

# EXECUTIVE LEADERSHIP PROGRAMME in Evaluation and the Sustainable Development Goals

*"We need **a culture of evaluation** —  
independent and in real time"*

UN Secretary General  
António Guterres  
12 April 2016 \*



# UNITAR

The United Nations Institute for Training and Research (UNITAR) is a principal training arm of the United Nations, empowering individuals, governments and organizations through learning and related programming to effectively overcome contemporary global challenges. UNITAR's training and broader capacity development initiatives target two key groups of beneficiaries: the delegates to the United Nations and other multilateral bodies who develop intergovernmental agreements establishing norms, policies and programmes, and the key national change agents who turn the global agreements into action at the national level.

UNITAR's programming focuses on supporting capacity to implement the 2030 Agenda, strengthening multilateralism, promoting economic development and social inclusion, advancing environmental sustainability and green development, promoting sustainable peace, improving resilience and humanitarian assistance.

## CLAREMONT GRADUATE UNIVERSITY

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

### CLAREMONT EVALUATION CENTER

Through the Claremont Evaluation Center (CEC), CGU has been providing high quality evaluation services to over 160 organizations in the local and international community for the past 17 years. Directed by Stewart Donaldson, it is the leading institute for evaluation training, research, and consulting. The CEC currently organizes and delivers:

- International development evaluation e-Learning Initiatives in consultation with UNICEF and the Rockefeller Foundation
- The Claremont Annual Professional Development Workshop series in Evaluation and Applied Research Methods
- The Distance Learning Certificate of Advanced Study in Evaluation, and Residential M.A. and Ph.D. degree programmes specializing in Evaluation and Applied Research Methods.

### CLAREMONT EVALUATION CENTER – NEW YORK

The CEC's extension office in New York, **Claremont Evaluation Center – New York (CEC-NY)**, is focused on the critical role of evaluation champions by developing the analytic and evaluative thinking skills necessary to better achieve the SDGs among evaluators and global leaders. Using the latest tailored training and coaching methods, the center is a promoter for the better use of evaluation by leaders. Established in 2016, the center provides comprehensive support for international efforts focused on the SDGs.

\*Front cover: Quote drawn from opening remarks by H.E. Mr. António Guterres at the informal dialogue for the position of the next United Nations Secretary-General on 12 April 2016.

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

– UN Deputy Secretary-General Amina Mohammed

The 2030 Agenda for Sustainable Development is an unprecedented global endeavour that requires transformative leadership and a bold new approach. The Agenda recognizes the critical role of evaluation in informing global and national leaders of the best way to achieve the 17 Sustainable Development Goals (SDGs), and will require efforts to further strengthen evaluation practices, in developing and developed countries alike. The aspirational nature and interconnectedness of many of the Agenda’s goals will require those conducting and commissioning evaluations to have a thorough understanding of the Agenda and its goals, targets and indicator framework; different approaches to evaluation, such as performance-based v. system-based approaches; as well as equity and human-rights based approaches.



The Executive Leadership Programme in Evaluation and the Sustainable Development Goals (ELPE) is a certificate training programme designed to build evaluation capacity to support the voluntary national follow up and review processes of the SDGs.

The ELPE is series of e-Learning modules and skills development workshops delivered over five days in New York. The programme targets established and aspiring leaders from government, intergovernmental organizations and the United Nations, nongovernmental organizations and the private sector. The programme will strengthen **both leadership and evaluation skills**, with an emphasis on the 2030 Agenda for Sustainable Development. Topics covered include:

- Ethical, human rights, equity, and gender issues in the new evaluation landscape
- Communication and advocacy skills
- Leadership skills, including visioning, strategy and planning
- Developing a comprehensive SDG evaluation framework, policy and capacity building plan, including an understanding of programme and policy impact pathways
- Evaluative, Analytic and Systems-thinking
- An overview of Evaluation methods, both quantitative and qualitative
- Key issues for national evaluation agendas in the SDG era

This fee-based educational programme will lead to a certificate awarded by CGU and UNITAR.

## ELPE GLOBAL LEARNING OBJECTIVES

Following the completion of the programme, participants will be able to:

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

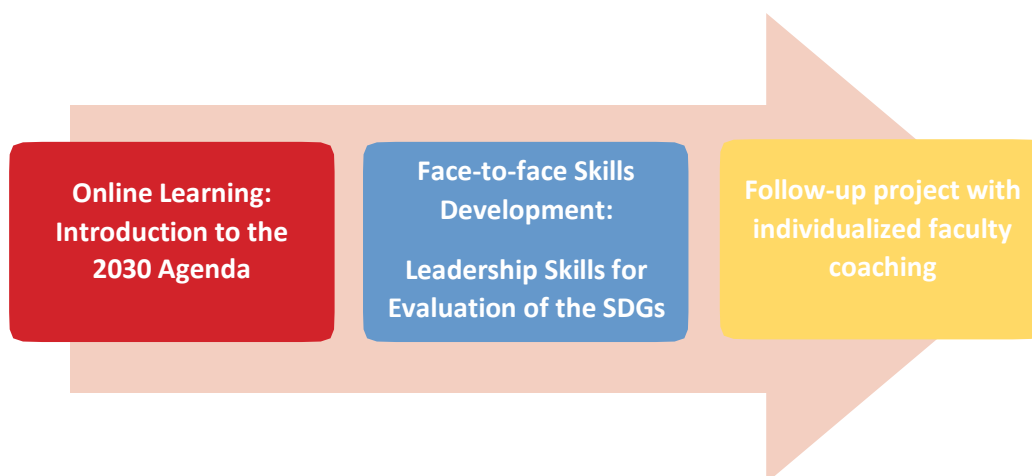
*“Our goal is to develop leaders who can transform the world through evaluative thinking.” - Dr. Deborah Rugg, Executive Director of CEC-NY*

## AN INNOVATIVE APPROACH

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

Over four weeks, the Introduction to the 2030 Agenda e-Learning course is delivered online. The course is based on contributions from 22 parts of the United Nations family and consists of six interactive modules, from the origins of the 2030 Agenda to the important role that evaluation will play in informing the review process. Each of the six modules includes an objective knowledge assessment to measure learning, and discussion forums are integrated into the course to promote interaction and exchanges among participants and course moderators.

Learners then gather in New York for the programme’s residential component and actively take part in a series of mini-workshops with renown faculty from CGU. During the week, learners also identify an assignment or mini-project on which they will work as a follow-up to apply knowledge and skills. The ELPE includes the following segments:



## ONLINE LEARNING

### Introduction to the 2030 Agenda

This four-week course is delivered online with moderation and objective learning assessments. The course is comprised of the following six modules:

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

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

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

This module discusses key principles and concepts of the 2030 Agenda by highlighting key differences with the MDGs and how these define the Agenda's underlying principles and their implications for national policy-making.

#### 3. Sustainable Development Goals: Policy Integration and Synergies

This module covers the SDG targets and global indicator framework, individually and how they interact together. Background into major challenges and policy recommendations by the Open Working Group on the SDGs will also be provided.

#### 4. Leveraging Resources and Partnerships: Implementing the 2030 Agenda

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

#### 5. Follow-up, Review, and Data for the 2030 Agenda

Module 5 will provide an introduction into the follow-up and review framework for the 2030 Agenda, and discuss the importance of monitoring and evaluation for the implementation of the SDGs.

#### 6. Evaluation and the 2030 Agenda

Module 6 introduces the intersection of evaluation and the 2030 Agenda, including strategies, critical methods and approaches, and examples of M&E systems that mainstream the 2030 Agenda in Country Systems.

## FACE-TO-FACE WORKSHOPS IN NY

### The Power of Evaluation:

### A framework for success in achieving the SDGs

#### DR. DEBORAH RUGG

Leaders from all sectors - from government officials and legislators, to UN senior officials to non-governmental, philanthropic and private sector organizations have to show that their policies, programmes, and services are making a difference for the citizens, clients and customers they are trying to reach and better serve. Evaluation offers a systematic way to understand issues and perspectives, and uses evidence to explore the implications of different types of strategies and actions on policies and stakeholders. This workshop will provide an introductory understanding of:

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







## Navigating the Leadership Labyrinth

### DR. MICHELLE BLIGH

There is no question that leadership profoundly affects our lives through our roles in various types of organizations. As an area of study, leadership is a very complicated and elusive subject to understand and explain, making it ideally suited to approach from different disciplines and perspectives. Throughout history, the successes and failures of individuals, groups, organizations, and societies have been attributed to leadership. Leadership is more than just a collection of tools and tips, or even skills and competencies; the essence of an individual's leadership is fundamentally shaped by her or his values, philosophies, and beliefs. In this workshop, we will examine:

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

## Evaluation as a leadership function

### DR. MICHAEL QUINN PATTON

Critical evaluative thinking involves strategic engagement, contextual analysis, situational responsiveness, understanding complex dynamic systems, questioning assumptions, grounding action in evidence, and distinguishing opinions from findings. Evaluative thinking is the foundation for a particular kind of effective leadership: reality-testing, results-oriented, and learning-focused leadership. Effective leaders have a thirst for knowledge, are not afraid to find out what's really going on, and act based on rigorous strategic analysis. Rigor resides in, depends on, and is manifest in rigorous thinking – about everything. Using evaluation to enhance leadership effectiveness requires systematic evaluative thinking. This workshop will cover the four functions of reality-testing, results-oriented, and learning-focused leadership:

- Create and nurture a results-oriented, reality-testing, learning-focused culture;
- Lead in deciding what outcomes to commit to and hold yourselves accountable for;
- Make measurement of outcomes thoughtful, meaningful, and credible;
- Use the results—and model for others serious use of results.





UN Photo/Koji Kawai

## Leadership for Transformative Change in the SDG Era

### DR. MICHAEL QUINN PATTON

We inhabit a world in which an increasing sense of urgency calls for transformational change. The compelling vision represented by the Sustainable Development Goals, the latest data on accelerating climate change, and the global problems that transcend national borders are challenges that require new ways of thinking, acting, and evaluating. Slow, incremental change is not sufficient. But what does transformational change mean? How is it done? How would we know? Evaluation is no longer just a back-end activity in which evaluators come in to examine what happened after an initiative is over. Evaluators are now involved at the front-end, participating in the design of initiatives, bringing to bear accumulated evaluation knowledge about what works and what doesn't, and ensuring that evaluative thinking and evaluability are built into new endeavours from the beginning.

This leading-edge workshop is for those who share that sense of urgency that everything we do must accelerate the pace of sustainable development solutions – including evaluation. We will examine:

- Programme context (e.g., stakeholders, politics, Theories of change related to transformative change)
- Dimensions of transformative change that constitute an evaluation framework

## Differences in Evaluation Agendas Between the Global South and North in the SDG Era

### DR. ZENDA OFIR

“Developed” is not any more seen as a state exemplified by some countries to which others should strive. The 2030 Agenda emphasizes a more complex reality: All countries share responsibility for development. They do so within the principle of common but differentiated responsibilities, and the need to respect different national realities, priorities, capacities and levels of development. Yet stark differences remain between the Global South and the Global North. This, at a time when the effects of the growing intersection between the SDGs and the 4th Industrial Revolution have yet to emerge.

This situation compels us to examine the implications for national development as well as evaluation agendas. Past mistakes have to be avoided, and issues such as development trajectories, policy coherence, the role of culture, resilience and the sustainability of impacts take centre stage. This session will therefore consider the following, with special reference to the Global South:

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



UN Photo/Cia Pak



## Equity and Responsiveness in Monitoring and Evaluation

### DR. KATRINA BLEDSOE

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

This interactive workshop includes some necessary foundation topics, as well as plenty of discussion and opportunities to think about equity and responsiveness in monitoring and evaluation. We will examine:

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



## Framing the right questions and picking the right approach: An overview

### DR. TAREK AZZAM

Every time we try something new, we often ask ourselves “Is it better, what makes it good, what is its value, and what impact is it having?” These are common questions that are often used in evaluation of anything from small interventions to large scale policies. The identification of the most important questions in evaluation is the most important first step in the design process, because it forms the foundation of a useful, credible, and rigorous evaluation. It is important to make sure the questions are driving the choice of methods and not the other way around. Once questions have been identified then the evaluation must integrate three facets that impact the design:

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



## Behind the Scenes: Updates from UN Agency Evaluation Units

### UN AGENCY REPRESENTATIVES

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



UN Photo/Milton Grant



## An Introduction to Social Impact Measurement: The Role of Evaluation in Private-Sector Organizations with Social Missions

### DR. JOHN GARGANI

Increasingly, private-sector companies are working to advance the public good. They may be called social enterprises, impact investors, or sustainable corporations, depending on their business model, impact theory, and sector. This is a critical trend. The success of the Sustainable Development Goals and the Paris Agreement on climate change depends heavily on the participation of the private sector. However, evaluation remains a challenge. To understand their impacts, companies often engage in what they call social impact measurement. It is a form of evaluation that incorporates tools, approaches, and theories adapted from finance and management. Most evaluators are not familiar with the approach. In this workshop, you will be introduced to social impact measurement and its methods. Our discussion will be grounded in theories and frameworks that will help you understand the role of evaluation in this important area. We'll learn about:

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

## Follow-up project with individualized faculty coaching

This project will be introduced to programme participants at the end of the online segment and then defined by programme participants during the New York residential segment. The objective of the project is to facilitate the application of knowledge and skills as a follow up to the training. Possible projects may include developing terms of reference for evaluating programmes or policies related to the SDGs or developing and implementing an action plan to support a country's enabling environment for evaluating SDGs. A month of coaching and mentoring will be provided by selected programme faculty and moderators.

## 2017-2018 Programme Agenda

	DATES	TITLE	FACULTY
Online	13 Nov – 15 Dec, 2017 (5 hours weekly)	Introduction to the 2030 Agenda	Various Moderators
Face-to-Face Workshops in New York	15 Jan, 2018 6:30 PM – 8:30 PM	Welcome and Introduction	CEC-NY Team
	16 Jan, 2018 9:00 AM – 12:45 PM	The power of evaluation: A framework for success in achieving the SDGs	Dr. Deborah Rugg
	16 Jan, 2018 2:00 PM – 5:30 PM	Navigating the leadership labyrinth	Dr. Michelle Bligh
	17 Jan, 2018 9:00 AM – 12:45 PM	Evaluation as a leadership function	Dr. Michael Quinn Patton
	17 Jan, 2018 2:00 PM – 5:30 PM	Leadership for transformative change in the SDG era	Dr. Michael Quinn Patton
	18 Jan, 2018 9:00 AM – 12:45 PM	Differences in evaluation agendas between the Global South and North in the SDG era	Dr. Zenda Ofir
	18 Jan, 2018 2:00 PM – 5:30 PM	Equity and responsiveness in monitoring and evaluation	Dr. Katrina Bledsoe
	19 Jan, 2018 9:00 AM – 12:45 PM	Framing the right questions and picking the right approach: An overview	Dr. Tarek Azzam
	19 Jan, 2018 2:00 PM – 5:30 PM	Behind the Scenes: Updates from UN Agency Evaluation Units	UNDP, UNICEF, UNFPA, UN Women, UN DESA, UN OIOS
	20 Jan, 2018 9:00 AM – 12:45 PM	The role of evaluation in the private sector and social impact investment under the SDG agenda	Dr. John Gargani
	20 Jan, 2018 2:00 PM – 5:30 PM	Pulling it all together: lessons learned and follow-up planning for faculty coaching and certification	Dr. Stewart Donaldson & Dr. Deborah Rugg
Remote	22 Jan – 28 Feb, 2018	Follow-up project with individualized faculty coaching	Various Faculty

## Programme Leadership



**DEBORAH RUGG,**  
Programme  
Co-Director

Deborah Rugg, PhD, is the Executive Director of the Claremont Evaluation Center- New York (CECNY). She is the Former Chair of the UN Evaluation Group (UNEG) and Former Director, Inspection & Evaluation Division, UN Secretariat. She was the Senior Evaluation Adviser to the UN during the final negotiations of the 2030 Agenda. As a health psychologist, epidemiologist and evaluation director at CDC and UNAIDS, she spent 30 years evaluating AIDS prevention programmes in over 100 countries. In 2014, she shepherded the first standalone UN Resolution 69/237 on building country-level evaluation capacity.



**BROOK BOYER,**  
Programme  
Co-Director

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

## Online Moderators

### **DOROTHY LUCKS**



Dorothy Lucks, PhD, has over 20 years of experience in strategic sustainable development and evaluation, covering project, programme, institutional and thematic evaluations. She is the Executive Director of SDF Global Pty Ltd a company that conducts strategic and evaluative work worldwide. Dr. Lucks is the Board Member of the International Organization for Cooperation in Evaluation (IOCE) and is Co-Chair of the EVALSDGs Network which is a network of policy makers, institutions and practitioners who advocate for the evaluability of the performance indicators of the new Sustainable Development Goals (SDGs) and support processes to integrate evaluation into national and global review systems.

### **ZENDA OFIR**



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



### ELENA PRODEN



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

## Workshop Faculty

### TAREK AZZAM



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

### KATRINA BLEDSOE



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

### MICHELLE BLIGH



Michelle Bligh, PhD, is a Professor of Organizational Behavior and Leadership at Claremont Graduate University. From 2014- 2016 she served as Professor of Organizational Behavior and Leadership at NEOMA Business School in France, where she was Co- Founder and Academic Director of the Center for Leadership and Organisational Effectiveness (CLEO). Her experience focuses on organizational culture and the role of leaders in influencing change, integration, and mergers in corporate cultures, particularly in international settings.

### STEWART I DONALDSON



Stewart I. Donaldson, PhD, is Professor and Director of the Claremont Evaluation Center, and Dean of the Schools of Social Science, Policy & Evaluation and Community & Global Health at Claremont Graduate University. Donaldson has authored or co-authored 15 books and over 200 evaluation reports, scientific journal articles, and chapters. In 2013, he was awarded one of the highest honors in the Evaluation Profession, the Paul F. Lazarsfeld Evaluation Theory Award for sustained lifetime written contributions to the advancement of evaluation theory.

### JOHN GARGANI



John Gargani, PhD, is the current Past-President and Secretary of the American Evaluation Association. John and his staff at Gargani + Company, Inc. work with organizations of every type to measure their social impacts, design innovative solutions to social and environmental problems, and to evaluate their effectiveness and efficiency in rigorous ways. John holds three graduate degrees - a Ph.D. in Education from the University of California at Berkeley, where he studied measurement and evaluation, an MBA from the Wharton School of the University of Pennsylvania, and an M.S. in Statistics from New York University's Stern School of Business.

### ZENDA OFIR



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

### MICHAEL QUINN PATTON



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

### DEBORAH RUGG



Deborah Rugg, PhD, is the Executive Director of the Claremont Evaluation Center- New York (CECNY). She is the Former Chair of the UN Evaluation Group (UNEG) and Former Director, Inspection & Evaluation Division, UN Secretariat. She was the Senior Evaluation Adviser to the UN during the final negotiations of the 2030 Agenda. As a health psychologist, epidemiologist and evaluation director at CDC and UNAIDS, she spent 30 years evaluating AIDS prevention programmes in over 100 countries. In 2014, she shepherded the first standalone UN Resolution 69/237 on building country-level evaluation capacity





## Targeted Audience

The ELPE targets a broad audience of established and aspiring leaders with varying levels of expertise in evaluation and leadership from government, intergovernmental organizations and the United Nations, nongovernmental organizations and the private sector. The programme will strengthen **both leadership and evaluation skills**. The programme encourages applications from leaders in both developed and developing countries, including the least-developed countries, the landlocked developing countries and the small island developing states. **Interested individuals should complete and submit the ELPE Application available online by 20 October 2017.**

The ELPE is delivered as a fee-based, comprehensive learning programme. Fees amount to USD 6,000. Travel to and accommodation in New York is not included in the ELPE fee.

## COST

### Fee: \$6,000

What's included:

- 4-week online course
- 5-day face-to-face workshops in New York
- 4-week follow-up project and personalized coaching online

### Scholarship

Efforts are being undertaken to offer a limited number of full and partial scholarships to waive or reduce fees. Scholarships will be awarded on a competitive basis to eligible applicants from developing countries.

## CERTIFICATES

Participants successfully completing the online course and actively participating in the New York residential week and engaging in the follow-up project will be awarded a Certificate of Completion by Claremont Graduate University and UNITAR.

### Online Course Technical Requirements:

- **Browser:** Works best with Firefox 3.6 or higher; Compatible with Google Chrome. JavaScript and Cookies must be enabled. Internet Explorer not recommended.
- **Software:** Adobe Acrobat Reader, Adobe Flash Player, and Microsoft Office or Open Office.
- **Platform:** Windows 95, 98, 2000, NT, ME, XP or superior, MacOS 9 or MacOS X
- **Hardware:** 64 MB of RAM, 1 GB of free disk space; **Modem:** 56K

### Online Registration at:

<https://www.unitar.org/event>

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