-7 years later by evaluation centralization. The early systems were formed with minimal stakeholder consultation and there are some questions today about whether involving a broad group of key partners could have moved their development further along. **Greater use of evaluations has been observed when a wider group of stakeholders is involved in the evaluation process.**

Next, Ms. Barrios from Mexico shared a short video describing the Mobile Pedagogical Tutors Strategy, which CONAFE plays a lead role in implementing. The Strategy's monitoring and evaluation plan, which was built into program design at the outset, has shielded it from the uncertainties of electoral transitions and inevitable shifts in public administration. Further, the program's strong evidence base has been recognized by OECD, Mexico's national evaluation system CONEVAL, and many others.

Mr. Medina from Mexico's CONEVAL commented on the ways in which the Strategy draws on the monitoring and evaluation plan to inform program improvements. He noted that although the first program impact evaluation in 2011 did not yield significant results, unintended findings suggested a need for more supervision of the program and improved compensation for both supervisors and tutors. A 2014 evaluation found that additional training given to tutors helped to increase students' reading and math performance. The coordinators collect data on student performance and share it electronically with central-level support teams who use the information to develop a personalized learning plan based on individual student needs. This information and guidance on how to deliver the plan is delivered to tutors by WhatsApp or email, providing a platform for feedback in real time.

He highlighted CONEVAL's broad definition of evidence, which not only includes rigorous impact evaluations, but also administrative data and the hand drawn maps that are used to indicate the location of remote, hard to reach tutoring sites, shown to the right.
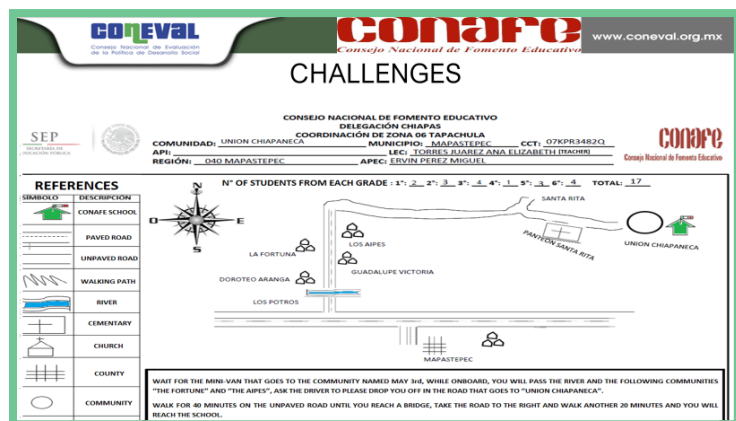
Mr. Medina closed his presentation by emphasizing the **importance of viewing evaluations and findings through different lenses in order to better understand the value of the information being collected for different stakeholder groups** – for example, for implementers the top priority may be program improvement, while politicians may be focused on retaining office.

"You have to see the evaluations and its findings through different lenses...You have to put yourself in the position of the different people, the stakeholders that are going to see this information."

Ms. Amisi, from the Department of Planning, Monitoring and Evaluation in South Africa (DPME), began her presentation by clarifying that despite common perceptions, South Africa is not a rich country. There is a high demand for services and many competing priorities, making it difficult to prioritize activities even when the evidence is clear. DPME was established as a government-wide system to increase access to evidence. **It is designed to be open to learning and to focus on learning together with partner departments.** Furthermore, it is structured as a voluntary system – departments choose to participate. Although DPME is a centralized unit, it works closely with monitoring and evaluation offices and program staff in line ministries and develops guidelines and tools so departments can use evaluations both with and without its support. DPME wants program managers to feel ownership for evaluations, which is why they have not yet legislated evaluations. The emphasis is on learning and on follow-up or translation of evaluation into useful information.

"For evaluations to be used, people have to own it."

Ms. Amisi acknowledged that while South Africa has invested in legislation to address violence against women and children, it has not been enough. There has been no political will to drive change and discipline violent acts. Further, she shared that they were not collecting the right monitoring and evaluation data to fully understand the core issues and improve violence prevention services for women and children. For example, while it is known that some regions have gangs, this is not true across the board. Other regions are plagued by political killings but they do not have the data that would allow them to fully understand these patterns.

Mr. Chacon from the Education Quality Assurance Agency in Chile shared that their focus has been on results and processes – focusing on outcomes of students and conducting large-scale external evaluations. The agency is also using and evaluating different national, regional, and international tests and standards, as well as personal and social development indicators, such as academic self-esteem and motivation, school climate, healthy lifestyle, and gender equality. He acknowledged they are producing a lot of information, which can be a challenge to manage. Mr. Portales, also from Chile, added that an external provider was conducting a baseline evaluation of the education system.

Highlights from Q&A with Panelists:

Q: What measures can you take to ensure evaluation findings are used?

→ Ms. Amisi: The improvement plan is tracked over a 2-year period. We report to the Cabinet of Ministers on the progress the departments are making toward implementing their plan. Once you agree to do an evaluation with DPME you have to follow the system. Because we are located within the Presidency, we have access to Cabinet, which is an incentive for departments to work with us, discuss evaluation findings, and open dialogue about their program with the Cabinet. DPME co-funds the evaluations so the line department must commit to the evaluations and partially fund it.

→ Ms. Amisi: South Africa's evaluation system is not a punitive system, where people do everything they can to hide their mistake from the auditor general. No department would want to do an evaluation if that were the case. Previously, we had an approach that mandated reporting to Parliament. This resulted in Ministries not giving Parliaments access to their data. Now, we take a different approach, one that is not punitive, and that emphasizes learning.

"You want the evaluation system to be about learning, let the criminal justice system do its punitive work."

Points for Reflection:
→ What are the characteristics of an evaluative culture that is focused on learning?
→ What are the current incentives for evidence use in government? What are the disincentives?
→ How can government build an evaluative culture, and how important is the role of leadership?

Tuesday, July 24

Knowledge Translation Strategies for Increasing the Use of Research in Implementation

Speakers:
Terry Kamau, Program Officer, National AIDS and STI Control Program, Ministry of Health, Kenya
Anicet Nzabonimpa, Family Planning Integration Expert, Rwanda Biomedical Center, Ministry of Health, Rwanda

Facilitator: Rhona Mijumbi-Deve, Health Policy Analyst and Knowledge Translation Specialist, African Center for Systematic Reviews and Knowledge Translation, Makerere University, Uganda

Dr. Kamau described the Maisha Maarifa ("Knowledge for Life") Research Hub, a free online resource accessible by anyone, anywhere, to promote evidence-based and high-impact interventions in HIV/AIDS, sexual and reproductive health, and co-morbidities. The hub provides a forum for knowledge sharing between researchers, policymakers, practitioners, and contains a list of ongoing research (to reduce duplication of efforts), published and unpublished research, programmatic reports, policy documents and guidelines, and funding opportunities and

scholarships, and opportunities to disseminate research findings. Dr. Kamau also noted that the hub hosts an interactive discussion forum, communities of practice, and webinars.

Dr. Nzabonimpa spoke about the integrated Reproductive, Maternal, Newborn, Child, and Adolescent Health (RMNCAH) policy that Rwanda is finalizing. The comprehensive policy aims to cut across many sectors and nine ministries to integrate service delivery at the local level, and comes in response to a recent slowdown in the uptake of family planning services and contraceptive use. The policy has various components, including human resources, M&E, education, demand creation, and health systems (including commodities and infrastructure). Dr. Nzabonimpa stressed that policy formulation and implementation depends on collaboration between ministries and research institutions, including IPAR (the Institute of Policy Analysis Rwanda, a government think tank), the National Institute of Statistics of Rwanda under the Ministry of Finance, the University of Rwanda's school of public health, Innovations for Poverty Action (IPA), and the department of research in the Rwanda Biomedical Center.

Highlights from Q&A with Panelists:

Q: How do you ensure that the knowledge translation is not biased and that the process is transparent?
→ Dr. Nzabonimpa: a technical working group with government officials and researchers plan and approve the research to be conducted and discuss how that evidence will be used. In addition to newly commissioned research, Rwanda uses data from the Health Monitoring Information System, which comprises routine service data filled in by trained health workers in the facilities. Periodically, data managers in health facilities and ministries will hold coordination meetings for feedback on how to improve the system in terms of data management and use.
→ Dr. Kamau: before it is uploaded to the Hub, research is approved by regulatory bodies to ensure its quality and reduce conflicts of interest. Hub moderators approve requests to join the discussion forum and moderate the online conversations. Additionally, Hub personnel summarize recent research and highlight its importance in a quarterly publication sent to users and relevant stakeholders. The National AIDS Control Council also organizes forums to promote the use of the Hub.

After the two presentations, Dr. Mijumbi-Deve discussed the necessary components for taking a systematic approach to linking evidence with implementation, summarized briefly below:
- **A positive climate for seeking research funding, incentivizing knowledge translation, and using evidence**.
- A way to **link researchers with implementation teams** to ensure that evidence produced is relevant to the challenges in implementation
- **Regular updates of evidence and systematics reviews** so that evidence is available at the time it is needed for decision making

- **Continuous development** of the relevant research skills
- Synthesis and packaging of research in **accessible repositories** so that it is easy to retrieve and use
- Exchange, partnerships, and collaboration on evidence use and knowledge translation through "knowledge brokers" or evidence champions

"When I say funders, don't just think about external funders – think of yourselves as managers, working in systems with budgets. If we value research and evidence, then we have to put some resources in it."

Dr. Mijumbi-Deve highlighted three models of knowledge translation:
- Model A: producers of evidence *push* knowledge onto users
- Model B: evidence users *pull* knowledge from repositories and clearinghouses (if those are well-categorized, relevant, and up to date) or request knowledge from producers
- Model C: researchers and the intended users co-produce evidence so that it is relevant and timely

She also introduced rapid response units like the service offered by Makerere University, where policymakers can walk in or make a call and ask for evidence on a specific topic contextualized to the local context. She emphasized that **evidence brokers operate between the worlds of research and policy** and can often see the best entrance and timing into the policy arena and exploit those key windows of opportunity to use relevant research to achieve impact.

"In terms of structures, in terms of systems, in terms of behaviors, what is it that we can put in place to ensure that the evidence we generate...is actually taken up to inform implementation?"

Dr. Mijumbi-Deve suggested that for each knowledge strategy (e.g. training, tailored support or rapid response services, targeted communication, repositories, evidence summaries), participants consider the specific outcomes they are looking for, the capacities and constraints they have to sustain that strategy (whether you can actually run and maintain the repository), and what their partners are already doing.

Using Media to Build Buy-In for Policy Implementation

Facilitators: Joy Muraya, Health Journalist, and Rose Oronje, Director, Science Communications & Evidence Uptake, AFIDEP

To open this session, Dr. Oronje explained why policymakers should engage with the media:
- Cohen (1963): "the media may not be successful much of the time in telling people what to think, but it is stunningly successful in telling [people] what to think about"
- The media does shape public opinion, including on government policies and programs, and **policymakers should be active providers and shapers of that information**
- The media will not go away if you do not engage with them: they will write and publish stories no matter what, so it is better to make sure those stories are accurate and include the government's perspective

Dr. Oronje provided the following tips for working with media:
- **Monitor what the media is covering** about your issue, and piggyback on what they are reporting to spread the information you want to share
- **Map relevant journalists**, get to know them, and help them understand your work
- **Create a budget for media engagement**. You may need to do a press briefing, and provide transport for journalists to attend
- Work more closely with you communications office to prepare communications materials and share them with journalists
- **Be strategic** about what you want to achieve and how the media can help. Think about the public debate and how your story fits into it
- Prepare adequately for media interviews, concentrate on conveying a clear, simple, and interesting message, and **do not say "no comment"**

Ms. Muraya followed up with additional reasons for working with media, saying that the media reaches mass audiences, shapes the discourse on public issues, creates a platform for advocacy, holds people accountable, and becomes a voice for the marginalized. She discussed **what the media values**: whether a story is timely, unique, and close to home, involves a prominent person,

covers an event with a large impact, and aligns with that people are currently talking about. She also offered the following suggestions:

- Use 'frames' to tell and package stories within larger contexts
- Link your work, story, program, or research with current issues (newsjacking)
- Give the media packaged information and infographics that they can use easily
- Simplify your language, make it understandable for a general audience

Next, Ms. Muraya asked participants to form groups and write what they like and dislike about the mass media on flipcharts. In general, groups liked that the media:

- Focuses on public interest stories and is often trusted by the public
- Delivers breaking news fast and reaches a large and diverse audience
- Is critical to advocacy efforts and can be a voice for marginalized communities
- Serves as an incentive for completing the implementation of policies

Groups disliked that the media:

- Presents alarming information, sometimes at the expense of the national interest
- Is sensationalistic, focusing on gossip or scandals rather long-term development and evidence-based matters
- Is not transparent about how they work and what they do or don't publish
- Can be hasty, publishing without a balanced or whole understanding of the story
- Shares individual stories instead of looking at the facts or statistics as a whole, publishing a story of one person who did not receive services at the clinic, for example, without interrogating how that experience compares to others
- Reinforces stereotypes in society, rather than acting as a tool to address them
- Is not accountable for misinformation, mistakes, or unethical reporting

In response, two Kenyan journalists spoke about the media's important role in promoting public transparency and accountability, even if that means publishing stories that air scandals and other stories that governments would prefer to sweep under the rug. They also noted that journalists are not experts in each of the many fields they must cover, so they rely on informants to reply to requests for comments, and encouraged the policymakers in the room to comment, develop ongoing relationships with journalists, and reach out when they have a story to share. The maternal mortality rate and ratio may be the same to us, they said, so be sure to inform and teach journalists the nuances in your field.

When asked why they could not teach themselves or do more research on the fields they cover, the journalists explained that they cover four stories per day on average, so journalists do not have time to research each one in depth.

They emphasized that reporting operates at a quick pace and firm deadlines, so "it's good to have contact persons within your organization who can respond to journalists within a short time, before the story has been processed and made ready for news." In conclusion, they offered the following tips:

- **Have contacts for journalists**, even through SMS or WhatsApp, so you can play a role in putting factual information out there
- When you are called upon to give information, **respond in a timely manner**. Anything is better than not responding, or saying "no comment," which sounds like you are hiding something
- If you find journalists who are unethical, report them to the media house
- **Journalists are your friends**: we want to learn about and showcase what you're doing. Take time to invite journalists separately for a media workshop before a program launch. Take journalists to the field, that's where we get our best stories. It's difficult to get a story about program beneficiaries when we meet at a 5-star hotel

Dr. Oronje added that **policymakers should think of the media as something they want to work with, not just deal with.** Instead of "no comment," say "we'll get back to you" and find the right person to comment.

Ms. Muraya summarized that **policymakers can be conscious players in public opinion**, and answered that what the media really wants is content, reliability, and referrals. When asked who to build relationships with in the media, the reporters or editors, Ms. Muraya suggested starting with the reporters, telling policymakers to train them on the programs and policies so they can write a quality report. "It's a mentorship process. Not every interaction with a journalist should lead to a story, sometimes it's just about building understanding," she said.

Applying Behavioral Insights to Policy Implementation

Speakers: Lois Aryee, Project Manager, ideas42

Ms. Aryee spoke about the value of using behavioral science to inform the design of innovative, evidence-based solutions to social problems.

Why is fertilizer use in Africa so low, she asked. Farmers say that they want to use fertilizer, but when the time to do so arrives, they don't end up doing it. Ms. Aryee described how researchers conducted an experiment and sold fertilizer vouchers to farmers (with free delivery to their homes) just after the harvest, when farmers typically have the most income. It turned out that the problem wasn't about price or information on the value of fertilizer, but the time when farmers have savings. By understanding human behavior, the experiment successfully increased fertilizer use and farmer productivity.

"Spending time to understand what the human behavior is, and what is driving the behavior can lead to huge cost savings."

How do you really uncover these insights if our intuitions are not reliable? Ms. Aryee explained that ideas42 uses a 5-step methodology to understand human behavior and biases, and apply learnings to make programs more impactful.

- Define what's happening: Disentangle presumptions to arrive at a behavioral problem
- Diagnose the exact barriers people face in doing what they say they intend to do: Study the context and identify key bottlenecks
- Design: Create and refine a workable solution
- Experiment: Test our solution and learn from the process
- Scale: Adapt proven solutions to impact more people

Ms. Aryee described this process in a partnership with the government of Madagascar focused on the Production Safety Nets cash-for-work program for the extreme poor. Researchers discovered that people were not saving enough to make productive investments. Since saving was not visible, it was difficult to remind people or create peer pressure to do so. They designed and tested four interventions and found that a goal-setting activity and a physical pouch to store savings helped people define and stay on track with their specific savings goals, resulting in a 40-percentage point increase in savings.

In response to a question from the audience, Mrs. Aryee clarified that in addition to drawing on insights from behavioral science literature, researchers spend a lot of time in the field studying and drawing lessons from the particular context.

To define an opportunity to apply behavioral insights, she stated that it is critical to use three criteria: **focus on a specific behavior rather than a general issue, state the challenge without assumptions, and define it at the right level – not too broadly or narrowly.** For example, "Caregivers don't know where to take their children to get vaccinated" assumes that the problem is a lack of information. "Caregivers are not taking their children to the local clinic to get vaccinated" is a better starting point.

Next, she led the teams through an exercise to create problem statements using those three criteria, focused on identifying actions that staff or beneficiaries in their programs need to take for the programs to be impactful.

Points for Reflection:

→ How can policymakers apply behavioral insights to their work? What specific tools or "know-how" do they need?
→ Is the use of behavioral insights best suited for a particular type of policy or intervention?
→ Can behavioral change be sustained in policies with a long time horizon?

Marketplace of Citizen Engagement Solutions for Policymaking

Presentations from the following organizations:

Africa's Voices Foundation	Muungano wa Wanavijiji
Code for Africa	Open Institute
Local Development Research Institute	Twaweza East Africa
Map Kibera	Well Told Story

One of the most popular sessions was a 'marketplace of citizen engagement solutions,' where eight non-governmental organizations from Nairobi set up booths to showcase their work to the participants. The organizations – Africa's Voices Foundation, Code for Africa, Local Development Research Institute, Map Kibera Trust, Muungano wa Wanavijiji, Open Institute, Twaweza East Africa, and Well Told Story – are each using technology and innovative approaches to **collect and analyze citizen perspectives, feedback, and ideas in order to identify social problems, point to improvements in public programs, and spark behavior change and collective action**. Descriptions of each organization and the work they presented at the marketplace is available here.

Some of the organizations, such as Open Institute and Map Kibera Trust, have trained residents to collect household survey data or digitally map their own communities, including some of Kenya's informal settlements and slums. A representative from Twaweza East Africa highlighted *Sauti za Wananchi* (Voices of Citizens), a nationally representative mobile phone survey in Tanzania and Kenya, while Africa's Voices Foundation showcased their work in Somalia to host public discussions and gather evidence from them, using interactive public radio. Well Told Story showed several videos and social media platforms promoting youth empowerment and behavior change, as well as Shujaaz, a comic book that it distributes free-of-charge nationwide to inspire and create discussion among Kenyan youth as they encounter challenging life and health issues.

Workshop participants were free to visit the booths of their choosing and interact with the presenters, though most had enough time to visit each organization. Participants greatly valued the opportunity to speak with these organizations and learn of new and innovative tools to collaborate with communities to collect data and source solutions for informing policy. Overall, this marketplace demonstrated that in addition to satisfying demand for peer learning among governments**, a network or community of practice focused on evidence use can also be a powerful bridge between government and civil society**.

Points for Reflection:
→ How can policymakers in government more systematically engage with citizens in policy implementation?
→ How can policymakers collect and harness data from citizens to inform policy?
→ What good practice models of citizen engagement in government policy processes exist?

An Evidence Network for Global Policymakers? A Conversation to Explore Priorities, Needs, and Structure

Facilitators: Abeba Taddese, Executive Director, Results for All and Ari Gandolfo, Manager, Projects and Partnerships, Results for All

To open this session, Ms. Taddese and Mr. Gandolfo from Results for All reiterated the rationale for hosting the workshop, based on months of consultations with government policymakers around the world, in which they emphasized a growing commitment to evidence-informed policymaking, expressed a strong demand for peer learning among governments, and cited the many challenges in implementing complex social policies. The organizers stated that this workshop was a test to see whether and how participants could come together to have a conversation about evidence use practices that inform implementation, across different sectors and policy issues. This session in particular was designed to get participants starting to think about what aspects of the workshop were most and least useful to them, and whether and how an ongoing network or community of practice could build on the experiences from this workshop and continue to support their data and evidence practices and needs.

"We intentionally convened actors from different contexts, and actors that brought different policy issues to the table, because we want to have a conversation about broad public sector capabilities."

Participants were then instructed to divide into six groups, without joining the same group as another member of their country team, to discuss the following questions:

- Could a network, platform, or community of practice focused on strengthening government institutions and capacities for evidence use add value to you and your work? Why or why not?
- Should the network focus on broad institution strengthening (and include participants working on a variety of policies in different contexts, like this workshop) or should it focus institution strengthening in a specific sector, theme, or policy problem? Which would be more useful and why?
- What specific evidence use challenges could this network focus on?
- What are the incentives for you to join a network and for political leadership to value your participation in this network? Should they be invited to join?

Next, participants took turns sharing what they discussed in their groups. Overall, the six groups agreed that **yes, a peer learning network would be of great value to them, and that, because they appreciated the variety of sectors and policies represented in this workshop and were able to find common ground among the diversity, the network should focus on institutional processes and capabilities for evidence use**, with deeper engagement on sector or policy areas as needed. Several groups disagreed on to what extent political leadership should be involved, though most thought that including the authorities in some way was critical for securing support for the network and the participation of members, and for promoting a culture of evidence use in member institutions.

Following the discussion, facilitators asked the six groups to design their 'dream evidence network,' considering the following questions:

- Who else should be part of this network (i.e. think tanks, civil society groups, development partners), existing initiatives / networks?
- How should the network be organized? By country / regional / thematic working groups? If thematically, what are those themes?
- How should it be structured? (i.e. central secretariat, regional hubs, working groups, chapters, nodes)?
- What type of activities should those structures support (peer-to-peer learning, technical assistance, workshops and trainings)?
- Should network members be responsible for funding their participation? How should other aspects of the network be funded (e.g. secretariat / day-to-day management)?

The groups used these discussion questions to think about the membership, organization, activities, and funding of a network, and then sketched out a network design on flipchart paper. The network designs varied widely: some featured a global secretariat to synthesize research and share lessons and good practices among members, while others proposed a rotating secretariat or regional hubs to convene network members. Others had members self-selecting into a variety of topic-specific working groups within broader themes, while one proposed a mainly online platform where members could use filters to find others working on similar issues or grappling with related challenges. To close the highly interactive and energizing session, participants visited each flipchart board, listened to a representative present the group's network design, and used stickers to vote for their preferred options.

Two of the winning designs are pictured below: one is structured by regional secretariats and topical working groups, and another allows members to connect using filters in a digital platform.
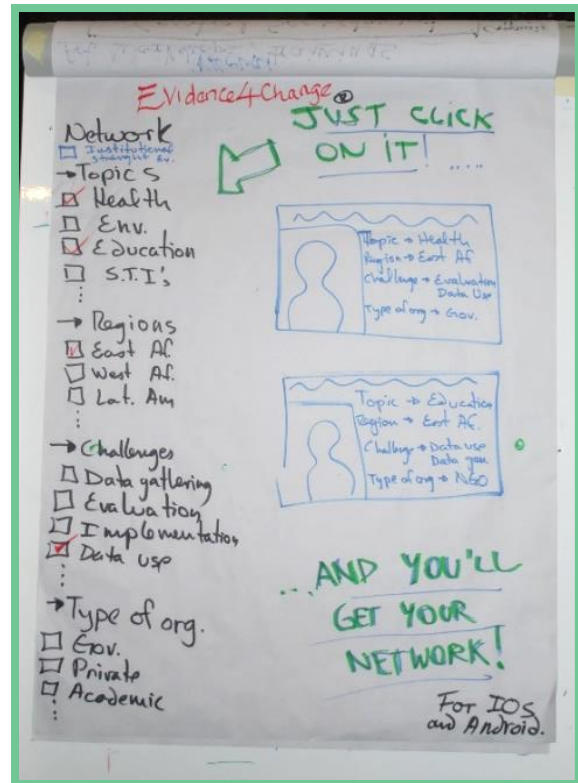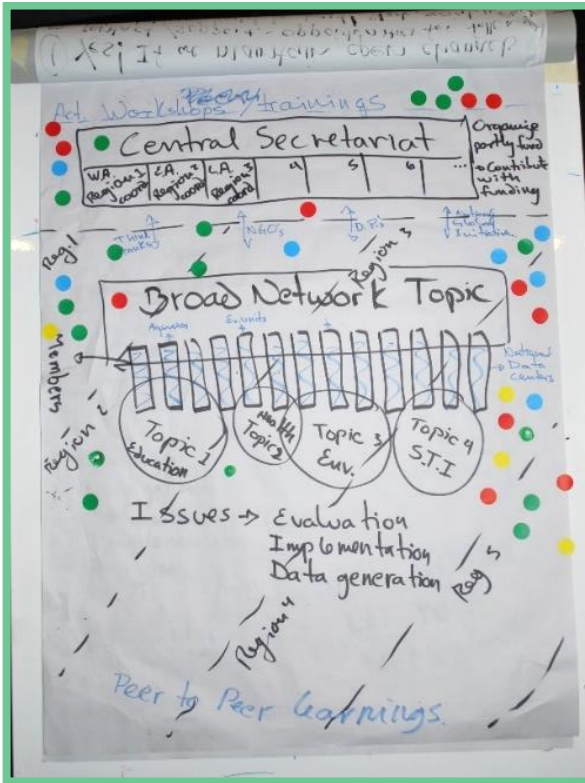
Points for Reflection:
→ How can a network cultivate champions and accelerate the spread of evidence use practices in government?
→ What specific themes or sectors should the network focus on?
→ What specific dimension of institution strengthening should the network focus on – strengthening policymaker skill, knowledge and awareness; access to timely, quality, policy-relevant evidence; strengthening partnerships with research community, media, citizen engagement groups, or other partners?

Wednesday, July 25

Incentivizing Evidence Use in Policy Implementation

Speakers:

Catherine Kiama, Medical Officer and Epidemiologist, National AIDS and STI Control Program, Ministry of Health, Kenya
Alonso de Erice, Director of Policy Evaluation, CONEVAL, Mexico
Mugabi Crispus, Senior Economist, Ministry of Finance, Planning and Economic Development, Uganda

Facilitator: Jennifer Mutua, Founder and Chair, Evaluation Society of Kenya

Ms. Mutua opened the session by remarking that evidence has great potential for socioeconomic transformation and development outcomes, however, its potential remains largely unfulfilled. She stated that there are certain factors that we need in order to motivate evidence use, particularly **creating an enabling environment for evidence use on both the demand and supply side**. We have seen that in many cases the demand for evidence from policymakers is low, she said, and on the supply side, we see that academia is sometimes ill-prepared to conduct policy-relevant research. Individual capacities, too, are often weak. Departmental staff may not have the abilities to develop terms of reference for an evaluation, for example, so that the department gets a high-quality product. She closed by emphasizing that government agencies, civil society, the media, researchers, and other stakeholders need to build stronger partnerships.
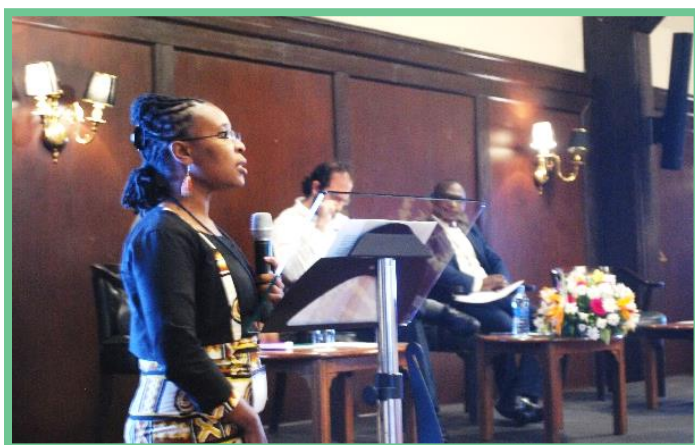
"Evidence has great potential to transform the social, economic statuses of nations."

Dr. Kiama from Kenya reviewed the National AIDS and STI Control Program (NASCOP) pilot program to adopt and scale up point-of-care testing to improve early diagnosis of infant HIV. She explained that in the conventional model of testing, blood samples were collected at the local level and shipped to one of ten central labs in major Kenyan cities. However, the turnaround time for caregivers to receive the results of the diagnostic test was taking too long, delaying the start of treatment and losing HIV+ babies in the process. The pilot project began in August 2017 with a grant from UNTIAID/EGPAF, creating a hub and spoke model. Based on historical test volumes and turnaround time for results, NASCOP and the Ministry of Health selected three hub facilities to host testing machines and receive blood samples from 36 surrounding spoke facilities to run through the machines and report the results back. Already, 3,000 samples have been tested, the caregivers at the spoke facilities receive the rest results in a matter of days, and 100% of children

who tested positive have begun antiretroviral treatment. The testing machines automatically upload the results of every test to the national database. To facilitate the full scale up of the program to 45 hub and 685 spoke facilities nationwide, NASCOP has revised critical health guidelines to include the point-of-care strategy, issued a national point-of-care roadmap, held regular meetings with a technical working group, and communicated with critical stakeholders in civil society, national and subnational government, and global development partners. Dr. Kiama concluded by highlighting several anticipated bottlenecks for the next phase of implementation, including how to sustain funding to purchase and maintain the relevant equipment, and building the capacity of healthcare workers to use the testing machines.

Next, Mr. Erice presented two different mechanisms that Mexico's CONEVAL uses to incentivize evidence use in government. **He noted that if the evaluations are not used, then all the work done to produce them is wasted.** Mr. Erice began by explaining that evidence helps to improve social policy, make better management and budget decisions, and improve accountability for the spending of public funds. CONEVAL developed the Follow-Up Mechanism to monitor the improvement of programs as derived from the results of CONEVAL evaluations. During the process, program managers and evaluation units identify the relevant recommendations from evaluation findings, make subsequent commitments to improve the social programs, and report on their implementation of those commitments. Mr. Erice emphasized that CONEVAL does not decide which evaluation findings the program managers turn into actions to improve their programs, stating that they know the program best. However, CONEVAL does publish the actions that the program managers commit to, and tracks the follow-through on those actions in an online system where the agencies upload their advances. CONEVAL publishes that progress and ranks each government department by the percentage of improvement actions completed. Since the start of the system in 2009, the overall completion rate is about 90%. This process has created a way to measure the use of evaluations and their impact on public programs, given ownership of evaluations to the managers of the programs being evaluated, and by making the entire process public, has created a powerful incentive tool.

"We have tracked, year by year, which actual changes of policy have been driven by evaluations."

A second inventive mechanism presented by Mr. Erice concerns the use of awards for federal ministries and subnational governments. Since 2009, CONEVAL has issued good practice awards in the use of evaluation results. "These are like our evaluation Oscars in Mexico," stated Mr. Erice. The awards do not recognize good performance of programs or institutions, but rather, focus on efforts to find, use, or share data and evidence. **The objective is to highlight and spread good M&E practices**, and the award ceremonies, which have a large media presence and generate positive press for the winners, **create incentives for government institutions to think positively about evidence and evaluations, and adopt good practices.** Mr. Erice explained how, in the first few years, low-level officials accepted the awards on behalf of their ministries, but as the ceremonies grew well-known and generated a lot of press, Ministers themselves began to attend, a testament to the power of positive press and recognition, and the growing culture of M&E in Mexico. This is a really easy incentive scheme to implement, since it requires no technical skills, Mr. Erice noted.

"These are like our evaluation Oscars in Mexico."

Mr. Mugabi from Uganda highlighted that institutional leadership and buy-in are critical for evidence-informed policymaking. The workplace environment and cultural factors can be just as important as the evidence itself when determining whether the evidence is translated into use. Financial incentives, such as pay for performance schemes, can also make an impact.

Ms. Essuah from the Ministry of Environment, Science, Technology and Innovation in Ghana mentioned that in some sectors, it is required for government actors to provide evidence before giving performance incentives. In the Local Government sector, for example, an evaluation is conducted each year that assesses the performance of local governments. The results are published in the national daily newspapers, and the local governments that do well are incentivized by getting additional resources.

Points for Reflection:
→ How can governments create organizational and institutional systems to support and incentivize evidence use in policymaking?
→ Why do policymakers sometimes fail to use evidence even when it is available? What can be done to create greater value in using evidence?
→ What kinds of incentives can strengthen the links between national and subnational production and use of evidence?
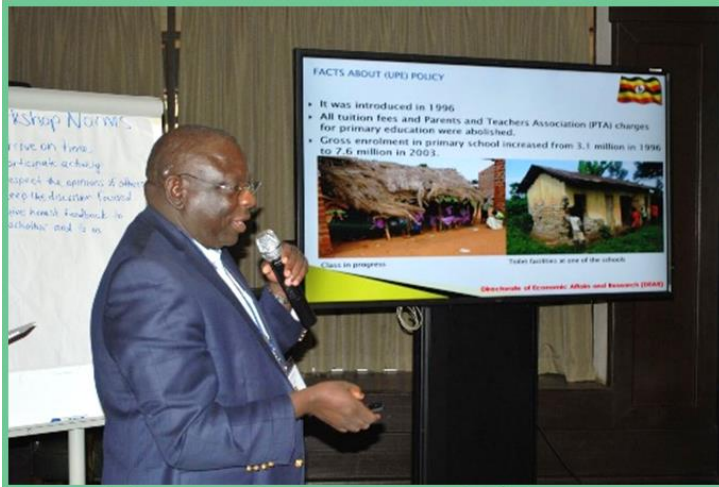
A recap video and short interviews with several participants are available here.

Final Reflections and Next Steps

1. Policymakers value the opportunity to interact openly and frankly with a community of peers who are grappling with similar challenges in strengthening evidence use practices in policy implementation. Their interest in these interactions isn't on finding the right answer or solution, but in seeing how others are addressing these issues and identifying learnings that can be adapted to local contexts. For example, in understanding the potential of routinely collected program data for addressing implementation challenges and informing insights, and working through practical exercises to apply these learnings to their specific challenge. Beyond *learning about* new tools and approaches, policymakers are motivated to *learn by doing*. Further, feedback from workshop participants suggests strong demand for tacit knowledge sharing.

2. Problems and challenges related to evidence use in policy implementation are common across different policies, sectors, and country contexts. These include the lack of a learning and results-oriented evaluation culture; the difficulties associated with integrating and using data across the multitude of agencies working to address complex social problems; the challenge of turning raw program data into useable information; the absence of structured partnerships with the research community and media; and a lack of tools and understanding on not only how to engage with citizens, but importantly on how to use the inputs that they provide to improve policy implementation. These similarities formed the basis for a shared conversation about evidence use across different policies and contexts at the workshop.

3. Let's keep the complex, multi-dimensional social challenges that policymakers are working to address at the forefront of our conversations about evidence practices. While we agree that it is possible to have a conversation about evidence practices and policies to advance evidence use in implementation – for example, on tapping into the potential of administrative data, strengthening evaluation systems, building a plan for engaging with stakeholders – across different issues and sectors, we think that it is important to anchor this work in the day-to-day problems policymakers are trying to address. We sense that the moral argument for using evidence – to protect citizens from the health threats of poor sanitation, to ensure marginalized populations have access to education and health services, and to give voice to women and children – was a driving force for the community of policymakers who gathered in Nairobi.

4. A mode for continued engagement: We will be sharing our proposal for moving forward with building a community of evidence champions who are committed to strengthening evidence practices to improve policy implementation, over the next few months. We appreciate the feedback and inputs from workshop participants and will use what we have heard to define our next steps.

To learn more and receive updates on our work, please visit results4all.org, subscribe to our newsletter, follow us on Twitter @resultsforall, or send us an email.

Cheers,

Abeba Taddese, Executive Director | abeba@results4all.org
Ari Gandolfo, Projects and Partnerships Manager | ari@results4all.org

|||RESULTS FOR ALL   A global initiative dedicated to helping policymakers demand
and use the evidence they need to improve the lives of citizens

"I would like to take this opportunity to say thank you for such a wonderful workshop, it was a privilege to be part of such a great forum, so educative, well organized. The experience shaped me in so many ways and I look forward for more opportunities." – Kenya NASCOP team member

"I wanted to say thanks again for giving us the opportunity to present on our work at your event. Also for letting me particulate in other sessions - I learned a lot from the morning sessions and the people I met, and I believe the conversations and relationships that have started will continue and yield much fruit." – Facilitator

"The workshop we had last week was a great experience for us. It helped us to open our eyes to issues of using data for decision-making in different policy areas and national contexts. Especially, it was a great experience to share initiatives with other countries and to think about the design and improvement of our own monitoring & evaluation strategies. I hope to keep in touch with you for further joint work and policy evaluation reflection." – Chile team member

"We want to express our profound gratitude to you for the opportunity to be part of the Peer Learning Workshop on Using Evidence to Improve Policy Implementation. We appreciate the new insights, knowledge sharing and networking opportunities the workshop offered and look forward to future engagements to help deepen the production and use of evidence in our organisations and beyond. Many thanks." – Ghana team member

"Thanks immensely once more for the opportunity and congratulations for the successful delivery of such a world class event without hitches." – Nigeria team member

"Just a few words to say that I had a great experience the last week with the meeting you organized in Kenya. The workshop was really interesting! A general feeling I would like to share with you is that from Tuesday afternoon we were interchanging more with the rest of the countries, specially with those from Africa. At the end, my impression in this sense is that we could learn more, and a virtual network could support the development of a relationship of trust that could promote future collaborations. Moreover, I'd like to remark that It has been very useful for our own goals within the Chilean system, fostering further articulation between our institutions in the challenges we are facing these days." – Chile team member
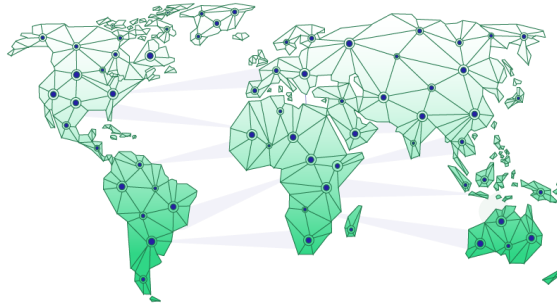
Using Evidence to Improve Policy Implementation
A Peer Learning Workshop for Government Policymakers
July 23-25, 2018 | Nairobi, Kenya

Background

Policymakers need credible, reliable evidence to set strategic priorities, weigh policy options, and choose and implement interventions that are most likely to achieve desired outcomes. Increasingly, governments are creating practices to make it easier for them to find and use evidence in policymaking. But even when policies are informed by the best available evidence, they can fail to make an impact without effective implementation.

Implementation challenges stem from reasons that include unclear policy goals and outcomes; a lack of political support or financial resources; missing or weak evidence on the effectiveness of an intervention; inadequate skills or motivation of public officials tasked with frontline service delivery; and incorrect assumptions about human behavior and civil society. Different types of evidence are needed to address these obstacles, including evidence on how to mobilize political and financial support for the policy; evidence on whether the policy has worked elsewhere and under what conditions; evidence on how to enable and incentivize frontline staff to best implement and track the policy; and evidence from local stakeholders to best tailor the policy to their context and needs.

Evidence use in policymaking should not begin or end with policy design. Evidence about what did or did not work in implementation is needed to adjust and fine-tune policies in a continuous, iterative feedback cycle. Good policy design considers a plan for implementation from the outset and draws from the operational evidence generated by previous activities.

When implementation is not linked to policy design but rather treated as a separate down-stream activity, the incentive to produce evidence in an ongoing and iterative process to inform policy is weak. This can put evidence-informed policymaking at risk. Policymakers can only ensure the benefits of evidence-informed policymaking when implementation succeeds. One way governments can address this risk is by creating practices that facilitate systematic use of evidence in policymaking.

There is limited information in the literature on policy implementation in the Global South, in particular on experiences and lessons learned in promoting the systematic use of evidence in the translation of policy to action. The emphasis in policymaking has been on designing policies, while work to understand how to effectively implement these policies has not received much attention to date.

This workshop brings together policymakers, researchers, civil society members, funders, and other partners to discuss how evidence can be used to improve policy implementation. Participants will share experiences in policy implementation and learn about different types of evidence, policy tools, and engagement strategies that can be used to address common challenges, such as how to use evidence to create political buy-in, engage with stakeholders, and mobilize financial resources.

Objectives

> Provide a forum for government policymakers from different countries to share challenges, celebrate accomplishments, and exchange ideas, approaches, and constructive feedback for strengthening the use of evidence in policy implementation

> Facilitate networking and build relationships across global evidence champions – policymakers, researchers, civil society members, and other partners – working to improve the use of evidence in policy implementation

> Support government teams in creating action plans for improving the use of evidence in addressing the policy implementation challenge they bring to the workshop, and for sharing the learnings from the workshop with their networks

> Identify areas for further learning and continued collaboration, including a potential global evidence network to sustain and enhance peer learning and exchange opportunities and to amplify solutions for advancing evidence-informed policymaking

Expected Outcomes

> A common understanding of barriers faced in policy implementation in low- and middle-income country contexts and the role evidence can play in addressing these challenges

> Effective sharing of knowledge, challenges, accomplishments, and lessons learned in using evidence to inform policy implementation

> A community of committed evidence leaders that informs a strategy for continued engagement

Agenda

Sunday, July 22	
5:00 - 6:00 PM	**Welcome Reception in the Windsor Hotel Library Lounge** **Dinner on own in the Windsor Room**

Monday, July 23	
7:30 - 8:30 AM	**Breakfast** served in the Windsor Room
8:30 - 9:00 AM	**Participant Arrivals and Seating** in the Oak Room
9:00 - 9:15 AM	**Welcome and Logistics** in the Oak Room Organizers review workshop agenda and objectives, introduce parking lot for questions and other meeting rules and logistics Facilitators: Abeba Taddese, Executive Director, Results for All and Ari Gandolfo, Manager, Projects and Partnerships, Results for All
9:15 - 9:45 AM	**Conversation About the Art, Science, and Morality of Using Evidence for Policymaking** Speaker: Bitange Ndemo, Former Permanent Secretary, Ministry of Information and Communication, Kenya **Facilitator: Eliya Zulu, Executive Director, African Institute for Development Policy (AFIDEP)**
9:45 - 10:15 AM	**Icebreaker: The Policymaking Process in Pictures** Teams meet each other by visually representing their policy implementation process and state of evidence use **Facilitators:** Abeba Taddese, Executive Director, Results for All and Ari Gandolfo, Manager, Projects and Partnerships, Results for All **Coffee Served**
10:15 - 11:15 AM	**Policy Implementation Theory vs Reality** Participants review different theoretical models for policymaking and evidence use, and contrast with real experiences Speaker / Facilitator: Rose Oronje, Director, Science Communications & Evidence Uptake, AFIDEP

11:15 AM - 12:30 PM	**Policy Implementation Challenges: Team Lightning Talks** 5-minute presentations by a representative from each team, followed by 10 minutes of open Q&A • Lydia Essuah, Director of the Policy Planning, Monitoring and Evaluation Directorate, Ministry of Environment, Science, Technology and Innovation, Ghana • Jaime Portales, Chief of the Prospecting and Monitoring Department, Educational Planning Division, Ministry of Education, Chile • Peter Ekweozoh, Director Environmental Sciences and Technology, Federal Ministry of Science and Technology, Nigeria • Terry Kamau, Program Officer, National AIDS and STI Control Program, Ministry of Health, Kenya • Anastazio Matewere, Chief Social Welfare Officer, Ministry of Gender, Children, Disability and Social Welfare, Malawi • Jean-Marie Mbonyintwali, Program Officer, Rwandan Parliamentarians' Network on Population and Development, Rwanda • Alonso de Erice, Director of Policy Evaluation, CONEVAL, Mexico • Sinah Moruane, Child Protection Specialist, UNICEF South Africa • Lucy Kimondo, Assistant Director of Population, National Council for Population and Development, Kenya • Vincent Tumusiime, Director, Directorate of Socio-Economic Monitoring and Research, Office of the President, Uganda Facilitator: Violet Murunga, Senior Knowledge Translation Officer, AFIDEP
12:30 - 1:30 PM	**Lunch** served on the Windsor Room Terrace
1:30 - 2:30 PM	**Using Administrative Data for Monitoring and Evaluating Policy Implementation** Participants hear and discuss practical examples, challenges, and opportunities for using administrative data in policy implementation Session will end with a short film and Q&A about the use of administrative data to identify and resolve bottlenecks in the completion of infrastructure projects in Ghana Speakers: • Ebenezer Appah-Sampong, Deputy Executive Director, Environmental Protection Agency, Ghana • Geoffrey Kumwenda, Economist, Social Protection Department, Ministry of Finance, Economic Planning and Development, Malawi Facilitator: Chris Chibwana, Southern Africa Regional Director, IDinsight
2:30 - 3:00 PM	**Coffee Break**

3:00 - 4:15 PM	**Building an Evaluative Culture to Support Policy Implementation** Participants will explore how national evaluation units and implementing partners work together and discuss challenges, successes, and lessons learned in building an evaluative culture across government Speakers: • Osmar Medina, Director of Impact Evaluations, CONEVAL, and C. Gladys Barrios, Director of Community Education and Social Inclusion, CONAFE, Mexico • Matodzi Amisi, Director of Evaluations, Department of Planning, Monitoring and Evaluation, and Sinah Moruane, Child Protection Specialist, UNICEF South Africa • Patricio Leiva, Chief of the Economic and Financial Affairs Division, Directorate of Public Education, Ministry of Education, and Raúl Chacón, Chief of the Design and Development Department, Education Quality Assurance Agency, Chile Facilitator: Laila Smith, Director, Center for Learning on Evaluation and Results for Anglophone Africa (CLEAR-AA)
4:15 - 5:15 PM	**Prioritizing Evidence Needs and Opportunities for Policy Implementation** Country teams work on action plans, with facilitators
5:15 - 5:30 PM	**Workshop Day One Close and Reflections** Facilitator: Abeba Taddese, Executive Director, Results for All
6:30 PM	**Dinner on own in the Windsor Room**
Tuesday, July 24	
7:30 - 8:30 AM	**Breakfast** served in the Windsor Room
8:30 - 9:45 AM	**Knowledge Translation Strategies for Increasing the Use of Research in Implementation** Participants learn about strategies and approaches for improving research use in policy Implementation Speakers: • Terry Kamau, Program Officer, National AIDS and STI Control Program, Ministry of Health, Kenya • Anicet Nzabonimpa, Family Planning Integration Expert, Rwanda Biomedical Center, Ministry of Health, Rwanda Facilitator: Rhona Mijumbi-Deve, Health Policy Analyst and Knowledge Translation Specialist, African Center for Systematic Reviews and Knowledge Translation, Makerere University, Uganda

9:45 - 10:00 AM	**Coffee Break**
10:00 - 11:30 AM	**Using Media to Build Buy-In for Policy Implementation** A practical session on how to use evidence to create compelling policy narratives and engage with media platforms to share stories and ideas Facilitators: Joy Muraya, Health Journalist, and Rose Oronje, Director, Science Communications & Evidence Uptake, AFIDEP
11:30 AM - 12:45 PM	**Breakout Sessions** An opportunity for participants to interact in small groups to continue conversations from previous sessions, share experiences, and ask questions of facilitators and speakers • Policy Implementation Theory • Using Administrative Data • Building an Evaluative Culture • Knowledge Translation Strategies
12:45 - 1:30 PM	**Lunch** served on the Windsor Room Terrace
1:30 - 2:30 PM	**Applying Behavioral Insights to Policy Implementation** A brief introduction to impactful and cost-effective behavioral insights tools that can be used to inform policy implementation Speakers: Lois Aryee, Project Manager, ideas42
2:30 - 4:00 PM	**Marketplace of Citizen Engagement Solutions for Policymaking** Presentations from the following organizations, in breakout rooms: • Africa's Voices Foundation • Code for Africa • Local Development Research Institute • Map Kibera • Muungano wa Wanavijiji • Open Institute • Twaweza • Well Told Story **Coffee served**
4:00 - 5:30 PM	**An Evidence Network for Global Policymakers? A Conversation to Explore Priorities, Needs, and Structure** Participants use design thinking to explore how a network or other platform could support their data and evidence practices Facilitators: Abeba Taddese, Executive Director, Results for All and Ari Gandolfo, Manager, Projects and Partnerships, Results for All

5:30 - 6:00 PM	**Workshop Day 2 Close and Reflections** Facilitator: Abeba Taddese, Executive Director, Results for All
7:00 PM	**Group Dinner** in the Windsor Hotel Country Room Remarks from Sylvia Mbevi, Health Spokesperson, Makueni County, Kenya on using evidence to advance universal health coverage in Makueni County
Wednesday, July 25	
7:30 - 9:00 AM	**Breakfast** served in the Windsor Room
9:00 - 10:00 AM	**Incentivizing Evidence Use in Policy Implementation** Participants discuss incentives that facilitate or hinder evidence use in policy implementation, and identify practices that can encourage and demystify evidence use Speakers: • Catherine Kiama, Medical Officer and Epidemiologist, National AIDS and STI Control Program, Ministry of Health, Kenya • Alonso de Erice, Director of Policy Evaluation, CONEVAL, Mexico • Mugabi Crispus, Senior Economist, Ministry of Finance, Planning and Economic Development, Uganda Facilitator: Jennifer Mutua, Founder and Chair, Evaluation Society of Kenya
10:00 - 11:30 AM	**Action Plans for Addressing Implementation Challenges** Country teams finalize action plans and pair up to provide feedback **Coffee served**
11:30 - 12:00 PM	**Workshop Conclusion, Next Steps, and Departure Logistics** Facilitators: Abeba Taddese, Executive Director, Results for All and Ari Gandolfo, Manager, Projects and Partnerships, Results for All
12:00 - 1:00 PM	**Lunch** served on the Windsor Room Terrace
1:00 - 5:00 PM	**Checkout and Departures**

Appendix B. Summary of Team Policy Briefs

Using Evidence to Improve Policy Implementation
A Peer Learning Workshop for Government Policymakers
July 23-25, 2018 | Nairobi, Kenya

Full policy briefs from participating teams available here

TEAM CHILE
Agencies Represented: The Ministry of Education Directorate of Public Education and The Education Quality Assurance Agency
Problem: Challenges with education equity and quality in Chilean public schools
Policy: The New Public Education System Law, signed into law in 2017
Objective: Understand what to measure and evaluate when shifting responsibility for public education from 345 municipal governments to 70 new Local Educational Services

TEAM GHANA
Agencies Represented: The Environmental Protection Agency, The Ministry of Environment, Science, Technology and Innovation, and Zoomlion Ghana Ltd
Problem: Over 76% of households rely on improper waste disposal methods
Policy: National Environmental Policy, approved in 2014. Source Waste Segregation Program, pilot ongoing
Objective: Enhance data collection and analysis to refine implementation of the solid waste separation and disposal pilot program

TEAM KENYA NASCOP
Agencies Represented: The Ministry of Health National AIDS and STI Control Program
Problem: 80% of HIV exposed infants (HEI) will die by their 5th birthday; only 50% of infants are tested for HIV in their first 2 months
Policy: Early infant HIV diagnosis through point of care testing, currently a pilot program
Objective: Improve the use of data to inform and communicate the value of a pilot program to reduce turnaround time for HIV test results and facilitate follow-up and early treatment

TEAM KENYA NCPD
Agencies Represented: National Council for Population and Development and Ministry of Health
Problem: Only 58% of women use a modern family planning method, while 18% have an unmet need for family planning; the population is growing at a rate of 2.9%
Policy: Population Policy for National Development, under review for a new 5-year plan
Objective: Better utilize evidence to increase coordination and gain political support and funding for the next iteration of the Population Policy

TEAM MALAWI
Agencies Represented: The Ministry of Gender, Children, Disability and Social Welfare and The Ministry of Finance, Economic Planning and Development
Problem: Extreme poverty among vulnerable and labor-constrained households in Malawi; challenges targeting social service beneficiaries, resulting in high inclusion and exclusion errors
Policy: The National Social Support Policy, re-launched in 2018
Objective: Improve the implementation, monitoring and evaluation of the social cash transfer program in Malawi

TEAM MEXICO
Agencies Represented: The National Council for Education Development and The National Council for the Evaluation of Social Development Policy
Problem: Only 14.6% of indigenous children in Mexico completed high school in 2015; the illiteracy rate for indigenous people over 15 years old was 17.8% compared to 5.5% for the rest of the country
Policy: Mobile Pedagogical Tutors Strategy, begun in 2009
Objective: Measure and evaluate the lasting impacts of the tutoring strategy, and gain a better understanding of the resources required to scale up nationwide

TEAM NIGERIA
Agencies Represented: Federal Ministry of Science and Technology and Abia State Government
Problem: the average Nigerian generates about 0.49kg of solid waste per day; households and commercial centers generate approximately 90% of total urban waste and there is no effective system of waste collection and disposal
Policy: National Policy on Solid Waste Management; National Waste-to-Wealth Management Via Appropriate Technologies Program
Objective: Better understand the use of data and evidence to improve the coordination and implementation of the National Waste-to-Wealth Management Program

TEAM RWANDA

Agencies Represented: The Ministry of Health and The Rwanda Biomedical Center

Problem: 48% modern contraceptive prevalence rate and 19% unmet need for family planning

Policy: Reproductive Maternal Newborn Child and Adolescent Health Policy, 2018-2024, expected to begin implementation in July

Objective: Use data and evidence to better understand the slow increase in family planning uptake and how to respond, including evaluating which interventions are most effective

TEAM SOUTH AFRICA

Agencies Represented: The Department of Social Development, The Department of Planning, Monitoring and Evaluation, and UNICEF

Problem: 1 in 3 children in South Africa experiences sexual violence; in some regions, up to 77% of women report having experienced some form of violence

Policy: The Program of Action to Address Violence Against Women and Children, under revision

Objective: Revise the Program of Action with an increased focus on evidence and coordination; prioritize a few clear and concrete indicators and improve data collection

TEAM UGANDA

Agencies Represented: The Office of the President, The Cabinet Secretariat, and The Ministry of Finance, Planning and Economic Development

Problem: Low levels of social sector development in part due to weak capacity and coordination, and data challenges across the government

Objective: Focus on clarifying roles within the government and creating a process to systematically use data and evidence in the oversight functions of the Office of the President

Appendix C. Workshop Participants

Government Teams

Chile	Raúl Chacón	Chief of the Design and Development Department	Education Quality Assurance Agency
Chile	Patricio Leiva	Chief of the Economic and Financial Affairs Division	Directorate of Public Education, Ministry of Education
Chile	Jaime Portales	Chief of the Prospecting and Monitoring Department	Educational Planning Division, Ministry of Education
Ghana	Ebenezer Appah-Sampong	Deputy Executive Director	Environmental Protection Agency
Ghana	Lydia Essuah	Director of the Policy Planning, Monitoring and Evaluation Directorate	Ministry of Environment, Science, Technology and Innovation
Ghana	Samuel Quaye	Program Officer	Environmental Protection Agency
Ghana	George Rockson	Director of Research, Innovation, and Development	Zoomlion Ghana Ltd.
Kenya NASCOP	Terry Kamau	Program Officer	National AIDS and STI Control Program, Ministry of Health
Kenya NASCOP	Catherine Kiama	Medical Officer and Epidemiologist	National AIDS and STI Control Program, Ministry of Health
Kenya NASCOP	Precious Mbabazi	Data Manager	National AIDS and STI Control Program, Ministry of Health
Kenya NCPD	Lucy Kimondo	Assistant Director of Population	National Council for Population and Development
Kenya NCPD	Wambui Kungu	Assistant Director of Population	National Council for Population and Development
Kenya NCPD	Stephen Macharia	Head of Policy and Planning Division	Ministry of Health
Kenya NCPD	Peter Nyakwara	Director of Technical Services	National Council for Population and Development
Malawi	Geoffrey Kumwenda	Economist, Social Protection Department	Ministry of Finance, Economic Planning and Development
Malawi	Yapoma Mapengo	Principal Social Welfare Officer	Ministry of Gender, Children, Disability and Social Welfare
Malawi	Anastazio Matewere	Chief Social Welfare Officer	Ministry of Gender, Children, Disability and Social Welfare
Malawi	Brighton Ndambo	Principal Social Welfare Officer	Ministry of Gender, Children, Disability and Social Welfare
Mexico	C. Gladys Barrios	Director of Community Education and Social Inclusion	National Council for Education Development
Mexico	Alonso de Erice	Director of Policy Evaluation	CONEVAL

Mexico	Alfonso Gonzalez	Deputy Director of Educational Management	National Council for Education Development
Mexico	Osmar Medina	Director of Impact Evaluations	CONEVAL
Nigeria	Jane Bassey	Deputy Director	Raw Materials Research and Development Council
Nigeria	Amaechi Chukwu	Senior Special Assistant to the Governor for Policy Development and Monitoring	Government of Abia State, Nigeria
Nigeria	Peter Ekweozoh	Director Environmental Sciences and Technology	Federal Ministry of Science and Technology
Nigeria	Chisom Nwankwo	Innovation Desk Officer	Federal Ministry of Science and Technology
Rwanda	Esther Imaniragena	Family Planning Services Provider	Rwamagana District Hospital
Rwanda	Jean-Marie Mbonyintwali	Program Officer	Rwandan Parliamentarians' Network on Population and Development
Rwanda	Christelle Muvunyi	Technical Advisor to the Minister of State in Charge of Public Health and Primary Health Care	Ministry of Health
Rwanda	Anicet Nzabonimpa	Family Planning Integration Expert	Rwanda Biomedical Center, Ministry of Health
South Africa	Matodzi Amisi	Director of Evaluations	Department of Planning, Monitoring and Evaluation
South Africa	Sinah Moruane	Child Protection Specialist	UNICEF
Uganda	Mugabi Crispus	Senior Economist	Ministry of Finance, Planning and Economic Development
Uganda	Clare Namara	Economist, Directorate of Socio-Economic Monitoring and Research	Office of the President
Uganda	Vincent Tumusiime	Director, Directorate of Socio-Economic Monitoring and Research	Office of the President
Uganda	Emmanuel Walani	Principal Assistant Secretary	Cabinet Secretariat

Workshop Organizers

Abeba Taddese	Executive Director	Results for All
Ari Gandolfo	Projects and Partnerships Manager	Results for All
Miles Bullock	Policy Associate	Results for All
Eliya Zulu	Executive Director	AFIDEP
Rose Oronje	Director, Science Communications & Evidence Uptake	AFIDEP
Violet Murunga	Senior Knowledge Translation Officer	AFIDEP
Chris Chibwana	Southern Africa Regional Director	IDinsight

Gerry Gimaiyo	Senior Associate	IDinsight
Alice Redfern	Senior Associate	IDinsight

Facilitators and Other Participants

Mayara Aguiar	Program Associate	William and Flora Hewlett Foundation
Norma Altschuler	Program Officer	William and Flora Hewlett Foundation
Lois Aryee	Project Manager	ideas42
Nima Fallah	Knowledge Management Specialist	UNICEF
Sylvia Mbevi	Spokesperson for Health	Makueni County, Kenya
Rhona Mijumbi	Research Scientist	Makerere University College of Health Sciences
Joy Muraya	Health and Medicine Journalist	
Stella Muthuri	Research Specialist	Department for International Development
Jennifer Mutua	Founder and Chair	Evaluation Society of Kenya
Sylvester Obong'o	Head of Research and Policy Analysis	Kenya Public Service Commission
Diakalia Sanogo	Senior Program Specialist	International Development Research Centre
Laila Smith	Director	Center for Learning and Evaluation Results, Anglophone Africa

Appendix D. Notes from Breakout Sessions

Tuesday, July 24

Breakout Session: Using Administrative Data

Facilitator: Chris Chibwana, Southern Africa Regional Director, IDinsight

Mr. Chibwana noted how the potential of administrative data often goes unrealized, which may be due to a lack of clarity of purpose, a lack of capacity (both time and knowledge), or issues with data quality. Looking at the existing data and presenting it in visually appealing ways is a good way to start making better use of the data. He explained how, sometimes we want to know everything about a program, but there is a high burden in terms of cost and time. Instead, it is important to distill the most useful information in simple forms and a few priority metrics, which makes ensuring data quality more manageable. Less is more, he emphasized.

Participants asked how to deal with incomplete and low-quality data, and discussed how all you can do is work with what you have, and refine the scope of the types of questions you can answer once you see the available data.

To uncover where errors are coming from, and address them to improve data quality, it's important to follow the process from the beginning to end: there may be lack of understanding of the instrument during data collection, or errors could occur during input and transmission, for example. Generally, it is best to cut the number of steps involved. If you suspect that data is inaccurate, you can send out teams for spot checks to find patterns in the errors; maybe one person isn't doing their job right, or there are challenges in a specific location.

Other questions discussed included:
- **How do you navigate access to data?** If you want to use the data, it needs to be in an accessible format. You need to consider how to organize, store, and give access to the data from the outset. You also need to identify who the gatekeepers for the data are, understand what skills they need to work with and grant access to the data, and agree on rules and processes for people to gain access to the data.
- **Who should be collecting administrative data, and how do you deal with capacity and resource issues?** It's best to piggyback on existing structures. Ask what points of contact you already have with the target population, that you can utilize to collect data at no extra cost. Are there ongoing surveys conducted by other departments, where you can add a couple of metrics to reach your target population?
- **How to collect the data?** There is value in standardizing processes and instruments, since lots of ambiguity and variation can arise if you ask someone to go and collect data without a clear, consistent tool or methodology.

- **How do you ensure continuity?** Many interventions start with a big donor-funded program that sets up a management unit separate to government, with separate staff and systems, and well-funded data collection and monitoring. However, after the program concludes, the government might not have the resources to take it over or continue the same activities. That's why you want to be selective from the start, in terms of how many metrics you track. Think from the end backwards: given the potential for resource constraints, how many indicators do you really need to have a minimum understanding of what is happening with the program? In addition, it's important to insist on using existing structures. If a government entity already has people on the front-line collecting data, then think about how to add metrics or tweak the survey tools, instead of a whole new system of enumerators. Next, understand who the key stakeholders are, and what exact information they need and why. We all want all of the information possible, but that's rarely realistic, so we need to set priorities. There is a balance between the costs and benefits of additional information. When you widen the scope and include more data and information, you may compromise your ability to measure impact well in a few key areas. Push for focus and magnify depth over breadth.
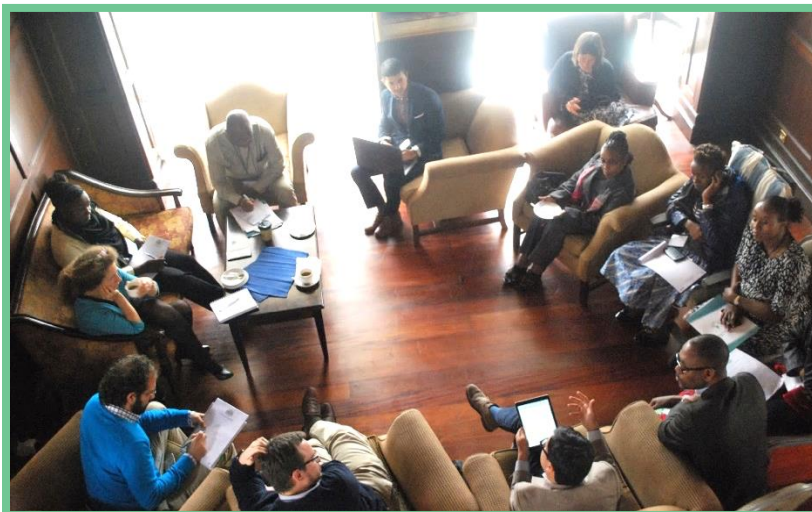
Overall, participants felt that donors often dictate the terms of data collection and M&E systems in projects they fund, but that governments need to push back and be adamant that donors use and reinforce existing systems, prioritize collecting data and evidence that governments really want to use, and ensure that data collection and monitoring are able to be sustained.

Breakout Session: Building an Evaluative Culture

Facilitator: Laila Smith, Director, Center for Learning on Evaluation and Results for Anglophone Africa (CLEAR-AA)

Participants discussed how to move beyond a culture of routinization, compliance, and fear, to one that emphasizes using evaluations for learning. Mexico has been using evaluations much longer and has moved in this direction, and the focus is now on expanding the use of evaluations at the subnational level.

One participant stated that in Rwanda, there are typically officers directly responsible for M&E, so other staff sometimes think they do not need to engage with or think about those efforts. A participant from Nigeria explained that the Ministries, departments, and agencies (MDAs) responsible for implementation do not add data into the national planning commission, while the activities of the National Bureau of Statistics (NBS) are also unintegrated with the work of other government actors. He also advocated for a national evaluation system that links up with the 36 state governments and their Planning, Research, and Statistics units. Another participant highlighted that national evaluation systems can provide standardized tools and processes, otherwise each state will carry out evaluations with different methodologies and levels of quality. A participant from Kenya stated that Kenyan MDAs have been given a lot of guidelines but asked how to operationalize and turn them into useful indicators and processes.

Participants discussed how the development of the Chilean, Mexican, and South African national evaluation systems was not as donor-driven as in other countries. In Uganda, even though donors mostly finance the evaluations, there is a system that allows the government to assert its priorities, guidelines, and terms. Creating this initial political will is critical to developing an integrated national evaluation system that manages evaluations that the government will really use.

Another participant from Kenya talked about capacity constraints, saying that she is one of only two people working in M&E in her agency, and that the M&E budget always suffers when there are budget cuts, especially in Kenya's county governments. Like in Nigeria, she felt that the NBS is unconnected to the evaluation system or to M&E efforts in agencies.

There is a strong culture of performance contracts and accountability in Rwanda, with incentive bonus payments and even ministerial rankings according to performance. However, those incentives can go wrong too. One participant noted that in a South African city, everyone skews the numbers to ensure that the chief executive (the city manager) can report on achieving all city goals and earn his incentive payment. They are so caught up in short-term monitoring and reporting to receive these payments, that they cannot think about evaluations as they relate to their long-term goals, she said.

Overall, the discussion gave participants a lot to think about regarding building an evaluation culture that emphasizes learning and long-term improvement over short-term compliance, building commitment and negotiating with donors and national governments to allocate the resources required, and linking evaluation systems with efforts by MDAs, statistics bureaus, and subnational governments.

Appendix E. Workshop Evaluation Results and Feedback

Summary of End of Day Evaluation Results

<u>Sessions</u>

- Sessions were generally ranked as "very helpful." Out of 396 ratings of 11 sessions, 69% of ratings were "very helpful," 30% were "helpful," and 1% were "unhelpful"
- 7 of 11 sessions received only "very helpful" or "helpful" ratings. Only 4 of 11 sessions received any "unhelpful ratings," either 1 or 2 of them. No sessions received any "very unhelpful" ratings
- Session ranking, from most to least helpful: citizen engagement marketplace, admin data, evaluative culture, network conversation, country team work time, implementation theory vs reality, knowledge translation, behavioral insights, opening conversation, lightning talks, using media
- The most popular session, the citizen engagement marketplace, received 84% very helpful, 16% helpful. The least popular session, using media, received 50% very helpful, 45% helpful, 5% unhelpful
- Select quotes:
    - (+) "These were eye opening sessions and I learned a lot about improving how we package our programs in the future"
    - (+) "The case studies from country teams were very insightful, especially on the use of administrative data. It is eye opening to see options"
    - (+) "The evaluation of Ghanaian implementation of infrastructure projects was quite eye opening. This I think can be replicated in Nigeria"
    - (+) "I loved the idea and the results of the marketplace"
    - (+) "The marketplace session was really great. More partners should be encouraged to join the conversation"
    - (+) "The last session about the envisioned network was very interesting. It already takes us forward from this workshop"
    - (+/-) "It could have been useful to have more context for the following steps. There is consensus that the network could continue, but how?"

    - (-) "I think it would have been more productive for the teams to present about their evidence needs, not overall programs"
    - (-) "All the sessions are good although I would have liked better if they had an emphasis on how to do or how it is done rather than on what is being done"
    - (-) "There were too many different levels at which people were coming in to host a helpful conversation about evaluation culture"
    - (-) "I had high expectations about the knowledge translation strategies session and did not get much new insight"
    - (-) "I did not get the link between media and policy implementation"
    - (-) "Behavioral science session needed a whole afternoon to be useful for participants to engage with"

<u>Timing</u>

- Most participants thought there was a good balance between time spent on sessions, group work, breaks, and networking – but a significant number thought the workshop was packed with too much content
    - "A lot of content, without enough time to go into detail"
    - "Far too much content – not enough time to get feedback from the teams or for them to talk"
    - "I wish there had been less content and more of a focus on teams being able to apply it"
    - "The sessions were too compact, at some point I lost concentration"
- Many participants thought time was managed well, but others felt sessions were rushed, or not allocated enough time
    - Several participants wanted more time for discussion and Q&A, or time for teams to turn to the action plan and apply what they heard
    - "Time allocated to the panels should allow for equal contribution from the participants" (the audience)

<u>General comments</u>

- Mainly positive
    - "Today was an excellent day. Well done"
    - "Everything was well planned"
    - "Excellent package and high level of commitment by both organizers and participating countries. Good effort"
    - "I liked the interactive nature of the meeting, it allowed the different teams to interface and share experiences"
    - "Grateful to the organizers for this rare opportunity to set the stage for successful policy implementation by participating countries. Would love to continue the collaboration"
- Other isolated suggestions
    - Give summary / takeaways after panel discussions
    - "Participants outside of the country teams didn't have much space for interaction"
    - "It would be great to have more opportunities for interactions between the different teams beyond the panels"
- Several requests to create a permanent network
    - "Need to build a network of participants to continue the sharing beyond the workshop"
    - "This experience (workshop) should be transformed into a more permanent network, adding other countries"

Summary of Final Workshop Evaluation Results

The online survey was sent to 36 participants (government team members); 23 responded (64%), including all 10 team leads.

<u>Workshop Organization</u>

- Participants thought the event was very well organized but wanted it to be longer, 4 days to 1 week, to allow for more time for the teams to network and to apply what they learned in each session
- Participants thought the pre-work was appropriate and helpful

<u>Workshop Content</u>

- The workshop aligned with expectations, but could have included more tools / methodologies for using evidence in implementation, and more time learning directly from other teams
- On the whole, participants were looking for strategies, tools, methodologies, and good practices for using evidence in policy implementation, including real experiences that worked elsewhere, in different contexts and sectors
- On the whole, expectations were met and participants walked away with insights and tools they will try to apply to their contexts, especially regarding administrative data. However, participants expressed an interest in having a longer workshop, more interaction between county teams, and more specific tools and methodologies that go beyond descriptions of the different programs
- Participants especially liked the marketplace of citizen engagement, and the opportunity to learn from a diversity of country experiences, sectors, and policies
- Participants thought that the level of detail in the information presented was appropriate
- Most respondents said no negative aspect surprised them, though several expressed again that the time was too short, and that some presentations were not well prepared or linked to the objective of the session
- Most participants (18) stated that all sessions were relevant, while 2 stated that the media session was not. Many participants (12) stated that nothing was missing
- Following the workshop, participants are interested in learning more about a wide variety of the topics presented, but administrative data was most frequently cited
- In a space for final comments, several participants gave suggestions for future workshops, while many commented on the importance of evidence use and the need for a network for sustained engagement

<u>Ongoing Collaboration</u>

- Regarding the right scope for a network, many participants (14) stated that it should focus on strengthening evidence use practices and processes that can be applied to

different policy implementation challenges, by jointly developing evidence use guidelines or tools, for example

- In the comments, 8 participants suggested taking a holistic or multidisciplinary approach, while 6 suggested some focus on a sector. There is a strong interest in tools and guidelines
- Team leads ranked their interest in learning about the following types of internal systems or processes for strengthening evidence use in policy implementation as follows, with special interest in the first two:
  - o Evidence use guidelines or other tools to provide practical guidance on evidence collection and use in the implementation process
  - o Incentive mechanisms to promote the use of evidence
  - o Forums and processes to promote collaboration and dialogue between evidence producers, users, and other stakeholders
  - o A process for identifying and tracking key indicators and outcomes in policy implementation
  - o Rapid feedback studies to identify evidence needed to inform policy implementation and adaptation
  - o Databases, clearinghouses, and other systems for storing and sharing evidence
- Team leads ranked their interest in working with Results for All on the activities below as follows, with substantial interest in all options except the last:
  - o Joint development of standards, policies, frameworks, or other tools for advancing evidence use in policy implementation
  - o Networking and peer-to-peer learning and exchange with other governments to strengthen individual and organizational capabilities for evidence use
  - o Coaching / mentorship or other learning partnerships to strengthen individual and organizational capabilities for evidence use
  - o A process evaluation, to identify the main obstacles to policy implementation and their root causes, and discuss how evidence can help
  - o Piloting of a diagnostic tool, to understand the state of evidence use and identify bottlenecks that hinder evidence use in your agency or office
- Most respondents expressed an appreciation for the opportunity to participate in the workshop, a hope to continue collaborating with Results for All, or a desire to participate in future workshops or a sustained evidence network for governments. Multiple members of the Nigeria team stated an interest in working with Results for All to host a similar evidence workshop in Nigeria