

Establishment and Transfer of a:

Pakistan Evidence and Learning Platform (PELP)



I. EXECUTIVE SUMMARY

Project title:

Establishment and Transfer of the Pakistan Evidence and Learning Platform (PELP)

Project period:

April 2017 to December 2019

Link to UNITAR Strategic Framework/High Level Programme Objective:

Programme Objective 5: Improve Resilience and Humanitarian Assistance

Link to the 2030 Agenda for Sustainable Development: (primary links)

- Goal 1.5: Build resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
- Goal 13.1: Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

Expected impact:

The PELP will contribute to the DFID Multi Year Humanitarian Programme objective of reducing impact from humanitarian disasters in Pakistan

Expected outcome(s):

- **Institutional Outcome:**
 - Knowledge and skills generated by Pakistan's collective experience in humanitarian response informs and improves preparedness and response to humanitarian crises, as well as improved quality of programming
- **Intermediate Outcomes:**
 - Strengthened national capacities to document and disseminate good humanitarian practices
 - Strengthened national and subnational capacities and skills for effective humanitarian engagement
 - Strengthened accountability and lesson learning from humanitarian projects

Key Outputs:

- Knowledge Hub: generation and thematic analysis
- Innovation grant mechanism to generate and disseminate best practices
- Learning solutions to humanitarian needs
- Third party monitoring of humanitarian projects

Major activities:

- Assessment of existing humanitarian knowledge generation and absorption capacities at national level and in at-risk areas.
- Options paper and consultation on establishment of the PELP knowledge management system that is transferable and fit-for-purpose.
- Feasibility study on establishment of a transferable innovation grant mechanism
- Establish, operate and transfer the grant mechanism over a two-year period, based on grant management policy and guidelines

- Develop knowledge management and learning strategy, including multiple delivery mechanisms e.g. research, knowledge forums, training-related events, community-driven learning events, scholarships for higher level education)
- Develop TPM strategy and methodology based on thorough review of existing TPM reports and status of project delivery, and undertake field work and data/information collection, including review of MYHP progress reports and evaluations for aggregation/synthesis

Implementing partners:

The PELP will operate through a network of implementing partners (IPs), to be selected on a competitive basis and in accordance with other applicable rules. A broad range of IPs will be considered in the first instance, against a clear set of criteria (to be agreed) which are likely to include management, coordination, finance and access to at risk communities.

The selection process will include the identification of a suitable ‘host’ institution with the capacity to house and manage the main functions of the PELP as well as to maintain partnerships. The IPs will be drawn from a mix of organizations including national and international NGOs, academia and consulting companies.

Monitoring and evaluation:

A project results framework and work plan will serve as the project’s primary tools to monitor progress and report. Data will be disaggregated by sex, age and other parameters (where relevant and applicable) to ensure that DFID’s focus on women, girls and people with disabilities and other vulnerable groups is reflected in progress being achieved. The PELP will undergo an independent evaluation during the second half of 2019.

Brief description

The Pakistan Evidence Learning Platform (PELP) will contribute to reduced impact from humanitarian disasters through effective knowledge generation, transfer and innovation with involvement and eventual leadership from national partners. The PELP will initially be linked to the UN Resident Coordinator’s Office, and gradually be transferred to a national entity or entities that will ensure sustainability in the longer term. It will encompass a knowledge and learning hub, an innovation grant mechanism and third-party monitoring. This combination of elements remains a relatively innovative approach with other comparable platforms within the humanitarian sector tending to focus on one or other of these elements but not all in combination. A defining feature of the PELP will be its ability to demonstrate how the Multi Year Humanitarian Programme is contributing to wider, sustainable impact. The approach taken will follow an iterative process where learning and adaptive management are at the core.

II. RATIONALE

1. The Multi Year Humanitarian Programme (MYHP) has identified humanitarian knowledge transfer as a key strategy to ensure sustainability of capacity development investments and value for money in Pakistan. The scoping missions undertaken by the United Nations Institute for Training and Research (UNITAR) to Islamabad in November 2016 and February 2017 confirmed interest among humanitarian actors towards the sharing of collective knowledge leveraged on humanitarian operations and programming through the establishment of the Pakistan Evidence and Learning Platform (PELP). The purpose of the PELP is to strengthen knowledge management processes and achieve real results by ensuring that knowledge is generated, organized, transferred, and utilized for the benefit of the humanitarian system, including the local communities who are most affected by humanitarian shocks and crises.
2. As international actors progressively scale down their humanitarian activities in Pakistan, the humanitarian community has expressed a need to ensure continuity during and beyond this transitional phase. One of the key exit strategies identified by DFID and its key partners is to invest in a programme that will continually provide knowledge and evidence-based learning solutions, investing in innovation for a stronger national humanitarian capacity, and foster good practices in third-party monitoring.
3. Ultimately, once fully developed, the PELP could address humanitarian issues in the wider sense through the disaster risk management cycle, from pre-disaster to response and post-disaster, including prevention and mitigation, preparedness, response, early recovery and long-term development investment for DRR and resilience. As further explained below, this will require a phased approach to achieve.

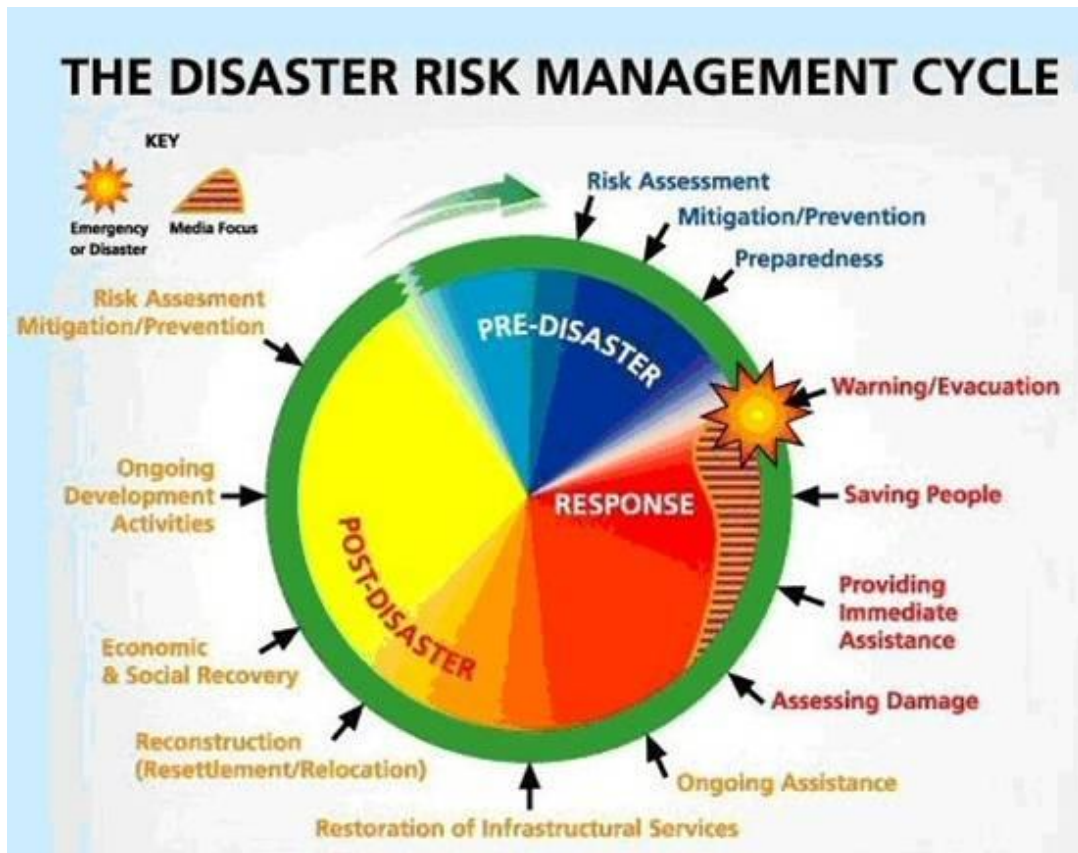


FIGURE 1. DISASTER RISK MANAGEMENT CYCLE

4. Knowledge transfer activities will encompass both humanitarian situations resulting from natural disasters and conflict to ensure a holistic and comprehensive approach. Following recent natural disasters such as earthquakes (2015, 2013, 2011) and floods (2015, 2014, 2013, 2012, 2011 and the major 2010 floods) initial focus will be on knowledge generated from these events from a multi-sectoral approach, with special focus on gender issues and other vulnerable groups. Knowledge on protection and assistance to people affected by conflict could similarly be addressed by the PELP, with in-depth assessments of the geographic context and targeted solutions.
5. The PELP will include several inter-related services all centered around the principle of national ownership, including: (i) a network of institutions and individuals across the humanitarian system to generate and transfer knowledge; (ii) a knowledge hub driving innovative thinking and evidence-based humanitarian planning; (iii) an innovation grants mechanism providing visibility and incentives; and (iv) third party monitoring to support accountability of and learning from humanitarian-funded programming. This approach is innovative, as other comparable platforms tend to focus on one or other of these elements but not all in combination.
6. The PELP will be structured in a way that can stimulate reforms to the humanitarian system to increase transparency, efficiency and effectiveness. The PELP will be designed to contribute to the achievement of the MYHP's overarching results, including enhanced national and sub-national capacities to respond to natural disasters and humanitarian needs, as well as providing evidence for increased performance of funded programmes. It will also be designed with the goal to transfer accountabilities and capacities to one or more suitable host institutions by the end of the initial, establishment phase (December 2019), albeit with continuing technical and advisory support (potentially embedded) that would be required beyond 2019.

III. APPROACH

7. The starting point for the establishment of the PELP is the question of ensuring long term sustainability. Therefore, a first step will be to define an exit strategy for DFID funding. The exit strategy rests on the establishment and strengthening of a network of national knowledge management and learning institutions, likely to encompass a combination of national NGOs and educational institutions currently interfacing with the formal humanitarian system. The detailed design of the PELP will need to be carried out in consultation with this network, with the support of government lead agencies and the UN Humanitarian Coordinator.
8. In the first case this will involve the establishment of a dialogue with key stakeholders on the broad issue of organizational learning and knowledge management, from the creation of knowledge to its diffusion, translation and, ultimately, application and utilization, and how this can best be promoted. Recent development experience, combined with UNITAR's own experience, suggests that far too often, the rich body of knowledge created from research and practice does not lead to application and utilization, and does not sufficiently integrate knowledge of, or transfer knowledge to, the local communities mostly affected. Consequently, knowledge and evidence-based practice are not informing decisions or for that matter contributing to real solutions with real impact.
9. The overall approach taken for the PELP considers recent 'Doing Development Differently' thinking that has emerged over the past several years and that has challenged traditional interventions and development assistance. While the goal of the PELP is clear – to make a plausible contribution to the MYHP goal of reducing the impact from humanitarian disasters in Pakistan – and while an outcome model with indicators and measures will serve as a guide in project delivery, the approach taken will follow also an iterative process where learning and adaptive management are at the core. For example, learning solutions identified by the PELP will need to follow an iterative process of trial and error considering real evidence collected on

the uptake and effectiveness of each cycle of learning delivery. Similarly, the design of the innovation grant mechanism will need to be sufficiently flexible to accommodate objective feedback on effectiveness. Therefore, the nature of grant awards may evolve considerably in intent and structure over time.

10. Given the present timeframe of the MYHP, it will be essential to establish the functioning elements of the PELP, as well as the necessary operational competencies, as a discrete project headed by UNITAR engaged individuals. This initial work will allow the PELP to become visible and to begin to operate within year 1. Thereafter (years 2 and 3) the main purpose of the PELP 'project' will be to demonstrate added value and to initiate the transfer of its functions, competencies and responsibilities to suitable national institutions.
11. The PELP will need to be visible to survive, and to be recognized for the work that it does. The innovation grant mechanism has already been well publicized within the humanitarian community as a potential provider of funds and as a driver of good practice. This innovation grants will provide a 'shop window' for the PELP and be a key feature the outreach and communication strategy. In addition to this the PELP will need to engage with media organizations both internally and externally, as well as through the existing communications departments of in country UN agencies and other humanitarian partners. The schooling system offers a further avenue for outreach and for supporting core learning. There is potential to establish a Youth Dialogue system among schools nationally and internationally to support awareness and knowledge at this level, based on a model provided through the UN's global Climate Change Learn programme.
12. While resources are currently available for a PELP establishment phase only (2017-19), in order to be effective, the PELP will need to be conceived with a longer timeframe in mind potentially encompassing three phases including: the establishment phase (2017-19); a consolidation and roll out phase (2019-21); and a wider policy influencing phase beyond this. Over this period the PELP would also need to be flexible enough to adjust in the face of new emergencies or disaster events that may occur.

IV. IMPLEMENTATION STRATEGY: ESTABLISHMENT PHASE (2017-19)

A. Description of outcomes, outputs and major activities

13. Activities will be focused on three outcome areas supported by four interrelated outputs. Accordingly, the Innovation Grant Mechanism will feed into the Knowledge Hub and Third Party Monitoring (TPM). TPM in turn will interact with and strengthen the Knowledge Hub and its components, as well as the overall project management.
 - **Outcome 1: Strengthened national capacities to document and disseminate humanitarian good practices**
 - o Output 1.1: creation of the Knowledge hub, including the establishment of a data and information management system to collect and share humanitarian sector experience
 - **Outcome 2: Strengthened national and subnational capacities and skills for effective humanitarian engagement**
 - o Output 2.1: Learning solutions for humanitarian needs
 - o Output 2.2: Innovation grant mechanism to generate and disseminate best practices
 - **Outcome 3: Strengthened accountability and lesson learning from humanitarian projects**
 - o Output 3.1: Third party monitoring of humanitarian projects delivered

14. Figure 2 shows the connections between the project's outputs, feeding into the higher-level results. The **Innovation Grant** produces applications and technical solutions that improve TPM. Innovation being funded through the Grant also supports the Knowledge Hub, designing state-of-the-art applications and solutions to generate, share and transfer knowledge in the three technical focus areas prioritized by the Hub for the initial phase of the project. Innovation can, for example, facilitate networking and participatory learning among technical experts; explore new practices; improve communication of best practices etc.
15. Data and information from **TPM** feed into the Knowledge Hub in different ways. It will contribute to the knowledge generation and sharing component of the Hub, within the limits of confidentiality and sensitivity of its content. Knowledge generated by TPM through the Knowledge Hub will also feed into its learning solutions generated (case studies, lessons learned, field champions identified). In addition, part of the TPM function will serve the purposes of monitoring the overall progress of PELP, allowing for adjustments in its strategy and implementation.

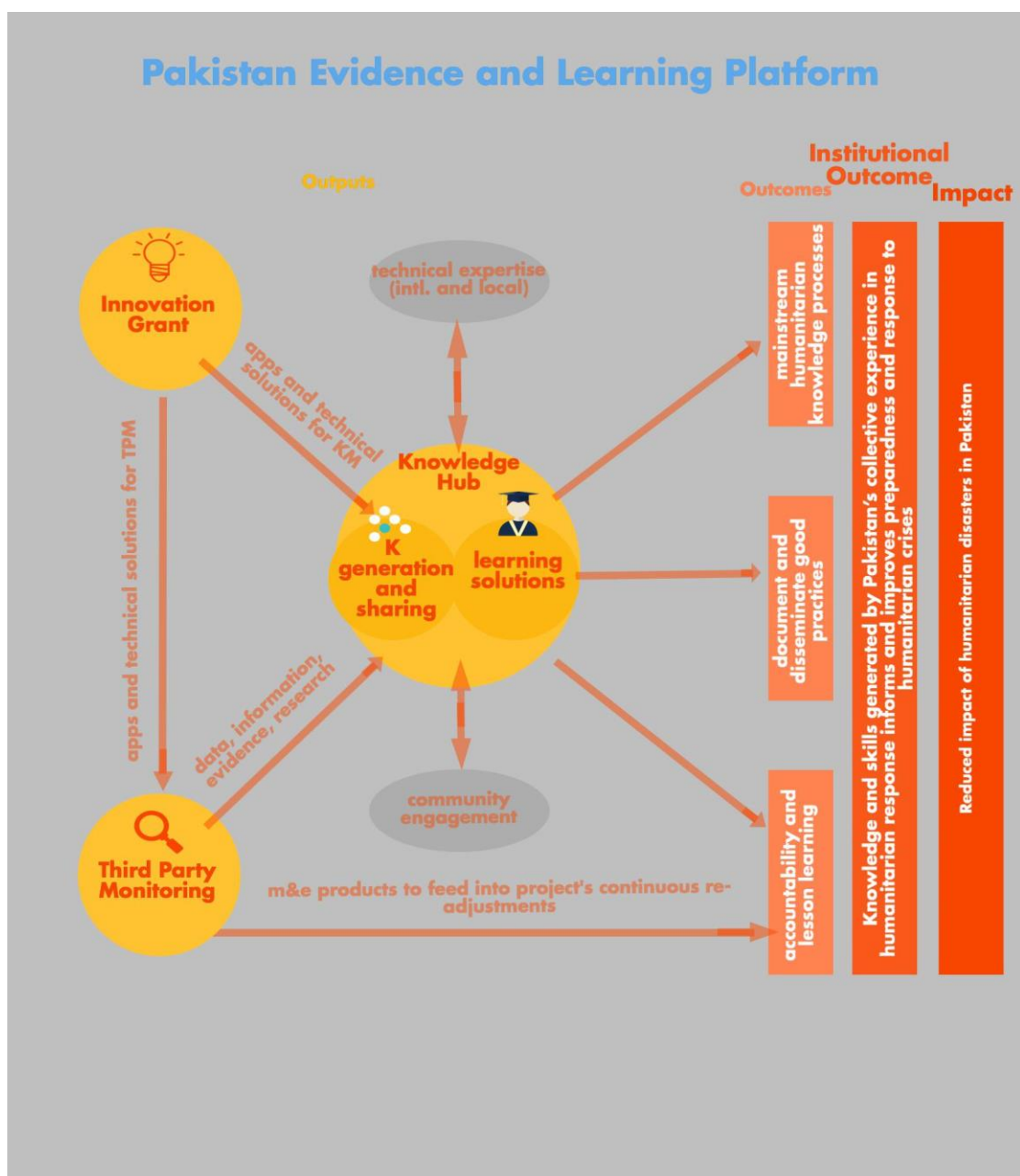


FIGURE 2. CONNECTIONS AMONG OUTPUTS AND FUNCTIONS

16. The **Knowledge Hub** is the heart of PELP, serves as a clearing house for data and information to transform it into user-friendly knowledge sources, provides a digital interface to access knowledge sources such as data, research, lessons learnt, evaluations and live testimonies. All knowledge generated feeds into the learning solutions component of the Hub, not only through the classic face-to-face training and eLearning, but also through an active interaction with existing academic institutions to ensure that their own content and approaches are state-of-the-art. A very important part of the knowledge feeding into the learning solutions development will be sourced from 'live testimonies', that is from field practitioners operating in different thematic and geographic areas who have first-hand experience of specific humanitarian sectors and who are capable and willing to share their expertise with the learning community.

Outcome 1: Strengthened capacities to document and disseminate good practices

Output 1.1: The Knowledge Hub: generation and thematic analysis

Design elements

17. The idea of a humanitarian sector knowledge generation and sharing programme is not new. There are several examples of global and regional platforms within the humanitarian and/or disaster risk reduction areas, such as Preventionweb and the Natural Hazards Centre coordinated by UNISDR, or at a regional level Redhum coordinated by OCHA Latin America.
18. There are fewer examples of fully operational national knowledge hubs, however. The Evidence Learning Forum for Somalia is one example for which there are recent and relevant evaluation results. The Somalia Learning Forum Evaluation found that the data collection and management challenge was under-estimated from the outset and that this affected the successful establishment of other functions. In a complex undertaking of this nature it makes sense to put the basic PELP functions in place first as a proof of concept. Most likely this will mean identifying some focus areas for knowledge generation and transfer. Furthermore, an overly complex and sophisticated knowledge management system would face challenges in achieving the primary objective of transferring the PELP and its functions to suitable national institutions.

| Existing national hubs | Characteristics |
|---|---|
| Evidence and Learning Facility, South Sudan | 2016-2020; to provide impartial overview of performance of the humanitarian programme; budget £11 million; |
| Evidence Learning Forum for Somalia | 2016-2020; to provide impartial overview of performance of the humanitarian programme; budget £11 million; |
| Monitoring, Evidence, Learning and Review, Sierra Leone | 2016-2021; primarily reporting on progress and delivery of the Saving Lives Programme; no financial details available |

19. The design of the knowledge hub will begin with the development of a functioning project database, followed by the launch of an assessment of existing knowledge generation capacities in Pakistan (data, information, research, lessons learned) as well as available knowledge sharing platforms at various levels (national, regional and global). This assessment will inform the design of the proposed knowledge generation and sharing system which will be expressed in the form of a technical paper to be agreed with key stakeholders.

20. The knowledge generation and sharing component of the Hub will comprise several elements; an interactive live database accessible through a user-friendly search function; a knowledge management strategy and guidance note tailored to humanitarian sector needs in Pakistan; and operational procedures for data and information collection and analysis. The Hub will be supported by a full-time knowledge systems expert and data management specialist.
21. The knowledge management strategy will be co-designed with national partners and geared towards a varied audience with different capacity levels including civil society, first responders, sub-national humanitarian duty-bearers and national technical sectorial and cross-sectorial managers. During the establishment phase of the knowledge Hub, data acquisition will be prioritized in 3-4 areas, and gradually expanded once the hub is demonstrably functioning and adding value. The procedural elements of data acquisition, management and analysis are complex and it will be important for the scope of the hub to expand incrementally based on performance.
22. The priority areas will be selected in consultation with the humanitarian community based on key activities and outputs of the MYHP so far.

Measures of success (indicative)

- Number of quality knowledge products produced
- Project data and information system functioning and accessible by PELP office team
- Current knowledge generation and sharing capacities identified and assessed
- Options paper produced and consultations carried out with positive feedback from stakeholders
- Detailed operational procedures in place and used by PELP office in partnership with IPs
- New knowledge products produced for transfer to pre-identified audiences.

Key activities under output 1.1:

- 1.1.1 Develop a data and information management system to support a library of materials from existing sources (local, national, global), the results from TPM, strategic communications, and learning activities for knowledge uptake. The system will initially be hosted and managed within the PELP office.
- 1.1.2 Assess existing knowledge generation and sharing capacities at national, regional and global levels to be carried out by the PELP office in collaboration with one or more national research partners.
- 1.1.3 Draft options paper and consultations on proposed PELP knowledge generation and sharing strategy and system including medium to long term institutional arrangements.
- 1.1.4 Design and establishment of quality assurance criteria for knowledge products.
- 1.1.5 Develop and apply operational procedures in knowledge acquisition and sharing with a focus on priority areas, to be carried out by the PELP office in partnership with IPs, and on user friendliness.

Outcome 2: Strengthened national and subnational capacities and skills for effective humanitarian engagement

Output 2.1: Learning solutions to humanitarian needs

Design elements

23. The knowledge transfer element gives a truly innovative dimension to the PELP. Many knowledge transfer programmes remain confined to the training domain, and few programmes around the world, either globally or locally, have attempted to focus on broader strategies to effectively and sustainably transfer knowledge, where knowledge is brokered among

communities, field practitioners and channeled through networks of established academic and training institutions. More innovative knowledge transfer solutions are being designed by the DFID supported Humanitarian Leadership Academy and localized innovative resilience and development programmes that are partnering (intelligently) with local partners.

24. As indicated, knowledge generation, sharing and transfer will initially be confined to 3-4 priority themes, to be defined in collaboration with the humanitarian community. This will afford both proof of concept for the PELP, while also delivering on its stated mandate in a few key areas of collective interest.
25. Within these defined priority areas current information and knowledge capacities and flows will be mapped and existing learning communities identified. While such learning communities may not currently be formally constituted, it is highly likely that they exist in informal terms, and it is these existing capacities and relationships that the PELP will seek to identify, understand and ultimately leverage, and ultimately help constitute or reinforce, whether they relate to cash transfer programmes, the rehabilitation of small scale infrastructure, or livelihood opportunities for displaced communities.
26. From this initial analysis, it will be possible to identify critical gaps where knowledge flows are weak yet fundamental to achieving wider impacts. Based on this knowledge transfer mapping, a transfer strategy will be developed for consultation with key national partners. The Strategy will describe the main entry points that exist for the PELP to influence within priority issue areas, as well as the terms of engagement; i.e. through suitable local partners, ensuring that culture, language and customs are considered, providing for regular interactions to build trust, ensuring that content is specific to context.
27. Content development will necessarily be based on a blend of locally derived evidence with regional or global experience, the main role of the PELP being to identify the appropriate channels, champions and eventual beneficiaries of content, as well as the transfer approach or modality.
28. The transfer of knowledge will be provided through a range of approaches encompassing research, learning events, study tours (internal/external), formal educational opportunities and scholarships at graduate level and above. In the latter case the PELP could support the selection of suitable candidates, identify appropriate recipient educational institutions and potentially co-finance costs.
29. UNITAR has considerable experience of working with national academic and training institutions, building capacities to absorb and organize evidence, as well as to design learning solutions that are fit for the purpose and adapted to a varied audience. UNITAR applies an approach that recognizes the way in which institutions needs to be able to function at different intervention levels (policy, organizational and operational), and that different types of knowledge and skills are required at each
30. level (leadership, management, coordination and technical).

| | |
|---|--|
| Policy oriented (values, goals, rules and laws) | Institutional capacities Individual skills (leadership) |
| Organizational (structures, processes, cooperation) | Institutional capacities Individual skills (management) |
| Operational (financing, project management, reporting) | Institutional capacities Individual skills (technical) |

Measures of success (indicative)

- Number of stakeholders in knowledge sharing and learning solution events
- Number of respondents expressing intent to apply knowledge and learning
- Knowledge transfer strategies used by humanitarian community
- Engagement and ownership of national training and educational institutions
- Feedback on strategies and positive impact from these
- Documentation of successful knowledge transfer through IPs

Key activities under output 2.1:

- 2.1.1 Map existing information, knowledge capacities, brokers and flows in priority issues, in collaboration with research partners.
- 2.1.2 Measure knowledge assets and gaps for priority issues.
- 2.1.3 Develop knowledge transfer strategy specific to priority issues, including framing considerations (terms of engagement) considering culture and context.
- 2.1.4 Identify opportunities for delivery of learning solutions through the innovation grant mechanism.
- 2.1.5 Select knowledge transfer channels and preparation of content by priority issue and region
- 2.1.6 Deliver planned knowledge transfer activities through IPs, post evaluation and iterative re-design as needed.

Output 2.2: Innovation grant mechanism to generate and disseminate best practices

Design Elements

31. Initial activities will focus on the design of a credible grant allocation and disbursement mechanism, which will include a strong component of monitoring and evaluation of grant impact. The grant mechanism will be co-designed with national authorities and selection criteria will be made public. We would recommend that the innovation grants receiving green light for funding in the PELP, build on and feed into the knowledge hub as a means of stimulating and sustaining visibility and performance. From previous experience, knowledge networks and information sharing mechanisms often see an initial phase of high energy, enthusiasm and engagement followed by slow decline. The initial grant allocation phase will prioritize innovative solutions that reinforce the programme itself, for example the development of third-party monitoring data triangulation solutions, or digital solutions for collaborative learning.
32. UNITAR proposes to manage the innovation grant mechanism through dedicated staff in-country, who will be part of the PELP project office. This will ensure close monitoring of the activities and the possibility to detect and correct potential deviations. Grants will typically be of the order of \$10k-30k. The project office will provide monthly progress reports to UNITAR leads and in addition feed into DFID reporting cycles. Regarding grant management, it will be carried out using an in-house facility managed by UNITAR's finance department in collaboration with the proposed UNITAR Pakistan project office and an Innovation Grant Advisory Board, to be defined in collaboration with DFID, United Nations entities and national actors.
33. The PELP project office will ensure active communication around selected grants, as well as documented success stories through information sessions, social media campaigns and direct outreach to the humanitarian community in Pakistan.

Measures of success (indicative)

- Number of grants disbursed
- Results, recommendations and best practices from grants available on knowledge hub and used by humanitarian community
- Results, recommendations and best practices from grants applied in future initiatives
- Number of success stories reported building on results from innovation grant mechanism

Key activities under output 2.2:

- 2.2.1 Establish procedures for initiating calls for proposals, proposal review mechanism, grant disbursement and reporting to UNITAR upon completion of activity
- 2.2.1 Establish thematic priority list for calls
- 2.2.2 Issue two calls per year with subsequent review, awards, and report assessments, including one call on priority thematic and one open call per year
- 2.2.3 Review of grant reports and potential for mainstreaming with recommendations to Project Board for each meeting once first set of grants terminated
- 2.2.4 Disseminate information of results from innovation grant projects to humanitarian stakeholders

Outcome 3: Strengthened accountability and lesson learning from humanitarian projects

Output 3.1: Third-party monitoring of MYHP humanitarian projects

Design Elements

34. The TPM component of the project will contribute to strengthening accountability of and learning from the MYHP. TPM's purpose is to feed the PELP with evidence and knowledge based on the findings, conclusions, recommendations and lessons learned from the implementation of MYHP projects.
35. TPM activities will produce two key outputs: 1) reports on the independent monitoring of results from projects being delivered under the MYHP by consortia members, with evidence that the funds used for activities are producing the planned outputs and the extent to which there is evidence of progress towards the intended outcomes and goals; and 2) third party syntheses of MYHP project progress reports, including monitoring exercises and evaluations undertaken by consortia members, with a view to assimilating data and information.
36. TPM exercises will include a range of monitoring tools, including document/desk review; observations through field visits and spot checks; structured interviews, including with key informants and local communities; surveying; remote monitoring, including mobile data collection technology; and other appropriate data collection tools.
37. Data will be disaggregated by sex, age and other parameters to ensure that DFID's focus on women, girls and people with disabilities and other vulnerable groups is reflected in progress being achieved.
38. In addition to serving an accountability function, the collection of evidence (or lack thereof) from TPM exercises will identify recommendations, lessons learned and good practices which will be captured and incorporated in the knowledge hub. As with any knowledge creation and transfer process, it will be essential to ensure that the knowledge is relevant and useful to PELP users, without which the knowledge transfer will be compromised.
39. TPM would be overseen by UNITAR's Planning, Performance and Results Team, which operates independently from UNITAR programme management and delivery. In so far as monitoring will need to incorporate the views of direct beneficiaries of the MYHP and its partners, actual TPM

will be subcontracted through a competitive bidding process to a suitable national organization or company in Pakistan and/or undertaken by experts recruited through a competitive process.

Measures of success (indicative):

- Number of TPM reports of sampled projects, with evidence provided of outcome to impact results
- Number of syntheses of results from consortia reports with aggregated data/information
- Number of lessons learned and good practices identified

Key activities under output 3.1:

- 4.1.1 Develop TPM strategy and methodology based on thorough review of existing TPM reports and status of project delivery
- 4.1.2 Sub-contract/recruit TPM to local expertise through competitive process
- 4.1.3 Undertake TPM field work and data/information collection, as well as review and aggregate results from MYHP project progress reports and evaluation
- 4.1.4 Analyze and interpret data/information periodically and draft reports

V. PROJECT STAKEHOLDERS

40. The PELP will engage a wide range of stakeholders drawn from federal and local tiers of government, such as the National Disaster Management Authority structure, national and international NGOs, academia, and international organizations working on humanitarian issues in Pakistan.

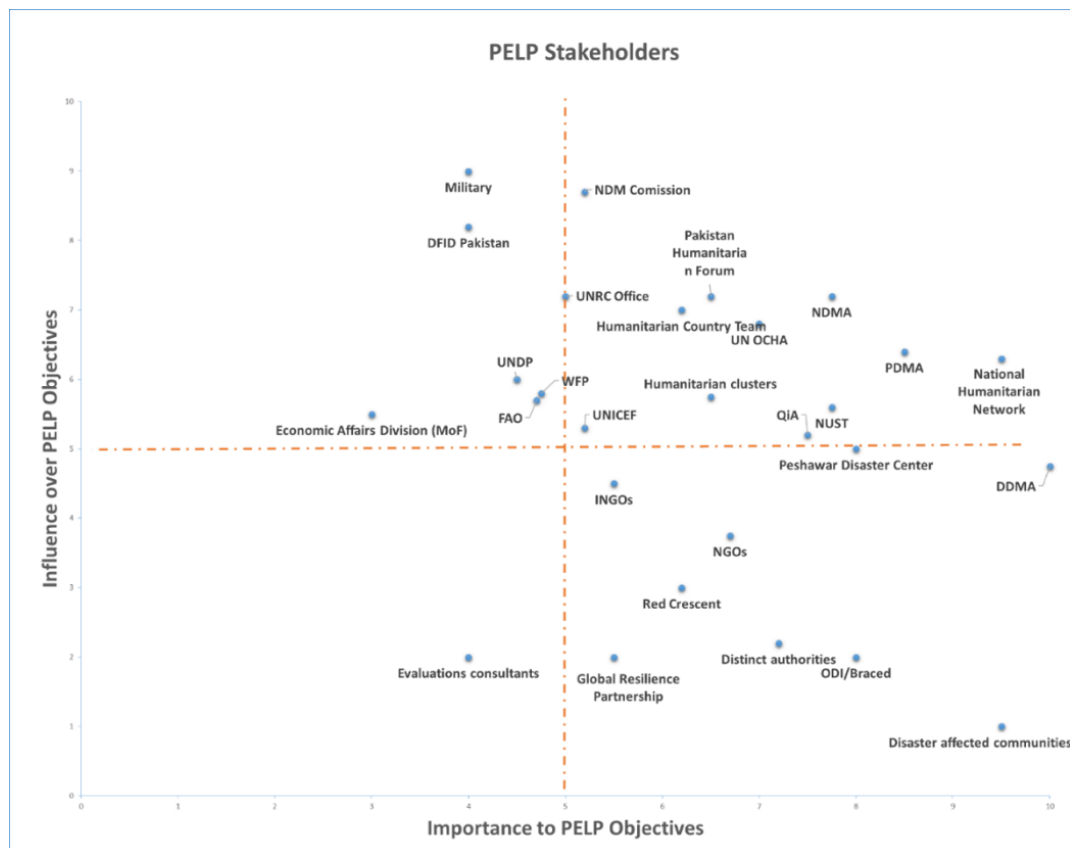


FIGURE 3. INITIAL PELP STAKEHOLDER PLOT

41. The following diagram provides an initial presentation of key stakeholders identified during the UNITAR scoping missions arranged on two axes, according to (a) the importance to the achieving the objectives of the PELP; and (b) the ability to influence PELP objectives, either positively or negatively. A key task during the early stages of implementation will be to carry out a systematic and more detailed stakeholder analysis, leading to the definition of a stakeholder engagement plan support all project outcomes.
42. During the early stages of the PELP establishment phase key stakeholders will likely include the Office of the UNRC, the Humanitarian Country Team, the National Disaster Management Authority and its related structures. Beyond early establishment the switch towards ultimate beneficiaries at community level working through a network of implementing partners involved in knowledge development and transfer. The national media will be invited to engage from the outset to ensure that the purpose of the PELP is fully understood by the engaged public and their representatives.
43. Over time the PELP will seek to shift key stakeholders along the axes towards greater engagement with PELP objectives and outcomes, particularly with regard to disaster affected communities, and those immediate tiers of government which represent their needs.

VI. MANAGEMENT ARRANGEMENTS

44. Overall management of the PELP will be provided by UNITAR using local implementing partners and in collaboration with UNRCO. We envisage the establishment of a Project Board to be comprised of a representative of the UN system, the government, DFID and UNITAR with the purpose of providing overall political orientation as well as the functional role of approving annual reports and work plans. The Project Board would also serve to approve grants under the innovation mechanism although this responsibility would be transferred to a suitable national institution and process during 2019. Other important management elements entail:
 - A country project team to be based in Islamabad consisting of Project Manager, Knowledge Systems and Data Management specialist, M&E specialist, Communications Officer and Admin and Finance assistant.
 - Additional technical inputs will be provided by a combination of national and international expert staff.
 - Knowledge and Learning Hub development to be carried out in close collaboration with a suitable national partner.
 - Third party monitoring to be carried out in collaboration with existing partners
 - Innovation grant mechanism to be initial implemented using UNITAR financial management capacities and system.
 - Transfer of the grant mechanism to a nationally based organization with sufficient fiduciary capacities.
 - Overall supervision, reporting and monitoring provided by UNITAR HQ in Geneva.
45. The following diagram provides an overall structure of the PELP Office indicating key relationships and reporting lines.

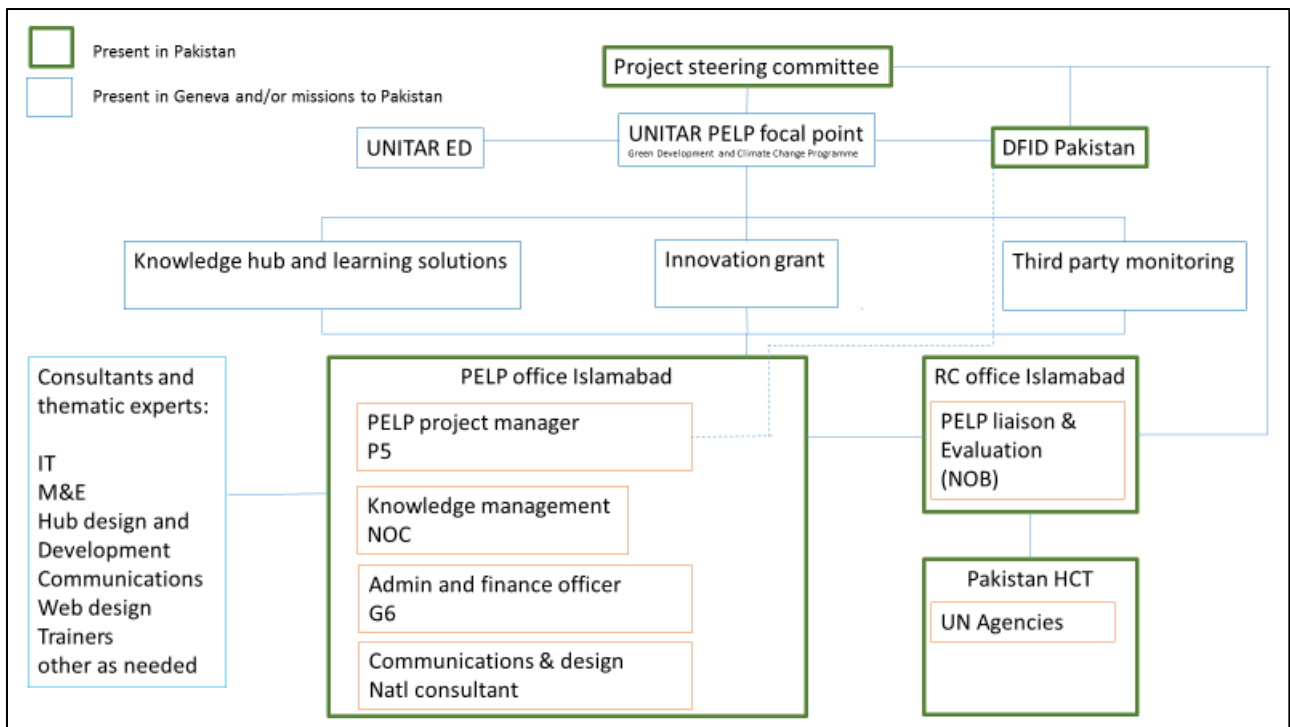


FIGURE 4. OVERALL STRUCTURE OF THE PELP OFFICE

VII. ROLES AND RESPONSIBILITIES

UNITAR

46. UNITAR's primary role will be to establish an operational PELP aligned with the UN Resident Coordinator's office and will subsequently oversee the transfer of PELP functions and responsibilities to a suitable national partner(s) over the course of the project.
47. UNITAR will establish a PELP project team and presence in Pakistan and provide overall financial and management oversight for the duration of the project. This will include a monitoring and evaluation specialist to be shared with UNRCO.

Beneficiaries

48. Given that the main task assigned to UNITAR is to develop and transfer responsibilities for an operational PELP, the immediate beneficiaries will be those organizations that will eventually continue to run the platform in the medium to longer term. The PELP will then service a wide range of ultimate beneficiaries working within the humanitarian sector including a combination of government and non-government entities operating at national and sub-national levels.

Implementing partners

49. The PELP will be designed from the outset in collaboration with competent national institutions, including potentially a single 'host' institution with the necessary capacities to play a coordinating role. Lead implementing partners will also be established for each of the main elements of the PELP centered on the four main outputs set out above.
50. In the case of third party monitoring, expressions of interest will be sought from qualified national and international suppliers/experts. The knowledge and learning hub will most likely involve a national academic or educational institutions. The innovation grant mechanism will likely engage a nationally based international partner with strong fiduciary management.

Project Board

51. A Steering Group or Project Board will be established during the project inception phase (months 1-3). The PB will approve annual work plans and review interim progress reports, as well as review and approve the award of innovation grants. The PB will meet at two times per calendar year.

The UN system

52. The UN system engaged in humanitarian activities, and specifically those engaged in the delivery of the MYHP, represent a key client for the PELP as well as a source of information and knowledge. It is expected that a strong partnership will be established with the PELP leading to open and two way flows of information and support. This is especially important as the PELP will be designed to serve not only the MYHP, but also the broader humanitarian work in Pakistan and eventually related work, including resilience and recovery.

Academia

53. The PELP will be heavily reliant on capacities residing within the academic sector and particularly within the lead national academic institutions. These capacities include knowledge, advice, technical skills and networks. It is expected that these resources will be made available to support PELP implementation through partnership arrangements backed, as necessary, by grant agreements.

Humanitarian Country Team

54. The HCT is a key coordination institution for humanitarian affairs in Pakistan bringing together the UN system and other major governmental and non-governmental stakeholders. It is expected that the PELP project manager will be provided with observer status on the HCT and, where feasible, provide technical briefings on PELP activities to its members. The HCT will in turn help to orientate the PELP towards key and emerging humanitarian priorities.

VIII. MONITORING AND EVALUATION

Monitoring

55. An outcome model illustrating the key activities and the results chain from outputs and outcomes to impact of the PELP's establishment phase, as well as an initial work plan, are provided under Annexes 1 and 2, respectively. Provisional results indicators are also provided. **During the project's inception phase (April-September 2017), a study will be undertaken to confirm the indicators and establish baselines and performance targets.** This results framework and the work plan will serve as the project's primary tools to monitor progress and report. Data will be disaggregated by sex, age and other parameters (where relevant and applicable) to ensure that DFID's focus on women, girls and people with disabilities and other vulnerable groups is reflected in progress being achieved.
56. As discussed earlier, the approach taken for implementation will also follow an iterative process where learning and adaptive management are integrated into the project monitoring and assessment, and any adjustments to the implementation strategy or expected results discussed as part of the periodic meetings of the Project Board.

Evaluation

57. The PELP will undergo an independent evaluation during the second half of 2019. The purpose of the evaluation will be to assess the relevance, effectiveness, efficiency, impact and sustainability of PELP. While the specific scope of the evaluation will focus on the establishment phase and will assess in particular the level of achievements against the set targets and determine if there are signs that the PELP is contributing to improved preparedness and responses to humanitarian crises and providing for enhanced quality of humanitarian programming, the evaluation will also examine how stakeholders see the PELP as

a platform beyond the establishment phase, albeit in a more limited manner, in so far as the platform’s purpose is to eventually serve the broader humanitarian landscape in Pakistan and incorporate knowledge and practice-based evidence from the field of resilience and recovery. The evaluation will seek to foster stakeholder participation in the process and will integrate an equity, human rights and gender equality dimension in its design.

- 58. The evaluation will serve an accountability and learning purpose. The findings, conclusions, recommendations and lessons learned from the evaluation will be used for the further development of the PELP project or its replication for similar situations or contexts.
- 59. The exercise will be managed by the Institute’s Planning, Performance and Results Section which is mandated to manage independent evaluations of projects implemented by UNITAR. In so far as the MYHP involves other United Nations, the possibility of joint evaluations will be considered. The terms of reference of the evaluation, including the key questions to guide the evaluation, will be shared with the Project Board prior to finalization. The evaluation will be published externally and will be accessible to the public through an online repository.

IX. REPORTING

- 60. UNITAR will provide quarterly progress reports following the calendar year (January-December), which will include both narrative and financial information based on an agreed format with DFID. The schedule of the quarterly reporting over the course of the project is as follows:

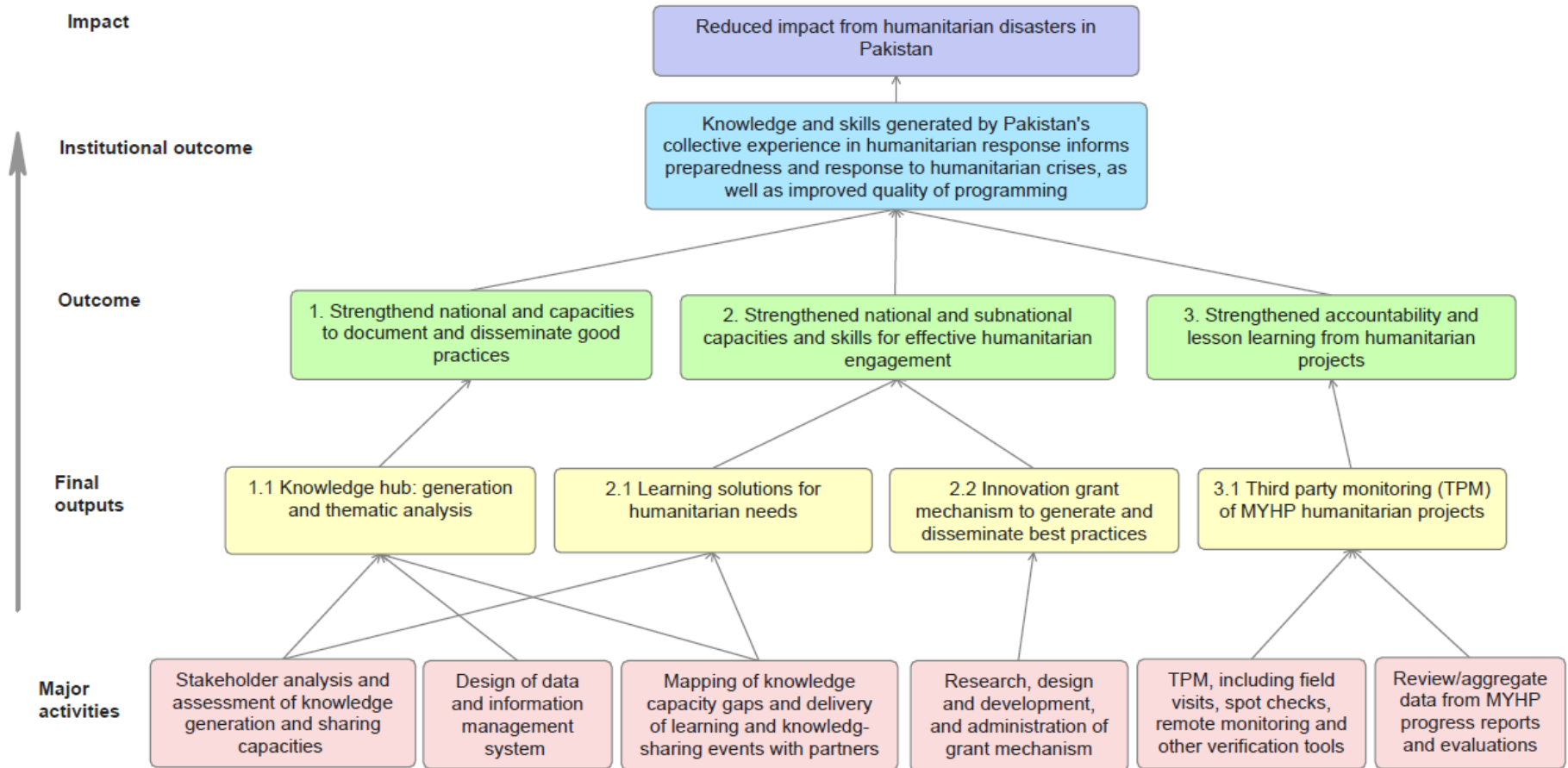
| Quarterly Period | Progress Report Due Date |
|--------------------------------|--------------------------|
| Q1 [Jan-March 2018/2019] | 30-April 2018/2019 |
| Q2 [April-June 2017/2018/2019] | 30-July 2017/2018/2019 |
| Q3 [July-Sept 2017/2018/2019] | 30-Oct 2017/2018/2019 |
| Q4 [Oct-Dec 2017/2018/2019] | 15-Feb 2018/2019/2020 |

- 61. Regarding the PELP as an autonomous facility moving forward, a suitable reporting structure will be developed for each of its elements. The most visible is likely to be the innovation grant mechanism which will need to have its own annual report showcasing successes and performance standards as a publicly available document.

Annex 1.1

Project Outcome Model

Pakistan Evidence and Learning Platform



Annex 1.2

Provisional indicator framework

| | |
|--|---|
| Impact | |
| Reduced impact from humanitarian disasters in Pakistan | TBC based on revised MYHP log frame |
| Institutional outcome | |
| Knowledge and skills generated by Pakistan's collective experience in humanitarian response informs preparedness and response to humanitarian crises, as well as improved quality of programming | <p>Percentage of humanitarian projects informed by PELP knowlegde transfer</p> <p>Percentage of new HP projects incorporating lessons learned into programme design</p> |
| Intermediate outcomes | |
| 1. Strengthen national and capacities to document and disseminate good | - PELP transferred to national partner |
| 2. Strengthened national and subnational capacities and skills for effective humanitarian engagement | <ul style="list-style-type: none"> - Number of documented quality and successful knoweldge transfers through IPs* - Number of quality success stories building on results from innnovation grant mechanism* |
| 3. Strengthened accountability and lesson learning from humanitarian projects | <ul style="list-style-type: none"> - Percentage of sampled projects having achieved planned results, including outputs, progress towards outcomes and impact - Percentage of lessons learned fed back by project management to project stakeholders |

| Outputs | |
|---|---|
| 1.1 Knowledge hub: generation and thematic analysis | <ul style="list-style-type: none"> – Number of quality knowledge products produced* – Project data and information system functioning and accessible by PELP office team – Current knowledge generation and sharing capacities identified and assessed – Options paper produced and consultations carried out with positive feedback from stakeholders – Detailed operational procedures in place and used by PELP office in partnership with IPs – New knowledge products produced for transfer to pre-identified audiences. |
| 2.1 Learning solutions for humanitarian needs | <ul style="list-style-type: none"> – Number of stakeholders in knowledge sharing and learning solution events – Number of respondents expressing intent to apply knowledge and learning – Knowledge transfer strategies used by humanitarian community – Engagement and ownership of national training and educational institutions – Feedback on strategies and positive impact from these – Documentation of successful knowledge transfer through IPs |
| 2.2 Innovation grant mechanism to generate and disseminate best practices | <ul style="list-style-type: none"> – Number of grants disbursed – Results, recommendations and best practices from grants available on knowledge hub and used by humanitarian community – Results, recommendations and best practices from grants applied in future initiatives – Number of quality success stories reported building on results from innovation grant mechanism |
| 3.1 Third party monitoring (TPM) of humanitarian projects | <ul style="list-style-type: none"> – Number of TPM reports of sampled projects, with evidence provided of outcome to impact results – Number of syntheses of results from consortia reports with aggregated data/information – Number of quality lessons learned and good practices identified |

* During the project inception phase, UNITAR agree with DFID on quality standards for the relevant indicators.