Centers for Learning on Evaluation and Results

Annual Report July 2014–June 2015

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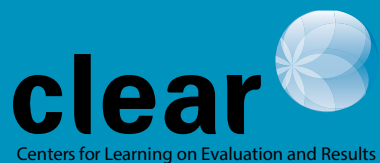
Centers for Learning on Evaluation and Results

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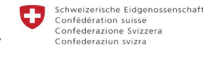
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Abbreviations

2IE	International Institute for Water and Environmental Engineering
ADB	Asian Development Bank
AFDC	Asia-Pacific Finance and Development Center
AfrEA	African Evaluation Association
BNDES	Brazil National Development Bank
CERP	Center for Economic Research in Pakistan
CIDE	Centro de Investigacion y Docencia Economicas in Mexico
CLEAR	Centers for Learning on Evaluation and Results
CONEVAL	National Council for the Evaluation of Social Development Policy of Mexico
CSO	Civil society organization
DPME	Department of Performance Monitoring and Evaluation
FIFE	International Francophone Forum of Evaluation
GIMPA	Ghana Institute of Management and Public Administration
ICIMOD	International Center for Integrated Mountain Develpment
IEG	Independent Evaluation Group
IES	Indian Economic Service
IFI	International financial institution
IFMR	Institute for Financial Management and Research
J-PAL	Jameel Poverty Action Lab
KSG	Kenya School of Government
LEAP	Learning from performance
M&E	Monitoring and evaluation
MEF	Ministry of Economy and Finance (Peru)
NGO	Non-governmental organization
RBM	Results-based monitoring
RTE	Right to Education Act (India)
SenEval	Senegalese Evaluation Association
SHIPDET	Shanghai International Program in Development Evaluation Training
SNAI	Shanghai National Accounting Institute
TOC	Theory of change

Foreword

Reflection and learning, and piloting and growth - these were the themes of the CLEAR partnership's work throughout the 2014-15 period.

CLEAR Centers were busy – and they reached and worked with important partners: Over 200 activities in over 21 countries involved more than 2,042 individuals through training, workshops, and roundtables. Topics ranged from strengthening state government M&E practices to creating a new cadre of highly trained professionals to deliver M&E services. More and more, clients of high-quality training offerings came back, seeking from their CLEAR center technical advisory services. CLEAR clients included top bureaucrats from central and state government, academics from highly reputable institutions, influential grassroots non-profit leaders and staff, and accomplished professionals from the international development field.

As a group, the CLEAR initiative re-shaped itself in light of the recommendations we had received from our midterm evaluation (disclosed in October 2014). We re-worked our theory of change, to reflect a stronger emphasis on CLEAR to be a "learning partnership" as much as a "delivery partnership". A new governance structure is ensuring that we can operate with flat hierarchies and more collegially. We also introduced new formats for business reviews so as to systematically learn from the performance of our various activities and take mindful decisions going forward. Ensuring that our theory of change inspires all we do, we are beginning to manage our activities along business lines that respond specifically to intermediate outcomes, helping us formulate specific strategies adjusted to client type and delivery modalities.

The CLEAR centers' leaders and staff are pioneers in what they do, and this Annual Report documents in many ways

their hard work, creativity and curiosity. The initiative has moved from its "proof of concept" phase to the "start-up" phase; as a group, we are now beginning to build a deeper understanding of "what works" and "why", and the big task for the next 12 months will be to systematically share this learning while at the same time experimenting with newer models and creating content that can be used by other agencies that work towards the same goal as CLEAR – strengthening M&E systems and capacities. Each Center has demonstrated the ability to persevere despite hurdles and to be resourceful and ingenious in its approach, and the CLEAR Global team has contributed through conscientious program management and by creating an environment for inclusive thought leadership. Jointly, we extend our sincere gratitude to the CLEAR Board members who have contributed ardently to CLEAR's core strategy and guided us through critical policy decisions.

The CLEAR initiative is set to grow – with and through its partners and clients. This annual report serves as a comprehensive reference guide to anyone interested in the CLEAR program, but also anyone interested in Evaluation Capacity Development more broadly. We welcome your support and engagement as CLEAR now moves forward, building on the early years' pilots and experiments, more confident than before as to where and how real impact can be delivered.

Monika Weber-Fahr
Chair, CLEAR Council
Senior Manager
Independent Evaluation Group of the
World Bank Group

Latin America

South Asia

Introduction

Centers for Learning on Evaluation and Results (CLEAR) is a unique global monitoring and evaluation (M&E) capacity development program that brings together academic institutions, think tanks, foundations, and multi- and bilateral development organizations to work towards fostering the use of evidence in decision making.

At the forefront are the CLEAR Centers - six reputable academic institutions/think tanks with the mandate to work locally and regionally to deliver, and promote the replication of, effective evaluation capacity development services. The Global Hub, housed at the Independent Evaluation Group of the World Bank, is hosting the program and providing strategic and operational guidance. The core of CLEAR's work is to build M&E capacity. Key beneficiaries of the program include government agencies, civil society organizations, as well as other providers of M&E capacity development services.

The specific objectives of the program are to:
- Select and support a limited number of academic institutions or think tanks ("the Centers") around the world to set up programs designed to develop M&E capacity, through outreach, influence, and developing and delivering innovative, responsive, contextually relevant, and cost-effective capacity building services in M&E, both in their own countries, and, as appropriate, in other countries on a regional or sub-regional basis.

- Actively manage and drive the exchange of ideas and knowledge on M&E systems and methods as well as on the "how" of M&E capacity building interventions based on the contribution of Centers. This work can inspire and inform practitioners in government and civil society, to build M&E capacity in their respective contexts and organizations.

Through these objectives, CLEAR aims to contribute to longer-term outcomes of strengthened M&E systems and the use of M&E information to make policy and program decisions in government, civil society, and the private sector.

CLEAR's new theory of change, effective as of April 24, 2015, reflects the dual nature of the program: delivery of knowledge services and learning from experience on the "how to" of evaluation capacity development (see Figure 1).

As the pages of this annual report reflect, CLEAR has established a global presence with a common cause – engaging in evaluation capacity development and learning from that experience.
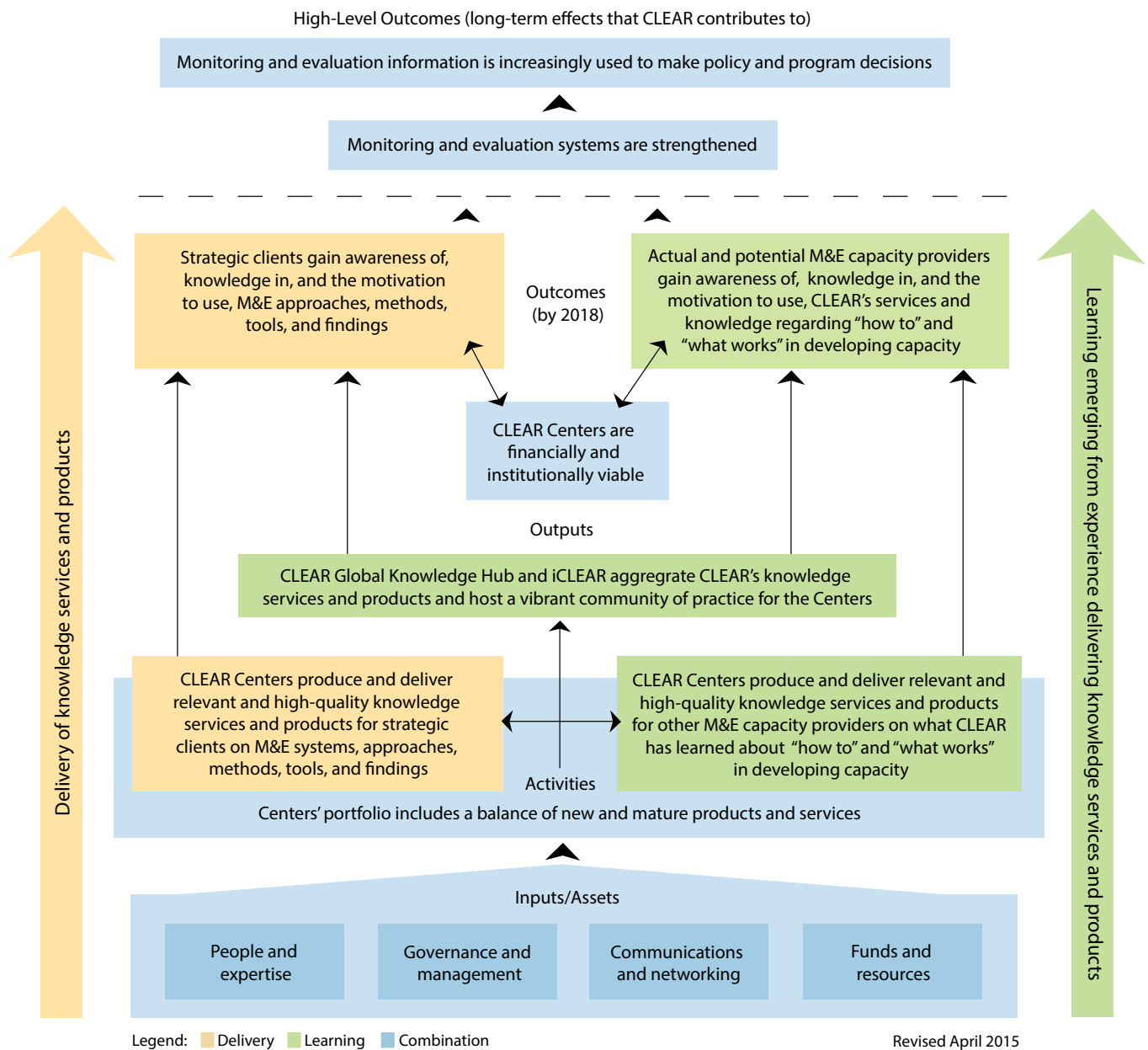
Although the current report focuses on the specific accomplishments for FY15 (July 2014-June 2015) Center by Center and by the Global Hub, they are the result of longer-term developments, and they highlight how CLEAR aims to contribute to the objective of strengthened M&E systems. Over time, CLEAR Centers have developed and nurtured partnerships, experimented with and broadened their approaches to capacity development, and strengthened their own capacity to deliver, together with business development locally (for paid services) – all of which have contributed substantially to strengthening the evaluation profession and client organizations' capacity for M&E. The trajectory in this direction has not been linear and has depended on learning by doing. Nonetheless, as the following pages illustrate, the experiences over time have translated gradually into CLEAR as a whole becoming a more confident and established program with tangible effects on the ground.

South Asia

Figure 1. CLEAR Theory of Change

CLEAR Theory of Change

High-Level Outcomes (long-term effects that CLEAR contributes to)

Monitoring and evaluation information is increasingly used to make policy and program decisions

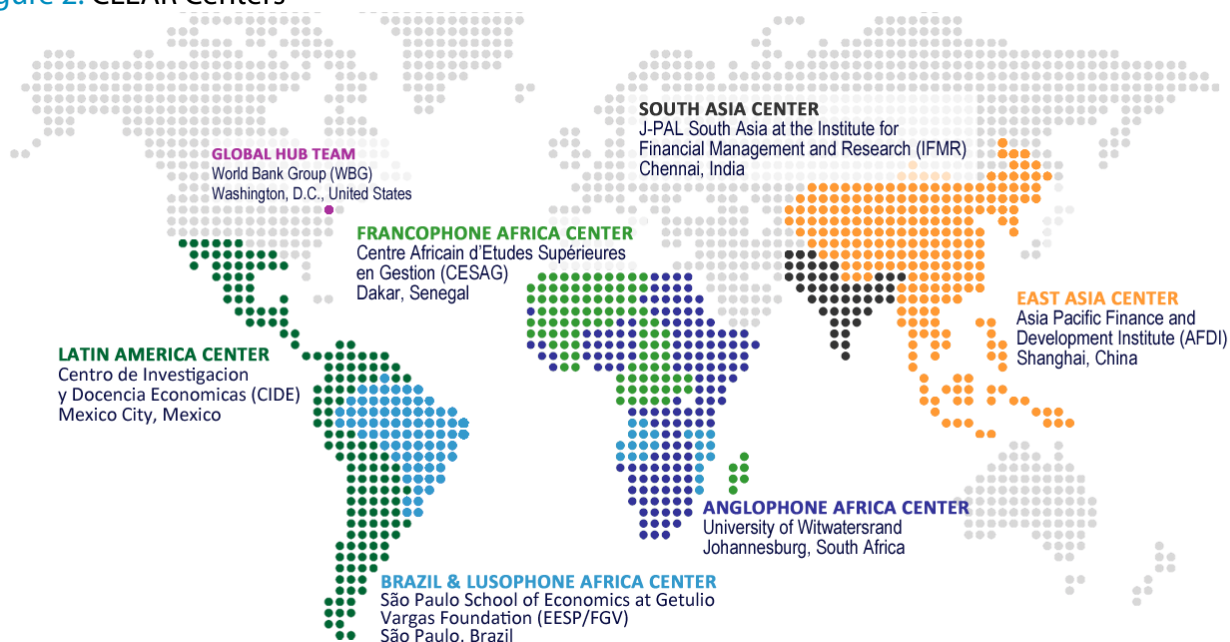Monitoring and evaluation systems are strengthened

Delivery of knowledge services and products

Strategic clients gain awareness of, knowledge in, and the motivation to use, M&E approaches, methods, tools, and findings

Outcomes (by 2018)

Actual and potential M&E capacity providers gain awareness of, knowledge in, and the motivation to use, CLEAR's services and knowledge regarding "how to" and "what works" in developing capacity

Learning emerging from experience delivering knowledge services and products

CLEAR Centers are financially and institutionally viable

Outputs

CLEAR Global Knowledge Hub and iCLEAR aggregate CLEAR's knowledge services and products and host a vibrant community of practice for the Centers

CLEAR Centers produce and deliver relevant and high-quality knowledge services and products for strategic clients on M&E systems, approaches, methods, tools, and findings

CLEAR Centers produce and deliver relevant and high-quality knowledge services and products for other M&E capacity providers on what CLEAR has learned about "how to" and "what works" in developing capacity

Activities

Centers' portfolio includes a balance of new and mature products and services

Inputs/Assets

| People and expertise | Governance and management | Communications and networking | Funds and resources |

Legend: Delivery Learning Combination

Revised April 2015

1

Francophone Africa   Anglophone Africa

Program Components

Regional Learning

Regional learning is designed and implemented by the CLEAR Centers which are housed in institutions that the CLEAR program selected competitively. The Centers focus on the "evaluation capacity gap" at regional and local levels and — often in partnership with other organizations — provide applied, practical, innovative, and cost-effective M&E capacity building services in the region in which they are based. Working with key clients and influential stakeholders, the Centers aspire to contribute to two near-term outcomes:

- Strategic clients gaining awareness of, knowledge in, and the motivation to use, M&E approaches, methods, tools, and findings.
- M&E capacity providers gaining awareness of, knowledge in, and the motivation to use CLEAR's services and knowledge regarding "how to" and "what works" in developing capacity.

As of 2015, CLEAR's network comprised six centers—based in Africa, Asia, and Latin America—and their partners (see Figure 2).

Global Knowledge

The second component of the program comprises setting up and managing a "Global Knowledge Hub" and driving global knowledge sharing and peer-to-peer learning activities both among the Centers and more broadly. The knowledge sharing is focused on innovations in M&E capacity development that are being tested and delivered by CLEAR Centers and their partners and clients around the world. The Hub aims to generate cross-regional collaboration and to build a vibrant community of practice.

Figure 2. CLEAR Centers

GLOBAL HUB TEAM
World Bank Group (WBG)
Washington, D.C., United States

FRANCOPHONE AFRICA CENTER
Centre Africain d'Etudes Supérieures
en Gestion (CESAG)
Dakar, Senegal

LATIN AMERICA CENTER
Centro de Investigacion
y Docencia Economicas (CIDE)
Mexico City, Mexico

SOUTH ASIA CENTER
J-PAL South Asia at the Institute for
Financial Management and Research (IFMR)
Chennai, India

EAST ASIA CENTER
Asia Pacific Finance and
Development Institute (AFDI)
Shanghai, China

ANGLOPHONE AFRICA CENTER
University of Witwatersrand
Johannesburg, South Africa

BRAZIL & LUSOPHONE AFRICA CENTER
São Paulo School of Economics at Getulio
Vargas Foundation (EESP/FGV)
São Paulo, Brazil

South Asia

Latin America

Regional Learning

Regional learning is designed and delivered by the Centers. Each center operates in its own environment, develops its own specific strategies and business lines. These are aimed at specific clients to contribute to achieving CLEAR's overall outcomes. The strategies are based on regional needs, the opportunities the environment presents, the technical capacities in the region, and the financial resources available.
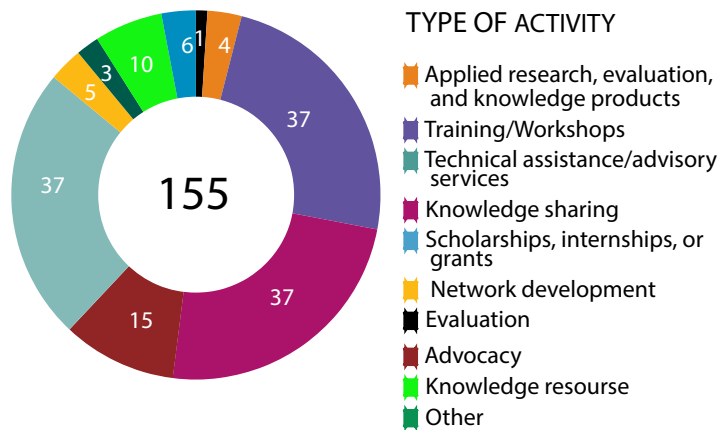
The Centers invest through a variety of capacity building modalities such as collaboration with communities of practice, mentoring, knowledge exchange, technical assistance and training.

The Centers also engage in internal learning to develop their technical and management capacities to eventually attain financial and institutional viability.

In FY15 CLEAR Centers served in 21 countries and enrolled participants for training and knowledge exchange programs from many more. From July 2014 to June 2015, the Centers delivered 200 activities (155 external for clients and 45 internal for building the Centers' capacities) and reached 2,042 participants (see Figures 3 and 4).

The following sections summarize and highlight the Centers' work in FY15. Appendix 1 provides additional details.

Figure 3. 155 External Activities Delivered in 21 Countries*

TYPE OF ACTIVITY

- Applied research, evaluation, and knowledge products
- Training/Workshops
- Technical assistance/advisory services
- Knowledge sharing
- Scholarships, internships, or grants
- Network development
- Evaluation
- Advocacy
- Knowledge resourse
- Other

*Does not include internal (Center capacity building) activities.

Figure 4. 2,042 Clients Reached

2,042 clients from government, civil society groups/NGOs, and academia.

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Anglophone Africa

Highlights

Building Parliamentary M&E Capacity to Improve National Oversight and Accountability

Parliamentary portfolio committees and the advisors and budget officers who support them are in a unique position-they can act as change agents for evidence-driven oversight and decision making. Developing their evaluation capacity has the potential for positive "spill over" to public representatives and officials.

In this context CLEAR Anglophone Africa and the Department of Planning, Monitoring and Evaluation (DPME) of the Presidency have embarked on a joint program to strengthen regional parliamentary oversight capacity for using M&E information. In FY15, they held a workshop for 60 committee members of the South African Parliament.

Participants learned about using M&E approaches and tools for internal functions and developing M&E frameworks for external monitoring of government priorities. They looked at ways to both track decisions of multiple committees in both houses and access data from different sources to support committees' work.

At the workshop, participants identified the many challenges for effective M&E and identified the following as positive interventions to take the M&E of committees and Parliament forward: set up a working group to develop a specific M&E program and system for Parliament; establish an M&E community of practice/learning network; develop workshops to deal with specific training needs; provide technical support; and develop cutting-edge M&E tools.

CLEAR Anglophone Africa and DPME have incorporated these elements into an expanded and ambitious joint program to support activities in these key areas with the legislature. Interventions will be designed with other parliaments in the region to further strengthen parliamentary institutions with both technical M&E and advisory support.

Promoting Evaluation Culture and Systems

CLEAR Anglophone Africa contributed to the strengthening of the evaluation culture in South Africa and beyond through a partnership with the DPME. The partnership promotes dialogue between public officials on evaluation policy and norms and is underpinned with a range of technical assistance and capacity building services.

In FY15 the Center also partnered on a regional initiative: "Twende Mbele" an ambitious three-year partnership with the Department for International Development on strengthening performance M&E with the relevant directorates in South Africa, Benin and Uganda and with a lead role for the Center as implementing agent. The initiative aims to build African M&E practice through networking, peer lesson learning, and common development of M&E systems beginning with South Africa, Benin, and Uganda and extending to new countries within the three-year time frame of the project. FY15 has seen constant liaison with the three country partners in preparation for the commencement of the program.

Partnership with SAMEA to Equip New Evaluators with Practical Evaluation Skills

As part of its partnership with South African Monitoring and Evaluation Association (SAMEA), CLEAR Anglophone Africa piloted a two-day workshop for prospective evaluation practitioners during the SAMEA annual meeting. The workshop recapped key elements in the evaluation process and the fundamentals of evaluation before taking the group through a structured and exercise-based set of practical tools and approaches. Participants also were required to conduct or manage a formal evaluation as part of their work or study program. The Center and SAMEA pre-selected the 25 participants and provided them with scholarships for travel, accommodation, and attendance. The participants were new public sector evaluation managers, consultants, and post graduate students with formal training in M&E but no practical experience in conducting an evaluation.

Client Profile
Stanley Ntakumba, Acting Deputy Director, DPME

Background: I am the Acting Deputy Director-General, Institutional Performance Monitoring and Evaluation, DPME. I have a technical role in planning, M&E capacity development, and knowledge management, as well as a managerial responsibility of heading one of the four branches of DPME. I am also the Deputy Chair of the South African Monitoring and Evaluation Association.

Stanley Ntakumba,
Acting Deputy Director, DPME

Challenges and Areas of Attention for FY16

The partnership has been heavily focused on South Africa, due to its location and close relationship with the South African Department for Performance Management and Evaluation (DPME), which has benefitted the Center thus far. However, the Center intends to counterbalance and expand this focus through the Twende Mbele program and by reaching out across other countries more actively.

The Center also plans to begin obtaining more comprehensive follow-on feedback on its work, in addition to the immediate post-activity data it collects from clients, to better inform its programming and customize its services to meet clients' needs and demands.

Change in leadership and staff at the Center, with the interim Director and some staff leaving and a new Director and staff being appointed, affected the volume of the Center's work. The new Director is establishing the Center's strategic directions and putting in place a full complement of technical expertise needed to deliver on its goals.

Involvement with the Center: Last year my unit received support from CLEAR in conducting M&E training for parliamentary advisors and researchers, building on the previous year's partnership in conducting training for parliamentarians. We also collaborate in hosting the forum of Schools of Public Administration, to provide advice on how to continuously develop M&E skills and research for improving application of theory in government.

Application of Learning: As somebody who has interacted closely with CLEAR Anglophone Africa since its establishment, I have learned a lot from them in international best practice on various aspects of results-based monitoring (RBM). CLEAR provided training and brought international experts to advise us on how to implement RBM and M&E better. We have also used their expertise to share knowledge and tools with M&E practitioners in government. Facilitation of parliamentary training has been extremely well received.

CLEAR's Influence: The CLEAR emphasis on learning rather than punitive measures in applying RBM and M&E is something that has influenced how we build capacity on M&E. Parliamentary training is high impact and extremely useful for stimulating demand for use of M&E evidence for decision-making. CLEAR has been instrumental in supporting the national evaluation system in South Africa as an independent broker and a resource.

BACKGROUND
- Operational: April 2011
- Host Institution: Jameel Poverty Action Lab South Asia (J-PAL) at the Institute for Financial Management and Research (IFMR), India
- Affiliate Center: Center for Economic Research in Pakistan (CERP)

KEY BUSINESS LINES TO ACHIEVE OUTCOMES
- Build skills/awareness for high quality impact evaluation and data collection
- Strengthen state government M&E practices
- Advocate for high quality M&E
- Strengthen regional and international M&E networks

FY15 External Activities*

77

- 17
- 14
- 18
- 21
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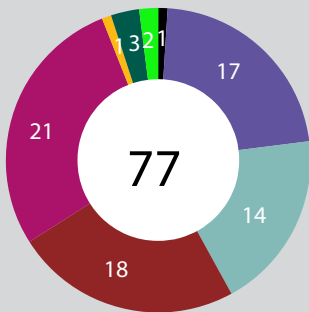
- ■ Advocacy
- ■ Training/Workshops
- ■ Technical assistance/advisory services
- ■ Knowledge sharing
- ■ Knowledge resourse
- ■ Network development
- ■ Evaluation
- ■ Other

KEY PARTNERS AND CLIENTS
- Ministry of Finance, Government of India
- Lal Bahadur Shastri National Academy Government of India
- Government of Tamil Nadu
- Government of Haryana
- Education Alliance
- Bill & Melinda Gates Foundation
- UN Women
- Breakthrough
- ICIMOD Nepal
- Community of Evaluators South Asia
- Sri Lanka Evaluation Association
- Pratham

South Asia

CERP | Center for Economic Research in Pakistan

ABDUL LATIF JAMEEL
Poverty Action Lab
TRANSLATING RESEARCH INTO ACTION

Highlights

Strengthening Knowledge of Impact Evaluation at the Indian Economic Services

The Indian Economic Services (IES) is a highly esteemed branch of the Indian civil services. It was created in 1961 to undertake economic analysis, render advice for designing development policies, strengthen delivery systems, and monitor and evaluate public policies and programs. It has the authority to conduct and commission evaluations on government policies.

However, despite this mandate and function, the use of evidence in scaling up government programs is limited, sporadic and untimely. While the IES has been conducting and commissioning evaluations, Government of India programs are still being scaled-up at a fast rate without sufficient evidence.

In 2013, the then Chief Economic Adviser to the Indian Ministry of Finance, Raghuram Rajan, approached CLEAR to train IES staff on how to use rigorous evaluations (particularly impact evaluations) for decision making. This has resulted in an annual CLEAR M&E training for IES entry-level officers since 2013 and mid-level officers since 2014. The CLEAR Center has thus conducted four training events, (2013–15), combining technical lectures, case studies, guest lectures from prominent government officials and M&E professionals, and group work to design impact evaluations. Through these sessions, CLEAR South Asia aims to identify and train champions who will build awareness about impact evaluation methods and techniques in their respective departments and advocate for a higher number of evaluations. The feedback from these workshops has been positive.

"The methodology that is followed presently is very good as it is participatory in nature. It is an excellently planned course." — IES Probationers training participant 2013

"One of the best trainings we had so far!" —IES Probationers training participant 2014

"Impact evaluation has a lot to do with our evaluation process at our work place and the knowledge gained here will be helpful." —IES Mid-Level training participant 2015

Going forward the Center is developing several steps to assess the effectiveness of its trainings, including developing tracer surveys of past participants. The surveys

will systematically track how IES participants are using the knowledge to further enhance the role of evaluation in government decision making.

Building Capacity for Grassroots M&E

Pratham, one of India's largest education non profits, is an important strategic partner for CLEAR, given its focus on results and influence in the education sector in India. Since 2014, CLEAR has been working with the ASER (Annual Status of Education Report) Center, an assessment, survey, evaluation and research unit of Pratham, on a grassroots M&E capacity building initiative.

The capacity building workshops through this initiative focus on developing state- and district-level professionals' understanding of the Right to Education (RTE) Act and secondary data of school learning outcomes; how tools can be created to collect primary data to measure RTE implementation and learning levels in schools; and how data can be analyzed, synthesized, understood, and presented. CLEAR South Asia is also commissioning an independent evaluation to assess the effectiveness of this approach.

As part of this work, in February 2015, CLEAR's "Translating Policy into Practice" capacity building workshops introduced the concept of measurement and analysis in the context of a specific education policy to master's students in Social Work at the Tata Institutes of Social Science. This workshop provided participants with a first exposure to how evidence is generated, analyzed, and presented. Classroom and field sessions were both incorporated to help participants think about the interplay between inputs and processes and how these influence learning outcomes. A post-workshop field assignment was also given so the participants could apply their learning from the workshop in their work environments.

Client Profile
The ASER Centre (www.asercentre.org)

Background: Pratham, India's largest education non-government organization, has 10 years of experience in collecting learning outcome data of over 600,000 children a year as part of the ASER. The ASER Centre aims to strengthen the link between evidence and action by: (1) building the grassroots actors' capacity to understand outcome assessments; and (2) serving as a role model by generating evidence using simple yet rigorous methods on outcomes in education and other social sector programs. In fact, the world ASER itself means "impact" in Hindi!

As part of its work, ASER has increasingly focused on building state- and district-level capacity of government, civil society, and academic institutions to carry out the annual survey. However, in several geographic areas, developing local M&E capacity has proven challenging.

CLEAR South Asia and the ASER Centre developed a plan to work in the northeastern states of India to build capacity to conduct assessments based on good sampling and understanding of the ASER instrument, to generate reliable data on learning outcomes, and ultimately to create an environment where local policy and planning can be based

Challenges and Areas of Attention for FY16

The demand for capacity building and also evaluation services has increased considerably in South Asia over the years, but the Center currently faces staffing constraints. The Center is considering further expanding its network of professionals to provide both services and also refine its strategy to expand its cost-recovery and revenue-generation models.

The Center's work is informed through extensive consultations with key stakeholders in government, civil society, academia, and the M&E community. These consultations have been valuable in the design of the workprogram, but representation is also needed from Pakistan and Bangladesh. In addition, deeper information is needed about how the Center's services are contributing to its longer –term objectives. To this end, the Center will institute a more extensive M&E system to better understand how to improve its strategy and services, in addition to continuing to collect post-activity feedback.

Highlights
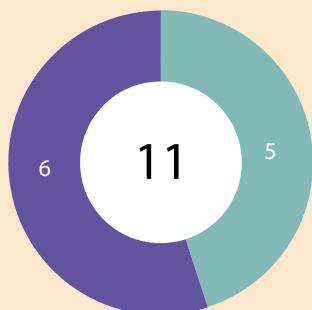
Cultivating an "Evaluation" Mindset among High-Level Policymakers

CLEAR East Asia has long held successful Shanghai International Program of Development Evaluation trainings, and courses for technical government and civil society staff on rigorous approaches, and special topics related to methods of evaluation.

But what about the mid to high-ranking officials who are the policymakers and major drivers of evaluation? For them, the technical details do not matter as much as the general concepts, theories, and use of evaluation in the practical sense. The Center believes it is important to target these officials, to raise their awareness and foster positive attitudes around evaluation—that is, to create a more favorable culture for using evaluation findings to improve policy making.

So, with long-time partner the Asia-Pacific Community of Practice on Managing for Development Results of the Asian Development Bank (ADB), the Center held two workshops targeting mid to high-level government officials, in October and November 2014. The workshops emphasized basic theories, concepts, frameworks, and methods of conducting evaluation as well as using evaluation findings to inform policy decisions.

The second workshop in Nanning, Guangxi Province, attracted 56 participants from the Ministry of Finance as well as line ministries of 13 other countries in South Asia and Southeast Asia, including 20 participants from the local Guangxi Finance Department and other finance bureaus in Guangxi. Four international participants from Cambodia and Vietnam were sponsored with a CLEAR grant.

Several factors were critical to the workshop's success:
- High quality of core faculty: Instructors came from the Independent Evaluation Department of ADB and International Initiative on Impact Evaluation and BRAC, China. Faculty were also adept in presentation skills and conducting group discussions.
- Site visits for real-world application: Participants took a half-day field trip to the project site of the Ecological Protection Project of Qingxiu Mountain Forest Park in Nanning. Participants applied what they had learned in the formal classroom setting to actual project evaluation.

- Experience sharing and reflection: Participants shared their country experiences and held a final panel discussion to recap what they had learned and how they were going to apply it. This reflective thinking helped them to synthesize and reinforce their learning.

Participants noted positive gains from this workshop. Mr. Abdul Haseeb Arabzai, Head of Policy and Poverty Analysis Department, General Directorate of Policy & Results-Based Monitoring, Ministry of Economy of Afghanistan, said, *"During the workshop, I got an idea that we all have been suffering from identical challenges and problems. Therefore, if we situate our efforts in one direction, we will certainly resolve our challenges and move the development and prosperous trend of Asia to the highest peak."*

Strengthening Chinese Government Agencies' Focus on Evaluation

In addition to training, the Center has focused on providing research and advisory services to government agencies. They have been involved with research on performance evaluation with the International Poverty Reduction Center in China, finance bureau of the Min Hang district of Shanghai, and Shanghai urban planning administration. CLEAR East Asia also engaged in the performance evaluation of fiscal funds in China. Center director Ms. Zhao Min has taken on the role of the leader of an expert panel for performance evaluation of the fiscal fund of 10 districts, which contributes to strengthening M&E systems in China.

Networking Evaluation Professionals

Since participants come from across China and about 30 organizations, management and communications can become quite challenging. This year, the Center used Wechat, the most popular mobile text and voice messaging communication app in China, to create a space for participants to discuss evaluation questions and ask questions of instructors. Seventy-five people, including faculty, joined this virtual space. Also, for the first time, the Center used Surveymonkey to collect course feedback. The Center posted the link to the Wechat space so participants could easily access the survey form, which saved time spent on data collection.

Client Profile
Ms. Liang Suping, Professor in Accounting at Guangxi University of Finance and Economics

Background: I am a professor in Accounting at the Guangxi University of Finance and Economics.

Experience with the Center: Training from CLEAR has expanded my knowledge and responsibilities in evaluation. Before I attended the course, I had professional experience in accounting and auditing but no systematic training in conducting M&E. At the beginning of training, I learned the logic model, and over time more about international practices for evaluation in China.

Professional Growth: Now I have several years of experience conducting evaluation of IFI projects for different provinces. I also launched Guangxi University of Finance—China's southwestern performance evaluation center. It is dedicated to the research and practice of performance evaluation of IFI loan projects and fiscal funds, and social impact of M&E. The center currently has a team of seven researchers. I was honored to be invited back to the center to share my experience in evaluation with IFI projects.

Thoughts on the Training: The curriculum is well designed. The faculty are experienced in conducting performance evaluation of IFI projects and they share lessons with participants. After several years of training, finance officials have good knowledge of performance evaluation. What they need to improve going forward is related to hands-on application, which has been given a lot of consideration in the curriculum.

Challenges and Areas of Attention for FY16
Recruitment of professionals to work with the Center on an ongoing basis has been a challenge due to the competitive private sector market in Shanghai. The Center is actively reaching out to University professors and freelance consultants to establish a network that can support the Center's work.

Another challenge has been to institute appropriate mechanisms to select participants for the Center's advanced technical courses. The Center is developing improved selection methods to ensure a proper match between participants and the courses.

Tracer studies of clients are also envisaged in the coming year to provide a more comprehensive picture of the quality and relevance of the Center's work and to use this information for future programming and outreach activities.

BACKGROUND
- Operational: December 2012
- Host Institution: Centre African d'Etudes Superieures en Gestion (CESAG), Senegal
- Affiliate Centers: International Institute for Water and Environmental Engineering (2IE), Burkino Faso

KEY BUSINESS LINES TO ACHIEVE OUTCOMES
- Build critical mass of M&E professionals in key agencies
- Identify and increase M&E champions to strengthen country M&E systems
- Equip other ECD providers to deliver high quality M&E services
- Diagnose evaluation capacity in focus countries

FY15 External Activities

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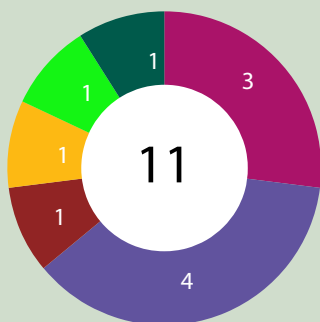
- Training/Workshops
- Network development
- Knowledge sharing
- Advocacy
- Knowledge resourse
- Others

KEY PARTNERS AND CLIENTS
- Cellule de Suivi de l'Action Gouvernementale / Niger
- Bureau Organisation et Méthodes / Sénégal
- Ministère de l'Intégration Africaine, du NEPAD et de la Promotion de la Bonne Gouvernance / Sénégal
- Ministère de l'Economie et des Finances / Sénégal
- Association Sénégalaise d'évaluation
- Réseau Francophone d'Evaluation
- Institut International d'Ingénierie de l'Eau et de l'Environnement / Burkina Faso

Please see Appendix 1D for additional details.

*Does not include internal (Center capacity building) activities.

Francophone Africa

Highlights

Raising Media Awareness on Advocacy for Public Policy Evaluation

Media professionals can play a strategic role in the advocacy and dissemination of evaluative culture. They can promote public policy evaluation as a requirement for democracy and the guarantee of public action effectiveness. As part of its work in building champions for M&E and recognizing that media can be catalysts for change, the CLEAR Francophone center organized an awareness workshop for media professionals on October 25, 2014, in Dakar, Senegal.

Twenty-three journalists, mostly Senegalese, attended the workshop, including 10 women representing local and international media groups (all media categories were represented: print, television, radio, and web). The workshop was facilitated by Mrs. Eugenie Aw Ndiaye, former Secretary General of the Association of African Communications Professionals, former Director of the Center for Study of Information Sciences and Techniques, and consultant for the UN. The President of the Senegalese Evaluation Association (SenEval), the President of the Francophone Network for Evaluation, the Vice President of The International Organization for Cooperation in Evaluation (IOCE) and the director of CLEAR Francophone Africa were facilitators.

Through a series of presentations, a diagnostic analysis of Senegalese governance system was followed by a talk-debate time; media learned about the issues and challenges of evaluation and discussed the role of media in promoting evaluation and using evidence to inform policy decisions. The media professionals discussed how they could highlight evaluation as good for public governance and development and support the institutionalization of the evaluation process in Francophone countries.

This activity was organized as part of the strategic partnership between SenEval and CLEAR Francophone for the preparation of the first International Francophone Forum of Evaluation (FIFE) in Dakar, which the Francophone Network of Evaluation held October 27–30, 2014. The forum gathered more than 300 evaluators from around the world.

Developing Young Evaluators

Evaluation is a growing field in Africa, which speaks well for the emergence and future of evaluation practice in the region. To support young evaluators' professional development and integration, CLEAR Francophone held a workshop in September 2014, "Young Evaluators: Challenges and Prospects." More than 70 participants shared experiences and strategies. Strong connections were established between the young and more experienced evaluators.

The activity was organized into three sessions: A "mapping" of career opportunities and recent innovations for emerging evaluators in the region; the "debunking of the evaluator's job" through experience of senior evaluators; and tools and tips to increase the leadership and professional development of young graduates.

Safyatou Diallo, a young evaluator, said, "The mapping was one of the highlights of the seminar. An experienced evaluator and an auditor who is looking for experience in the field of evaluation shared their experiences with us. Their advice gave us ideas for the next steps of our career."

Advertising Civil Society Association

The Permanent Secretary of the Civil Society Associations Gambia, a coalition of seven Gambian civil and human rights organizations, has the duty to provide technical support to the ministries and services attached to the Prime Minister on (1) planning programming, and M&E and (2) reporting tools and analysis of their performance. The director requested CLEAR Francophone support to strengthen staff capacity to properly fulfill its mission. CLEAR Francophone provided technical advice followed by a targeted training for 36 participants, including eight women. The audience comprised executives from the government's Action Monitoring Unit in Niger and the Directors of Studies and Forecasting from technical ministries.

Client Profile
Mr. Abdoul Aziz Kane, Secretary General, SenEval

Background: I have over 15 years of experience of consultancy/training in project management, strategic and operational planning, and M&E. I am the Secretary General of SenEval. I am also a member of the African Community of Practice of development results-based management and I contributed to the development of its local branch in Senegal.

How I got Involved: Since I am a member of SenEval's executive office and FIFE's national organizing committee, I was invited to take part in CLEAR Francophone's awareness workshop for journalists held at FIFE, which looked at the key concepts of evaluation and its fundamental issues. This matches the mandate of the SenEval association.

Thoughts on the Activity: Most of the journalists found the workshop very informative and useful. The journalists asked relevant questions, reflecting their interest and clear desire to better fulfill their mission in the promotion and popularization of the culture of evaluation. This proves that the workshop achieved its objectives, and this is what I take from the event. Also, the section on the dissemination of evaluation results was greatly appreciated.

Challenges and Areas of Attention for FY16

The Center faced severe challenges with implementing the number of activities planned due to shortage of qualified professionals in the region and staffing constraints. The Center is developing a more realistic implementation plan and also plans to recruit additional staff.

The Center continues to receive demand for services but the ability willingness to pay is low. To shift towards longer-term financial viability, the Center will examine alternative cost-recovery and revenue-generation models as part of its strategy moving forward.
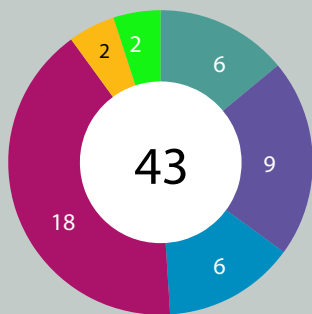
KEY BUSINESS LINES TO ACHIEVE OUTCOMES
- Strengthen M&E systems, practices and skills
- Promote peer-learning mechanisms and knowledge sharing on M&E
- Strengthen regional and international M&E networks
- Build partnerships and alliances with other ECD providers

FY15 External Activities

43

2 2 6
9
6
18

- Training/Workshops
- Technical assistance/advisory services
- Knowledge sharing
- Scholarships, internships, or grants
- Network development
- Knowledge resourse

- KEY PARTNERS AND CLIENTS
- Ministry of Economy and Finance, Peru
- Ministry of Health, Mexico City
- Consumer Protection Agency, Mexico
- National Council for the Evaluation of Social Development Policy, Mexico
- Red Latino Americana y del Caribe de Monitoreo y el Caribe

Please see Appendix 1E for additional details.

*Does not include internal (Center capacity building) activities.

Latin America

Highlights

Using Evaluation to Shape Climate Change Policy

Climate change policy is a global challenge that poses new, formidable, political and methodological challenges for M&E. CLEAR Latin America and the Office of Evaluation and Oversight of the Inter-American Development Bank jointly organized the International Seminar on Climate Change and

Development in Latin America (Mexico City, May 18–19, 2015) in order to advance knowledge and interdisciplinary dialogue on recent advancements and pressing challenges that Latin America faces in the field of climate change policy.

Although the seminar was open to the public to spread knowledge in climate change, development, and evaluation, the target audience was high-level policy makers from entities and organizations responsible for development and climate change agendas. Presenters were decision makers and stakeholders directly involved in evaluation and climate change policy-making, research and/or advocacy.

The seminar stood out for a diverse composition of presenters (government, civil society and private sector), a carefully targeted audience, and a dynamic format that promoted interaction and inclusion. The sessions featured one presenter and three to four commentators, with a renowned expert as moderator, and time for audience participation.

In parallel, seminar organizers sought wider outreach and knowledge dissemination through live streaming and simultaneous translation to boost participation (in person 114, and virtual 549), made presentations and reports publicly available at no cost, and created a network space for decision makers to connect with participants.

Participants greatly appreciated the opportunity to share experiences or learn more about climate change evaluation. Raquel Gutiérrez Nájera, Ph.D., said, "Thank you for the great organization and for opening this space to the Social Counselors of the National Institute of Ecology and Climate Change."

Promoting Evaluation Culture: Mexico Evaluation Week

Mexico joined the International Year of Evaluation celebrations with more than 80 activities throughout the country to promote M&E capacities. The activities (conferences, seminars, workshops, book and award presentations, hackatons, and other M&E-related events) were conducted in 12 States of the Republic and the Federal District, which involved almost 100 government institutions, civil society organizations, evaluators, and decision makers; altogether, the activities had an approximate attendance of more than 2,000 people.

During the inauguration ceremony, the evaluation torch was lit by representatives of the organizing committee: Claudia Maldonado, CLEAR Latin America's General Coordinator; Juan Manuel Valle, Executive Director of the Mexican Agency for International Cooperation and Development; Gonzalo Hernández Licona, Executive Secretary of the National Council for the Evaluation of Social Development Policy; and Gustavo Ulloa, Director General for Evaluation of Program Results at the Ministry of Finance.

Promoting Knowledge Exchange on the Institutionalization of Evaluation in Central America

To promote the exchange of experiences regarding the institutionalization of evaluation in their countries, CLEAR Latin America held a roundtable for 31 high-level government decision makers and parliamentary leaders from Central American countries (El Salvador, Nicaragua, Honduras, Panamá, Guatemala, and Costa Rica). The experience sharing helped these actors find common ground in using evidence for measuring and improving policy and program effectiveness and delivering better development outcomes. It was also beneficial to start building a community of practice among political and technical actors within Central America. Each country developed an action plan and guidelines for future actions.

Client Profile
Mr. Omar Narrea, Coordinator at Ministry of Economy and Finance, Peru

Background: I am the coordinator for Independent Evaluations on Results-Based Budgeting at the Ministry of Economy and Finance (MEF) in Peru. I have been trained on M&E and project management and also participated in public programs evaluations.

Challenges and Areas of Attention for FY16

The Center is in an excellent position with increased demand for M&E capacity development. However, it faces the challenge of making trade-offs that best advance CLEAR objectives. The Center will prioritize its efforts in low-income countries and also develop partnership models that enable its reach and meet higher levels of demand.

Another challenge is to shift increasingly towards financial self-sustainability. The Center will address it in a variety of ways, including increasing its network of professionals who provide technical expertise cost-effectively. It will also finish setting up its Regional Advisory Committee and develop a coherent strategy in consultation with this body.

Experience with the Center: I was invited to South Africa to participate in a roundtable on the use of evidence in public policy. I also organized a course with CLEAR Latin America on results-oriented budgeting for the MEF staff.

Application of Learning: One lesson I have learned is the importance of setting guidelines and protocols to provide regular technical assistance to those who use M&E tools in public program implementation. Creating M&E systems without training can easily lead to failure. This helped us to improve the management of evidence that our evaluations produced.

Thoughts on Experience: The quality of CLEAR Latin America's technical assistance is really high level because of the team's expertise, contact and resources. An example of this was their technical assistance for an international consulting project on systematizing improvements in performance and expenditure evaluations, an M&E tool of the results-based budgeting we created in 2008. CLEAR Latin America led us to instructor Orlando Gracia, former director of SINERGIA (Colombian Evaluation System), who provided great recommendations for our evaluations. We presented the project's results to the Deputy Minister of Finance at the ministry in Peru and the Director General of Public Budget. Gracia's recommendations were followed by concrete actions thanks to this technical assistance.

Brazil & Lusophone Africa

Highlights

FGV

Instituting Results-Based Management in ReDes Program

The Votorantim Institute is the corporate social responsibility branch of the Votorantim Group, a Brazilian enterprise present in more than 20 countries operating in various sectors, such as metals, mining, steel, energy, and the financial market. ReDes Program started in 2010 as an initiative from the Votorantim Institute in partnership with BNDES (National Development Bank), a federal public company, with the main goal of generating jobs, income and human capital development in Brazilian municipalities where Votorantim Group operates.

The Votorantim Institute and BNDES were investing a large amount of public and private resources in ReDes Program—but with no evaluation plan. ReDes did not have results-based management and no knowledge of the evolution and impacts of its program in the community. So the Institute reached out to the CLEAR Brazil/Lusophone center to pursue an evaluation of the program.

Working with CEAPG-FGV (Center for Public Administration and Government Studies, Fundação Getulio Vargas), CLEAR Brazil/Lusophone provided M&E capacity building, redesigned the program's logic model in partnership with the clients, and collaborated with an Institute team on the survey design and data collection. CLEAR-FGV proposed a mixed-methods evaluation strategy. Besides applying an innovative and well-rounded approach that allowed evaluating the program fully, the Center raised awareness of M&E mixed methods and the importance of institutionalizing evaluation in operations.

Two crucial elements made this project a success: starting with the logic model to help the clients understand and organize the project, and having cooperation and communication between the quantitative and qualitative evaluation teams, so they shared the same path toward results.

For this project, CLEAR Brazil/Lusophone employed two senior staff on M&E methods, three junior staff on survey design and 15 associated staff for data collection. This was an advisory service combined with training in hands-on experience in M&E.

Assisting Organizations with Evaluation

Acreditar – Odebrecht

Odebrecht is a Brazilian company settled in 21 countries with a wide business range, from engineering and construction to the industrial and energy sectors. The company's social responsibility branch led to investment in several social programs, namely Acreditar. The Acreditar mission is to capacitate people in places Odebrecht has venues or carries out business. It seeks, through the program, to reduce immigration, instruct people to work in Odebrecht companies and reduce unemployment through the supply of free non-conditional technical degrees. The program is being implemented in 11 Brazilian States and 7 other countries and has more than 137,000 of participants with a total investment of R$44 million.

Odebrecht reached out to CLEAR-FGV to carry out an impact evaluation of this program. The Center trained an Odebrecht team on how to develop a questionnaire to construct socio economic indicator; and helped develop an impact evaluation. This project provided an opportunity for the team to engage with a new client and to increase awareness and knowledge on data collection and program monitoring.

World Food Programme-PNAE

The World Food Program in cooperation with the Programa Nacional de Alimentação Escolar (PNAE—National Program of School Feeding) asked CLEAR-FGV to carry out a study on the total cost of PNAE in Brazil. To assess all types of costs (from infrastructure to human capital), the team visited schools across Brazil and is currently interviewing other school representatives of some states. The purpose of this study was not only to decompose the cost of PNAE, but also to understand the cost structure of the program to apply it effectively to other countries.

Vocational Education Training in Brazil

The Inter-American Development Bank asked CLEAR-FGV to elaborate a diagnosis on vocational education training in Brazil. The twin goals of the study were: (i) to analyze labor market outcomes when promoting workers and company productivity through relevant and cost-effective work force training mechanisms; and (ii) to compare and share Latin America and the Caribbean and Korea experiences. Besides the diagnosis and analysis of particular case studies, the team developed a video illustrating vocational education training in São Paulo, including visits to schools and interviews with students.
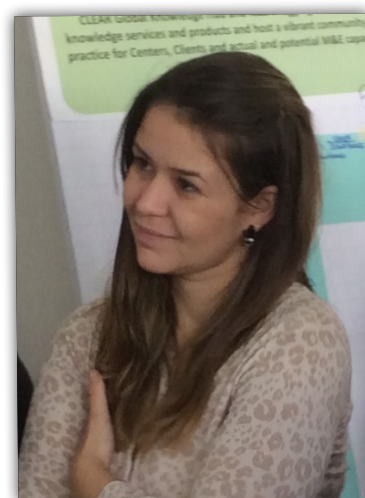
Center Executive Coordinator Profile
Lycia Lima, CLEAR Brazil and Lusophone Africa

Background: I am the executive coordinator of the newest CLEAR center, for Brazil and Lusophone (Portuguese-speaking) Africa. I was also one of the organizers involved in the formation of the Brazilian M&E Network, which has become a very active association.

Center Plans: We're planning our center's inauguration in late September 2015. We're based in Brazil, at the Sao Paulo School of Economics at Fundação Getulio Vargas, and work jointly with the school´s Center for Applied Microeconomics. Through CLEAR we're looking forward to expanding into new areas and building bridges with the M&E communities in Brazil and elsewhere. In particular, we'll be working to advance evaluation capacity development services and products in Portuguese for use in Lusophone (Portuguese-speaking) countries, to foster evidence-based policy making in these countries.

Our Experience: Historically, our team in Brazil has had a lot of experience in carrying out impact evaluations in all sectors. Though we specialize in impact evaluation, we have experience in and appreciate the broader range of M&E approaches and think that an integrated approach will make our work better.

Lessons in Evaluation: Two pieces of advice I would give to impact evaluators that you would not learn in conventional econometrics books: (1) Know well the theory of change of your intervention! If you don´t know the theory of change well, you might not fully understand the causality channels and might leave important impact indicators out of the analysis. (2) Do not underestimate the value of mixed methods. In particular, qualitative approaches will help you understand "why and how" things happened.

Lycia Lima, Executive Coordinator, CLEAR Brazil & Lusophone Africa Center

CLEAR Meeting, Bonn   Francophone Africa
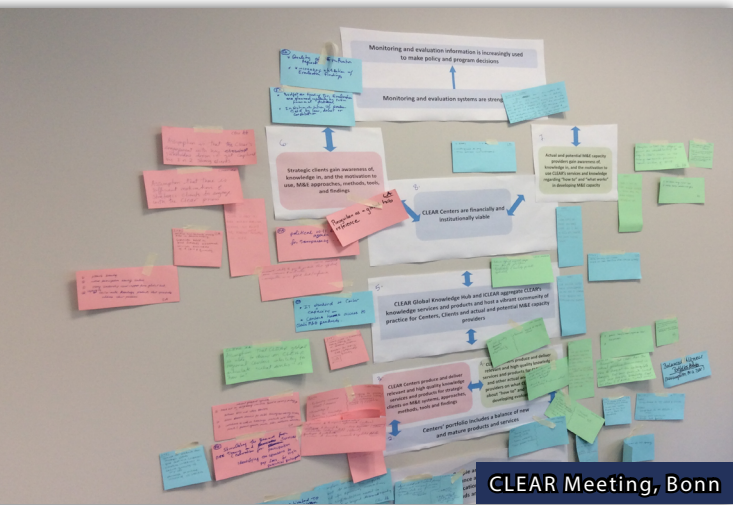
Global Knowledge

In FY15, CLEAR strengthened the foundations of the global aspects of the program by updating the program charter and by revising the theory of change, both of which were formally adopted at the CLEAR Meeting held on April 24, 2015, hosted by the German Institute for Development Evaluation in Bonn.

Updated Program Charter

In response to the mid term evaluation completed in early FY15, CLEAR updated its program charter to better reflect the partnership nature of the program. The revised charter refines the CLEAR members' roles and responsibilities and explicitly defines the outcomes expected through CLEAR as a delivery mechanism and knowledge and learning partnership. The charter also adjusts the governance structure, to reflect the partnership nature of the program better.

Revised Theory of Change

The revised theory of change (See Figure 1, page 1) focuses explicitly on both the delivery of M&E capacity development services and learning about evaluation capacity. One of CLEAR's main aims is to and deliver knowledge services and products on M&E systems, approaches, methods, tools, and findings. However, equally important is that CLEAR shares knowledge on "how to" and "what works" in delivering these services and activities. Thus, the revised theory of change reflects the importance that the program places on the "how to" and "what works" or the "learning" aspects, just as much as on the delivery aspects. Another point of stronger emphasis is the knowledge aggregation through iCLEAR—CLEAR's online knowledge hub and platform to foster a vibrant community of practice.

CLEAR Growing into Phase II

Moving into FY15, CLEAR established two additional mechanisms to drive its strategy for global knowledge, learning and innovation: the Learning from Performance (LeaP) Reviews and Wikis, in addition to the (established) annual Global Fora.

CLEAR Wikis

CLEAR initiated the use of wikis to codify and share knowledge across the Centers. A wiki (meaning: fast) is a web application that allows collaborative modification, extension, or deletion of content and structure without a specific owner, making it a collaborative content-generation tool. In April 2015, the CLEAR Centers came together in Bonn and experimented with using a wiki. Work through wikis was then expanded on CLEAR's online team platform, Collaboration for Development, and will continue in FY16 to promote knowledge sharing and collaboration. (See Box 1, page 17)

Learning from Performance (LeaP) Reviews

This year, a new performance management and learning approach was piloted in four Centers, including South Asia, Latin America, Anglophone Africa, and Francophone Africa, with reviews and refinement of the approach each time. The LEAP reviews enable the Centers to assess their entire portfolio and its performance, surface strategic learning, and drive innovation. As a result of the reviews, the Centers:
- Attain a comprehensive picture and understanding of their portfolios.
- Decide which business lines should be started, scaled up, shifted or stopped, by orienting them along the theory of change and specific outcomes expected.

CLEAR Meeting, Bonn

WELCOME to

DEval
DEUTSCHES
EVALUIERUNGSINSTITUT
DER ENTWICKLUNGS-
ZUSAMMENARBEIT

hosting

clear Network and Council Meeting

BOX 1: Wiki Pilot in CLEAR

The CLEAR wiki pilot was designed to foster a continuous flow of collaboration and wiki-work on a range of topics among the centers. C4D was selected as the pilot platform for CLEAR wikis after a comparison of technology platforms. Four critical processes guiding this pilot have been designed and will continue into FY16.

1. Wiki sprints. These are center-led bi-weekly reserved time slots. Each center reserves the time space of an hour to work with one or two staff. The centers can work on their own topics or interact with other centers.
2. Wikithons. These monthly or bi-monthly sessions, facilitated by the Global Hub team. They are dedicated to accelerating, editing and improving our wikis. They can be combined with a webinar to provide guidance and capture lessons.
3. Wiki ecosystem. This includes building a wiki culture: a results framework with metrics for success, planning and capturing of lessons.
4. Consolidation. The pilot results and experiences will be consolidated by the end of FY16. It is expected that wiki work among the Centers will contribute to articles or blogs for a broader and more external audience.

This year, the Wikis included a variety of topics such as: The Year of Evaluation; Attracting and retaining Center talent; and Leveraging scholarships: rethinking the scholarship model and introducing fee based models. The pilot will continue throughout FY16 and is expected to cover many more topics that benefit from thinking across Centers.

CLEAR Meeting, Bonn
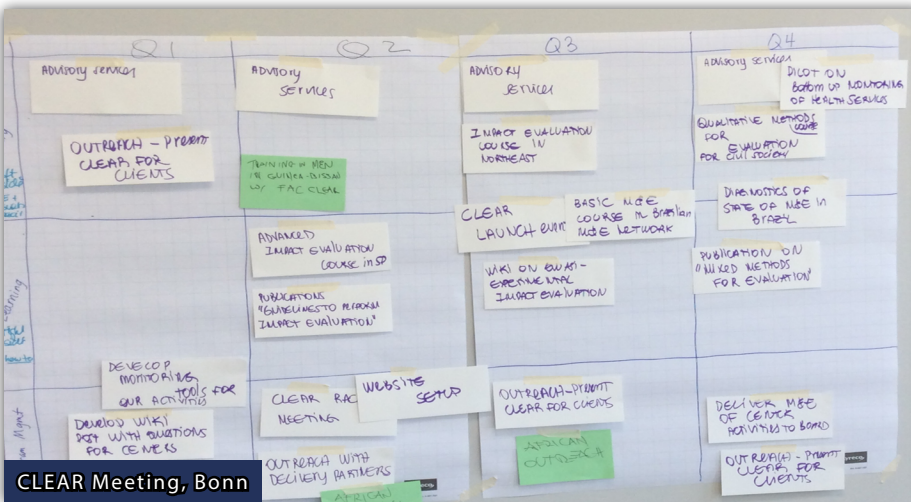
CLEAR Meeting, Bonn

- Prioritize activities in specific countries or with specific partners according to likelihood of success.
- Examine what support would be needed to improve performance, within the regional or country context and institutional reality.
- Identify approaches ready for sharing with the CLEAR community and other suppliers of evaluation capacity development services. (See Box 2, pages 20–21 provides a summary of this pilot)

Global Forum
CLEAR provides a unique opportunity for the centers to collaborate and exchange tacit knowledge and experiences, promote regional networks, and participate in or organize events where practitioners from different countries can meet and share lessons in M&E. In FY15 CLEAR held an internal CLEAR Centers' meeting in April 2015 in Bonn, rather than a regular CLEAR Global forum, to allow for stock taking and to discuss the program-wide knowledge and learning approaches, to learn from each other's strategies, as well as discuss CLEAR's contribution to the year of evaluation in 2015. The global fora will resume in FY16.

Network Support
iCLEAR
CLEAR's Global Hub Team established a new collaboration space on the World Bank's Collaboration for Development (C4D) platform, allowing CLEAR members to share knowledge and information. As of June 30, 2015, 55 staff members had signed on, and more than 30 discussions have taken place. The C4D has also become a repository where 120 CLEAR materials and program-wide documents have been uploaded and exchanged. The C4D is also serving as the platform for the wikis.

CLEAR Website
The CLEAR program website was maintained and updated throughout FY15, offering visitors convenient and direct access to important documents and individual center websites. In FY15, 75% of website visitors came to the site for the first time; 25% of overall website visits were from repeat users. The number of pages viewed totalled more than 15,500. The top five countries of origin for website visitors were the United States (24.4%), India (9.7%), South Africa (4.3%), the United Kingdom (4.0%) and Kenya (3.6%).

CLEAR's website was established in 2011 and an update was needed. A new design concept was developed, and the updated website is expected to be functional in early FY16.

CLEAR at the Year of Evaluation
The Year of Evaluation provided a unique platform for CLEAR members to disseminate information about the initiative, promote CLEAR's work, facilitate dialogue on evaluation, and connect with key experts, constituents, and stakeholders. In the first half of the Year, Centers organized and participated in a variety of regional and global events. For instance, a CLEAR Board member promoted CLEAR's approach to evaluation capacity in a presentation at the UK Evaluation Society's May 2015 conference. The American Evaluation Association celebrated CLEAR week with contributions to the aea365 blog from several members of CLEAR, and CLEAR Latin America brought the Evaluation Torch to Mexico in March 2015 . Additional events are planned, and CLEAR will have a global presence with all Centers at the upcoming National Evaluation Capacities conference in Bangkok, Thailand, in October 2015.

Anglophone/Francophone Africa

South Asia

M&E Training in the Pacific Region
Building on its FY14 activities, CLEAR continued its commitment to serve the needs of Pacific Islanders through the Pacific Islands Center for Public Administration at the University of the South Pacific. With the support of the Administration, Australia's High Commission in Tonga and Tonga's Public Service Commission, CLEAR provided M&E training to officials of several Tongan ministries and agencies, including the Ministries of Finance, Heath, Education, Justice, Infrastructure, and Tonga Customs, the Tonga Audit Office, the Prime Minister's Office, and the Public Service Commission.

Appendix 2 provides further specifics on the program-level work accomplished under the global component.

Governance and Management
CLEAR's mid-term review concluded in October 2014 and provided an opportunity to reflect on the program and make key management decisions to enable the program to further improve its reach and impact. Two meetings, one in Dublin in September 2014 and the next in Bonn in April 2015, helped formalize the decisions and take steps in their implementation.

A key decision was to transform CLEAR's governance to make it more effective, transparent, and inclusive, given that several CLEAR Centers have been selected and are participating actively in the program.

Key changes introduced were:
• Establishing the CLEAR Council, which includes representatives of all CLEAR groups—the global funders, the Centers, and the Global Hub Team. The CLEAR Council is now the key strategy setting body for the Program.
• Creating a new Funding Committee, comprising global

donors to the program, to determine the financial size of the program and ensure adequate funding.
• Giving the Council's Chair a stronger mandate and role in strategic and operational oversight and designating the position also as CLEAR's Chief Executive Officer (CEO). The CEO is to be supported in decision-making by an executive sub-committee comprising a Center representative from the Council and a member of the Funding Committee.

Budget
Through FY15, the program had committed or spent $10.29 million or approximately 50% of the $19.35 million budget projected through FY21. Eighty-seven percent of the commitments and expenditures were for regional learning (including grants to the Centers), six percent for global knowledge, and the remaining six percent for governance, management and administration. In addition, the World Bank Group used its administrative budget and staff time to support CLEAR. Appendix 3 provides further information.

Of the total projected budget through FY21, 77% of the CLEAR Trust Fund budget is allocated for regional learning and 12% for global knowledge. The remaining 10% is to be used for program governance and management, including monitoring and reporting and trust fund administration.

BOX 2: Learning from Performance (LeaP)

In 2015, as a core part of its knowledge and learning approach, CLEAR instituted the LeaP review to assess performance surface learning, and drive innovation.

What is LeaP?	
...it is	**...it is not**
✔ **A planning tool:** Helps identify priorities—where to use limited resources for maximum impact	✘ **A performance audit:** It does not impact grant disbursement or extension
✔ **A strategy tool:** Helps identify management strategies and approaches to improve performance	✘ **An evaluation:** This is not a traditional evaluation that is independent or an objective assessment of work done
✔ **A learning tool:** Helps identify what has worked and what hasn't in delivering CLEAR services and sharing knowledge	✘ **A reporting tool:** Will not be used for formally reporting on progress made or performance

Learning from Performance for Phase II

LEAP reviews in four Centers yielded key lessons:

- *Defining business lines with intermediate outcomes helps align with the theory of change and the two main outcomes of the CLEAR Centers' work.* The LEAP process requires centers to cluster activities in a meaningful way and related to the intended outcomes for specific audiences. This resulting work on defining individual business lines greatly supported orienting all strategic discussions along the theory of change, toward specific intermediate outcomes, while also creating materials that the Centers can now use when crafting their local theories of change.

- *High demand can be a threat to work programming and use of resources, unless addressed strategically.* Demand comes to the CLEAR Centers from many stakeholders, including countries, and a systematic approach to identifying priorities is needed to enable the Centers to determine how best to deploy their resources. Developing explicit rankings of countries/institutions on their "likelihood of success" could lead to more transparent priority setting.

- *A variety of business models for delivery are being deployed by the Centers, and these will need to be assessed for their effectiveness.* Given that CLEAR Centers had few permanent staff when selected, all four Centers that did LeaP reviews have developed distinct business models for delivery. In India and Mexico, the CLEAR team draws heavily on staff (India) and graduate students (Mexico) of their respective host organizations to enhance their capacity to deliver a wide range of services. For their "across region" work, in-country partner organizations are mobilized and operate with limited involvement from the CLEAR Center, although at different levels.The Center in South Africa will probably need to go beyond its host organization and mobilize delivery partners across South Africa. The CLEAR Center in Senegal, faced with a limited supply of training-oriented lecturers within its host organization, has instead invested in building up a solid pool of well-trained trainers for the delivery of awareness raising and skills development.

- *Focusing on training seems a legitimate choice in certain circumstances to build business and induce longer-term changes.* The LeaP review discussed what might be considered an "over reliance" on training as a delivery model. However, selecting relevant participants and training of trainers, on which to build a strategy of more in-depth and long-term engagement with the participants, should be possible. Training complemented with community of practice work and other tools to encourage sustained participant engagement appear very reasonable.

CLEAR's Learning from Performance Rubric

	1 (low)	2	3	4	5 (high)
THE RIGHT CLIENT Are we working with strategically selected clients? Strategic implies that the selection process is deliberate, there are pre-determined selection criteria, and there is high likelihood that selected client will contribute to objectives of the business line.	CONTRIBUTION TOWARDS OUTCOME: SELF ASSESSMENT ■ Less than 20% clients are strategically selected There is no pre-determined criteria used to select clients ■ Most clients are decided according to convenience, availability or obligatory requirements ■ Low likelihood that working with these clients' will lead to realization of business line objectives	Between 21 and 40% clients are strategically selected ■ There is some implicit pre-determined criteria used to select clients, though it may not be precise or detailed, or used consistently ■ There is some likelihood that working with these clients will achieve business line objectives	Between 41 and 60% clients are strategically selected ■ Center has implicit or explicit, pre-determined criteria used to select clients, but this is only used around half the time ■ There is some likelihood that working with these clients will achieve business line objectives	Between 61 and 80% clients are strategically selected ■ Center has explicit and detailed criteria used to select clients ■ There is high likelihood that working with these clients will achieve business line objectives	More than 80% of the clients are strategically selected ■ Almost all clients are elected deliberately, after careful analysis using explicitly spelled out selection criteria ■ Criteria updated regularly to reflect any strategy changes ■ There is very high likelihood that working with these clients is leading to realization business line objectives
THE RIGHT SERVICE Are we delivering high quality services? High quality implies appropriate format, design, delivery, and content of service for the pre-determined objectives. This can be achieved through a formal quality assurance process/mechanism.	Less than 20% of activities are high quality ■ No quality assurance tool is used to ensure high quality service ■ The design, pace, sequencing of activities is not suitable to client needs, the pedagogy is not engaging ■ Knowledge/content shared is out of date	Between 21 and 40% of activities are high quality ■ There is an informal quality assurance mechanism in place ■ Design, pace and sequencing of activities is somewhat suitable to client needs but needs a lot of modification, the pedagogy is sometimes engaging ■ Knowledge/content presented is only partially up to date	Between 41 and 60% of activities are high quality ■ There is an explicit quality assurance mechanism that is used for around half the activities ■ Design, pace and sequencing of activities is suitable to client needs but some modification, the pedagogy is usually engaging ■ The knowledge shared is up to do date half the time	Between 61 and 80% of activities are high quality ■ There is an explicit quality assurance mechanism that is used for most activities ■ Design, pace and sequencing of activities is mostly suitable to client needs, the pedagogy is mostly engaging ■ The knowledge shared is state of the art most of the time	More than 80% of activities are high quality ■ There is an explicit quality assurance mechanism that has to be used for almost all activities ■ Design, pace and sequencing of activities is logically, consistent with local needs, and easy to understand, pedagogy is almost always engaging ■ Knowledge presented is always state of the art
THE RIGHT ENVIRONMENT Are we taking advantage of or creating a conducive action-environment? A conducive action-environment brings onboard the right people at the right time, and provides pre- and post-service support. This is only possible if center is well aware about the action environment (political, institutional, organization constraints and opportunities) that the client operates in.	Less than 20% of activities take advantage of/create conducive action environment ■ The center does not take into consideration client's action environment ■ The right stakeholders are not involved to get buy-in for activity ■ The delivery of the service is NOT strategically timed/placed to encourage the application of learning ■ There is little or no follow-up after activity	Between 21 and 40% of activities take advantage of/create conducive action environment ■ The center is somewhat aware of client's action environment ■ Some of the right stakeholders are involved to get buy-in for activity ■ Few activities are timed/placed to encourage the application of learning ■ There is little follow-up after activity	Between 41 and 60% of activities take advantage of/create conducive action environment ■ The center is aware of client's action environment around half the time ■ Some of the right stakeholders are involved to get buy-in for activity ■ Some activities are timed/placed to encourage the application of learning ■ There is some follow-up after activity to enhance learning	Between 61 and 80% of activities take advantage of/create conducive action environment ■ The center is aware of client's action environment most of the time ■ Most of the right stakeholders are involved to get buy-in for activity ■ The activity is well timed/placed to encourage the application of learning ■ There is adequate follow-up after activity to enhance learning	More than 80% of activities take advantage of/create conducive action environment ■ The center is aware of client's action environment almost all of the time ■ All the right stakeholders are involved in the activity ■ Activities are delivered after careful examination of the timing such that client is able to implement learning ■ An after-service support plan is in place and implemented such that clients engage with content on a continued basis

APPENDIX 1 Financial Reports, Activities and Client Ratings

A. Anglophone Africa
Financial Report

Number of Grants	Grant Period*	Grant Amount (in USD)	Planned Expenditure** Jul. 1, 2014 to Jun. 30, 2015	Disbursement*** Jul. 1, 2014 to Jun. 30, 2015	Cumulative Disbursement to Jun. 30, 2015
Grant # 1	12/12/2011 - 05/31/2013	886,013	0	0	886,013
Grant # 2	06/12/14 - 01/15/2017	2,997,325	998,202	754,478	754,478

*   From grant agreement date to grant closing date
**   From Center's plan
*** From unaudited Trust Funds Financial Reports, June 30, 2015, World Bank Group

Activities, July 1, 2014 - June 30, 2015

19 ACTIVITIES[+]
86% OF PLAN

6 INTERNAL FOR CENTER
13 EXTERNAL FOR CLIENTS

574 PARTICIPANTS TRAINING (ONLY)

52%   48%[++]

South Africa (9)
Activities in multiple countries and/or outside the region (2)
Unspecified (2)

[+] From Center's dashboard (completed activities)
[++] Female participation for one activity with 103 participants unknown

Client Ratings for Services

4.32
4.55
4.5

1 Low   2   3   4   5 High

Applicability of Services
Relevance of Services
Quality of Services
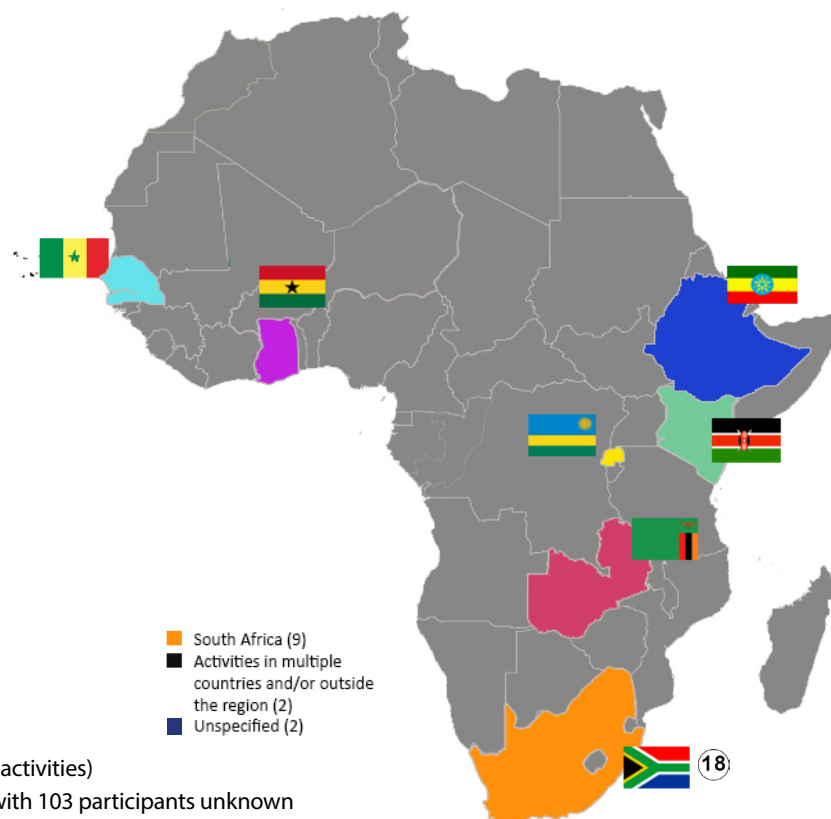
B. South Asia
Financial Report

Number of Grants	Grant Period*	Grant Amount (in USD)	Planned Expenditure** Jul. 1, 2014 to Jun. 30, 2015	Disbursement*** Jul. 1, 2014 to Jun. 30, 2015	Cumulative Disbursement to Jun. 30, 2015
Grant # 1	09/12/2011 - 10/01/2012	612,924	0	0	612,924
Grant # 2	07/03/2013 - 07/01/2015	1,300,000	561,692	478,435	1,007,929

* From grant agreement date to grant closing date
** From Center's plan
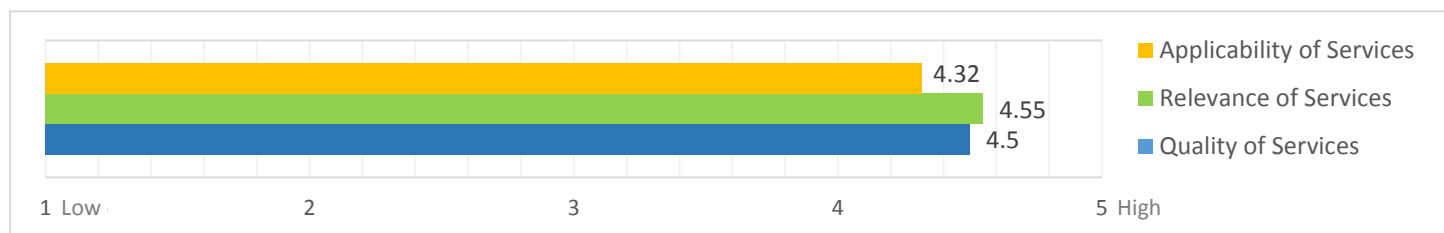*** From unaudited Trust Funds Financial Reports, June 30, 2015, World Bank Group

Activities, July 1, 2014 - June 30, 2015

103 ACTIVITIES[+]
126% OF PLAN

26 INTERNAL FOR CENTER
77 EXTERNAL FOR CLIENTS

685 PARTICIPANTS
TRAINING & KNOWLEDGE SHARING (ONLY)

75%   25%

43% FROM OUTSIDE INDIA

India (60)
Pakistan (7)
Nepal (5)
Bangladesh (1)
Sri Lanka (3)
Philippines (1)

[+] From Center's dashboard (completed activities)

Client Ratings for Services

	Rating
Applicability of Services	3.83
Relevance of Services	3.9
Quality of Services	3.94

1 Low   2   3   4   5 High
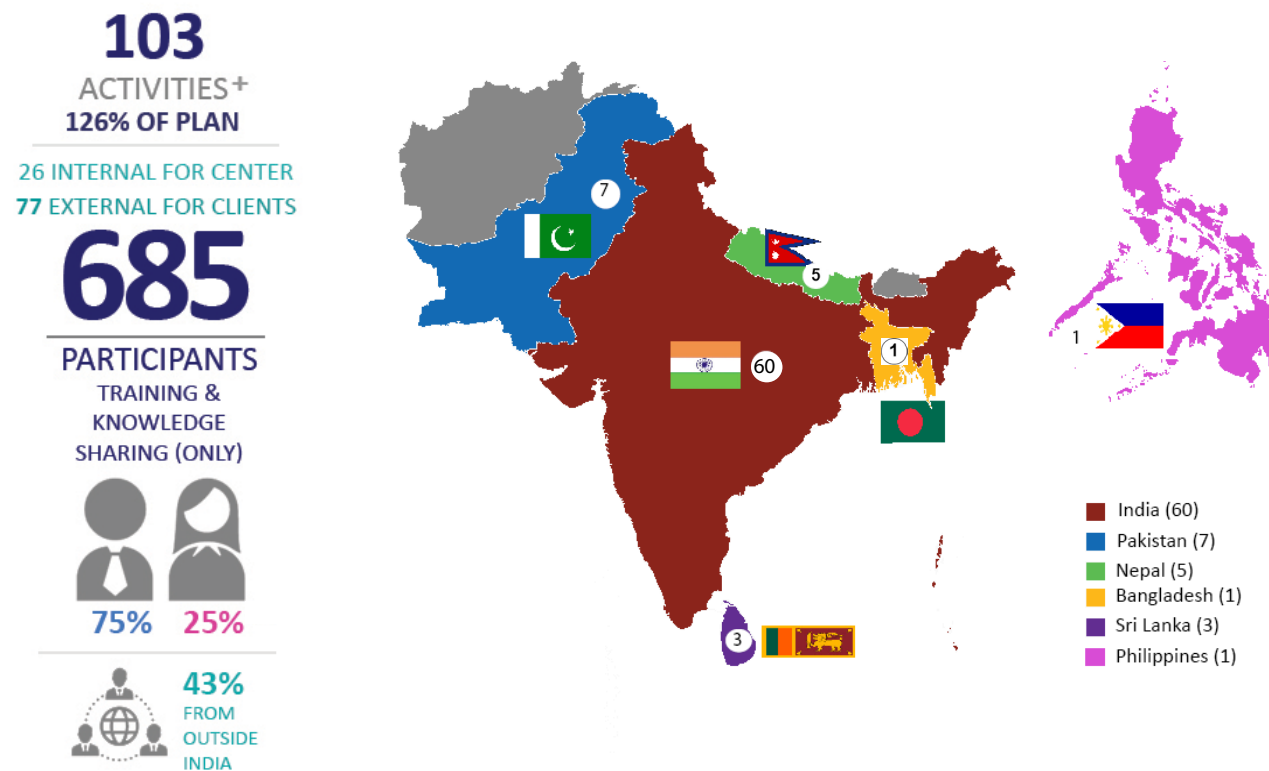
C. East Asia

Financial Report

Number of Grants	Grant Period*	Grant Amount (in USD)	Planned Expenditure** Jul. 1, 2014 to Jun. 30, 2015	Disbursement*** Jul. 1, 2014 to Jun. 30, 2015	Cumulative Disbursement to Jun. 30, 2015
Grant # 1	11/15/2012 - 12/31/2014	350,000	200,839	90,083	350,000

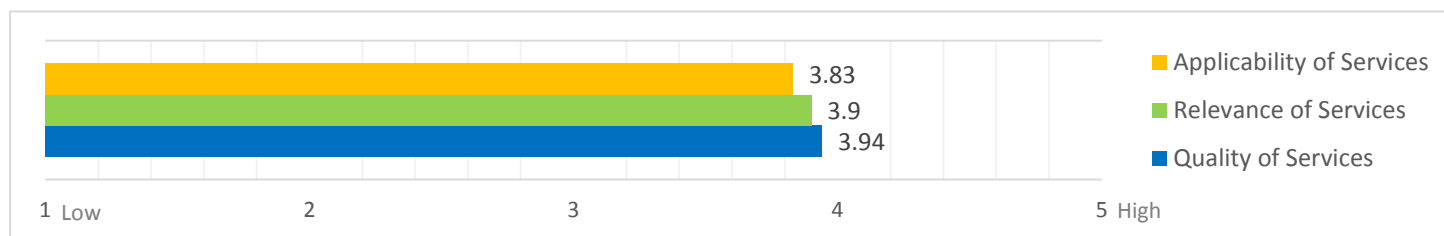*   From grant agreement date to grant closing date
** From Center's plan
*** From unaudited Trust Funds Financial Reports, June 30, 2015, World Bank Group

Activities, July 1, 2014 - June 30, 2015

11
ACTIVITIES⁺
92% OF PLAN

- INTERNAL FOR CENTER
11 EXTERNAL FOR CLIENTS

349
PARTICIPANTS
TRAINING (ONLY)

61%   39%

51% FROM OUTSIDE CHINA

11

China (11)

⁺ From Center's dashboard (completed activities)

Client Ratings for Services

4.17 Applicability of Services
4.29 Relevance of Services
4.41 Quality of Services

1 Low   2   3   4   5 High

24

D. Francophone Africa

Financial Report

Number of Grants	Grant Period*	Grant Amount (in USD)	Planned Expenditure** Jul. 1, 2014 to Jun. 30, 2015	Disbursement*** Jul. 1, 2014 to Jun. 30, 2015	Cumulative Disbursement to Jun. 30, 2015
Grant # 1	11/5/2012 - 11/30/2	268,970	105,151	20,548	103,771
Grant (IDF)	11/10/2012 - 11/10/2015	995,750	479,295	165,647	446,809

* From grant agreement date to grant closing date
** From Center's plan
*** From unaudited Trust Funds Financial Reports, June 30, 2015, World Bank Group

Other Revenue: $10,400

Activities, July 1, 2014 - June 30, 2015

16 ACTIVITIES +
47% OF PLAN

5 INTERNAL FOR CENTER
11 EXTERNAL FOR CLIENTS
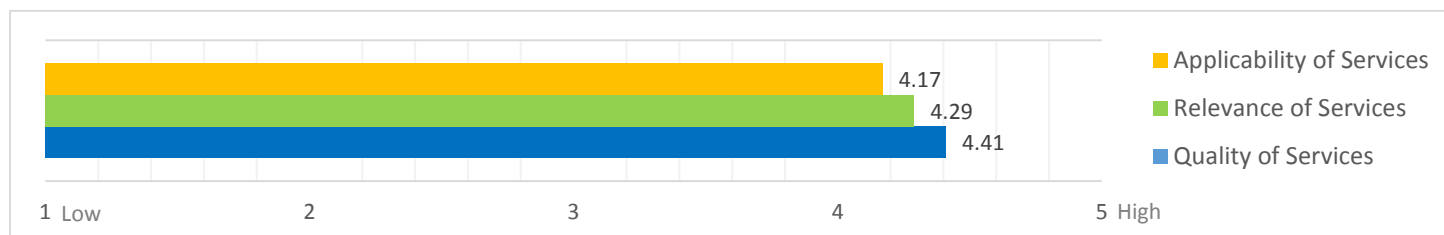
233 PARTICIPANTS
TRAINING & KNOWLEDGE SHARING (ONLY)

72% 28%

30% FROM OUTSIDE SENEGAL

- Niger (1)
- Burkina Faso (1)
- Senegal (8)
- Unspecified (1)

+ From Center's dashboard (completed activities)

Client Ratings for Services

- Applicability of Services — 4.46
- Relevance of Services — 4.62
- Quality of Services — 4.51

| 1 Low | 2 | 3 | 4 | 5 High |

E. Latin America
Financial Report

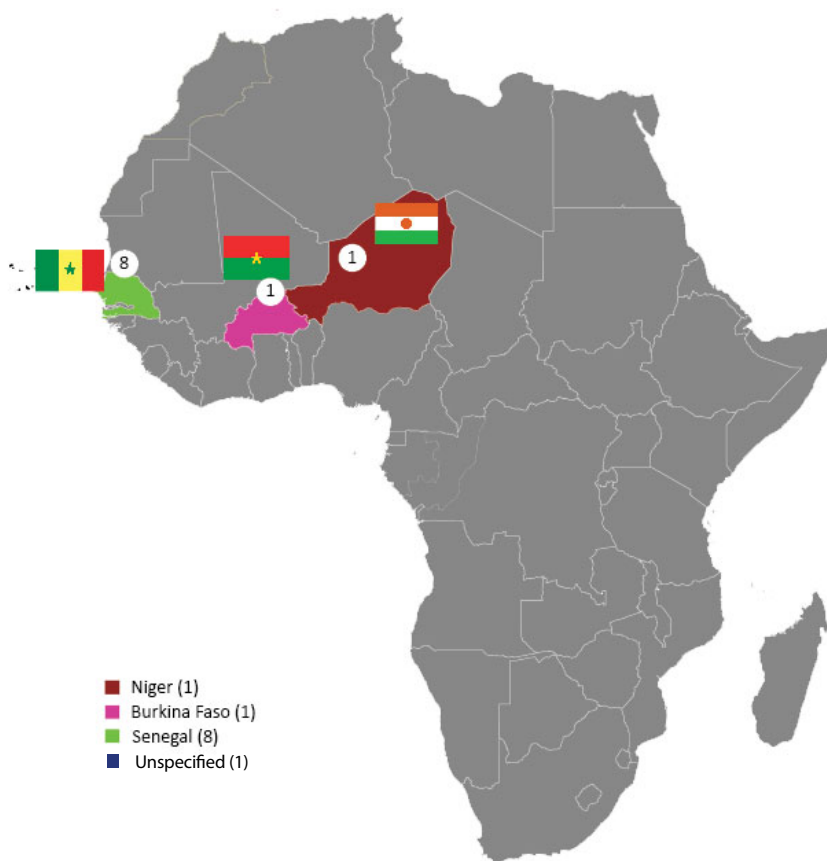| Number of Grants	Grant Period*	Grant Amount (in USD)	Planned Expenditure** Jul. 1, 2014 to Jun. 30, 2015	Disbursement*** Jul. 1, 2014 to Jun. 30, 2015	Cumulative Disbursement to Jun. 30, 2015
Grant # 1	06/12/2013 - 12/31/2015	695,000	476,200	186,308	236,527

* From grant agreement date to grant closing date
** From Center's plan
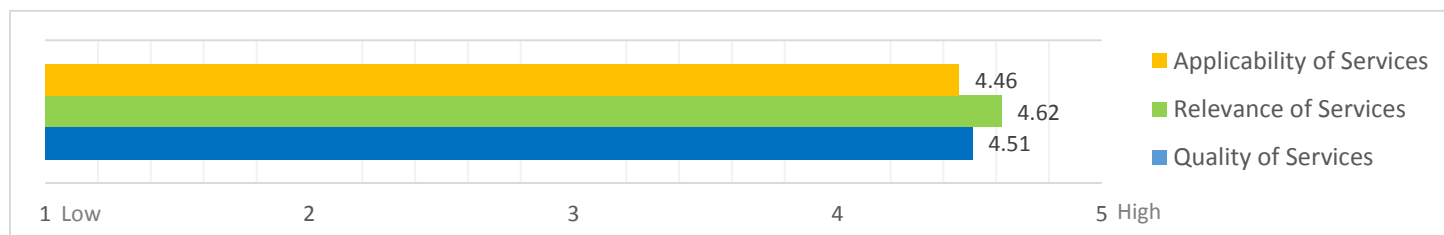*** From unaudited Trust Funds Financial Reports, June 30, 2015, World Bank Group

Other Revenue: $1,427,671

Activities, July 1, 2014 - June 30, 2015

51 ACTIVITIES+
106% OF PLAN

8 INTERNAL FOR CENTER
43 EXTERNAL FOR CLIENTS

201 PARTICIPANTS TRAINING (ONLY)

52%   48%

38% FROM OUTSIDE MEXICO

Mexico (22)
Perú (6)
Guatemala (1)
Ecuador (2)
Colombia (1)
Puerto Rico (1)
Activities in multiple countries and/or outside the region (10)

+ From Center's dashboard (completed activities)

Client Ratings for Services

	Rating
Applicability of Services	4.19
Relevance of Services	4.35
Quality of Services	4.38

1 Low   2   3   4   5 High
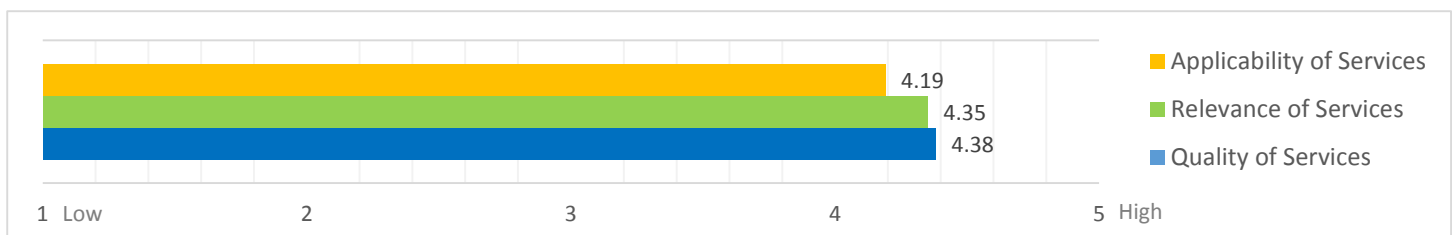
APPENDIX 2: CLEAR's Outcomes and Outputs

[Based on updated theory of change as of April 24, 2015; indicators currently under revision, and baselines and targets to be established]

Results (Outcomes)	Key Performance Indicators*
Highest-Level Outcomes to which CLEAR Contributes - Monitoring and evaluation information is increasingly used to make policy and program decisions	By 2018, 70 percent of strategic clients and stakeholders surveyed report increased use of evidence in decision making
Higher-Level Outcomes to which CLEAR Contributes - M&E systems are strengthened	By 2018, an external evaluation indicates that centers have contributed to strengthening of M&E systems
CLEAR'S Outcomes - Strategic clients gain awareness of, knowledge in, and the motivation to use M&E approaches, methods, tools, and findings - Actual and potential M&E capacity providers gain awareness of, knowledge in, and the motivation to use CLEAR's services and knowledge regarding "how to" and "what works" in developing capacity	Percentage of Clients who rate 4 or 5 on a tracer survey for the following questions: "useful for overall work" and "are engaged in a related network" Qualitative feedback based on tracer surveys
Centers are financially and institutionally viable	Increase in Centers' sources of funds or endowment relative to the CLEAR grant [Baseline determined by Centers]

Results (Outputs)	Key Performance Indicators
REGIONAL LEARNING	
Centers produce and deliver relevant and high quality knowledge services and products to: - Strategic clients - Other actual and potential ECD providers	85 percent of clients/ECD providers rate 4 or 5 (on a five-point scale, 1=low and 5= high) on "Quality" and "Usefulness" of the Center's business line Number and size of networks created for knowledge and learning
GLOBAL APPROACH	
CLEAR Global Knowledge Hub and iCLEAR aggregate CLEAR's knowledge and host a vibrant community of practice for the Centers	Increase in number of knowledge products shared through website and selected collaboration platform Number of downloads Qualitative assessment of the knowledge hub and community of practice

* Targets to be established.

APPENDIX 3: Overview of Program-Level Tasks and Deliverables

Table 3.A: Program-Level Tasks and Deliverables

Key Tasks, Milestones, and Deliverables	Period/ Completion Date	Deliverables/Targets	Status (cumulative)	Status (July 2014-June 2015)
REGIONAL APPROACH				
Centers Selected	2010–14	Background studies and consultations with regional experts Demand assessment studies Development of selection criteria Four Centers selected by 2012	Six Centers selected by December 2013	Brazil center proposal and grant preparation
Centers Operational	2011–18	Annual work plans, strategy updates	Reports produced 2012, 2013, 2014	Annual report, 2015 Strategies updated based on the Mid-Term Evaluation CLEAR Leadership Retreat in Dublin, CLEAR Meeting in Bonn and LEAP reviews (see below)
GLOBAL LEARNING				
Global Knowledge and Learning	2011–18	One international knowledge product/capacity building approach developed, per year	- Developed and/or delivered - Impact evaluation - Performance-based budgeting - M&E fundamentals (2)	
	2011–18	Global program mentoring for implementing knowledge/ capacity approaches, on demand and based on centers' work programs	Mentoring and facilitation with experts provided to all centers	LEAP (Learning from Performance) reviews established as the core learning approach. LEAP reviews piloted in South Asia, Latin America, Anglophone Africa, and Francophone Africa
Global Forum/ Wikis	2011–18	Annual global forum once per year, designed in collaboration with the sponsoring center.	2011/Paris 2012/Accra 2013/Tunis 2013/Mexico 2014/Dublin	CLEAR meeting held in Bonn, Germany (2014), to finalize key Mid-Term Evaluation actions; WIKIs piloted and are being taken forward
Network Support	2011–18	Quality assurance guidelines, by end 2013 Operations manual, by end 2014 Network development activities—ongoing Website, dissemination, and communications—ongoing	Taskforces on governance (report) Knowledge-sharing through website design (report) Website—ongoing Quality assurance framework completed. Implementing Capacity Building Programs Operations manual (updates ongoing) Website (ongoing)	New website commisioned

GOVERNANCE AND MANAGEMENT				
Board Meetings	2010–18	Twice/year	Ongoing	Five Board meetings; New governance instituted on April 24, 2015 (see Table1 below)
Secretariat Work program	2010–18	Annual	Ongoing	
Evaluation	2010–18	Midterm by 2013 and final by 2018		Independent Mid-Term Evaluation. Finalized in October 2014
				MTE actions 6 implemented, 6 on track.

Table 3.B: CLEAR Board/ Governance Meetings (July 1, 2014 – June 30, 2015)

Date	Name	Agenda
July 8-9, 2014	CLEAR Board Meeting	• MTE Findings • CLEAR Phase II
September 28-30, 2015	CLEAR Leadership retreat (Dublin)	• Build common vision, theory of change and strategy • Define success clearly, including success indicators • Update governance in alignment with new Phase II directions
October 23, 2014	CLEAR Board	• Management Response to the CLEAR Mid-Term Evaluation (MTE) report • Proposed Phase II charter and governance structure • Vision, Mission, and Proposed Theory of Change and Indicators • FY14 Global Work Program and Budget and Budget Projections
November 18, 2014	CLEAR Board	• Revised program charter/governance for finalization • Initial ideas on the first council meeting • Business processes for governance • Date and agenda of the next Board meeting
January 7, 2015	CLEAR Board	• Discussion of and feedback on the draft approach to building a fund-raising strategy in the context of the current budget projections • Update on the work accomplished post Mid-Term Evaluation and the Dublin retreat • Other business (Change of AA Director, revision of Charter, Council meeting, next meeting)
March 6, 2015	CLEAR Leadership Retreat	• Updates (Collaboration space, introduction of Clear Director) • Discussion of the proposed Theory of Change and narrative • Updated fund-raising strategy • CLEAR's participation in Year of Evaluation • Administrative Agreement Extension to 2021
April 21-24, 2015	CLEAR Council Meeting (Bonn)	• Summary of the CLEAR management meeting held prior to the Council meeting • Reflect on what it means to be a CLEAR Council and a member of the Council (ratifying the CLEAR Charter; agreeing on the Council Protocol) • Agree on the Council Executive Sub-Committee • Agree on the CLEAR Global Theory of Change and Key Indicators • Determine CLEAR Council Annual Plan
July 1, 2015	Executive Committee Meeting (virtual)	• Review of Key performance indicators and decide on adopting these • Planning of the Global Forum 2015 • CLEAR contribution to the Year of Evaluation and discussion of the proposal to hold a panel at the NEC conference

APPENDIX 4: Contributions to the Program and Expenditures and Projections

Table 4.A: Contributions to CLEAR, by Funding Agency (As of June 30, 2015—unaudited statements)

Funding Agency	Receipts and Commitments
Asian Development Bank	$ 450,000.00
African Development Bank	$100,000
Australian Government - Department of Foreign Affairs and Trade	$1,135,410
Belgium	$147,411
Department for International Development—UK	$4,665,745
Inter-American Development Bank	$1,200,000
Rockefeller Foundation	$2,500,000
Swiss Agency for Cooperation and Development	$327,879
Swedish International Development Co-operation Agency	$4,689,949
Investment Income (Cumulative as of 14 October 2014)	$125,324
World Bank Institutional Development Fund (IDF)/Direct Cash to Center	$995,790
IEG World Bank Cash Contribution (est.)*	$72,000
Total (including World Bank funds)	$16,409,508
Total Donor Funds (non-World Bank)	$15,341,718
Non-WB Donor Funds Paid (as of January 2015)	$14,598,352

* In addition, the World Bank/IEG contributes approximately $400,000/year, covering staff cost and other expenditures.

Table 4.B: CLEAR Expenditures and Projections, by Fiscal Year and Component (As of June 30, 2015—unaudited statements)

Components	Total Planned FY10–21	Expenditures and Commitments FY10–15	Projected FY16[1]	Projected FY17	Projected FY18	Projected FY19–21[2]
Regional: Grants (Expenditures by Center + Commitments)	$13,681,024	$8,106,024	$2,925,000	$1,600,000	$1,050,000	—
Regional: Direct Support, Demand Assessment, Selection	$1,245,985	$890,985	$130,000	$100,000	$125,000	—
Global Knowledge and Learning	$2,361,972	$626,972	$420,000	$420,000	$415,000	$480,000
Governance and Management	$1,191,445	$221,945	$134,000	$134,000	$434,000	$267,500
Administration Fee	$869,241	$449,241	$70,000	$70,000	$70,000	$210,000
Total	$19,349,667	$10,295,167	$3,679,000	$2,324,000	$2,094,000	$957,500

Note: Includes the Multi-Donor Trust Fund and Institutional Development Fund.

[1] All expenditures stated are unaudited. Audited statement will be provided by the World Bank Group to donors.

[2] The extension to 2021 is to be finalized with the funding agencies.

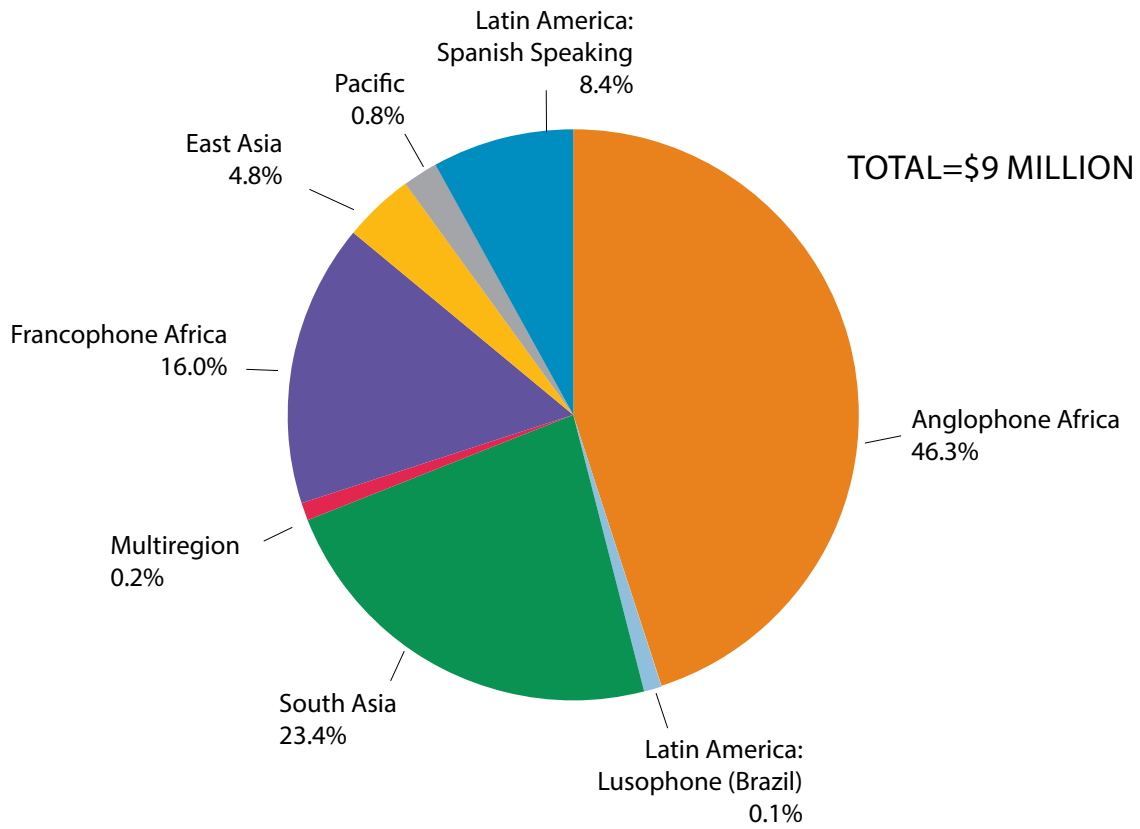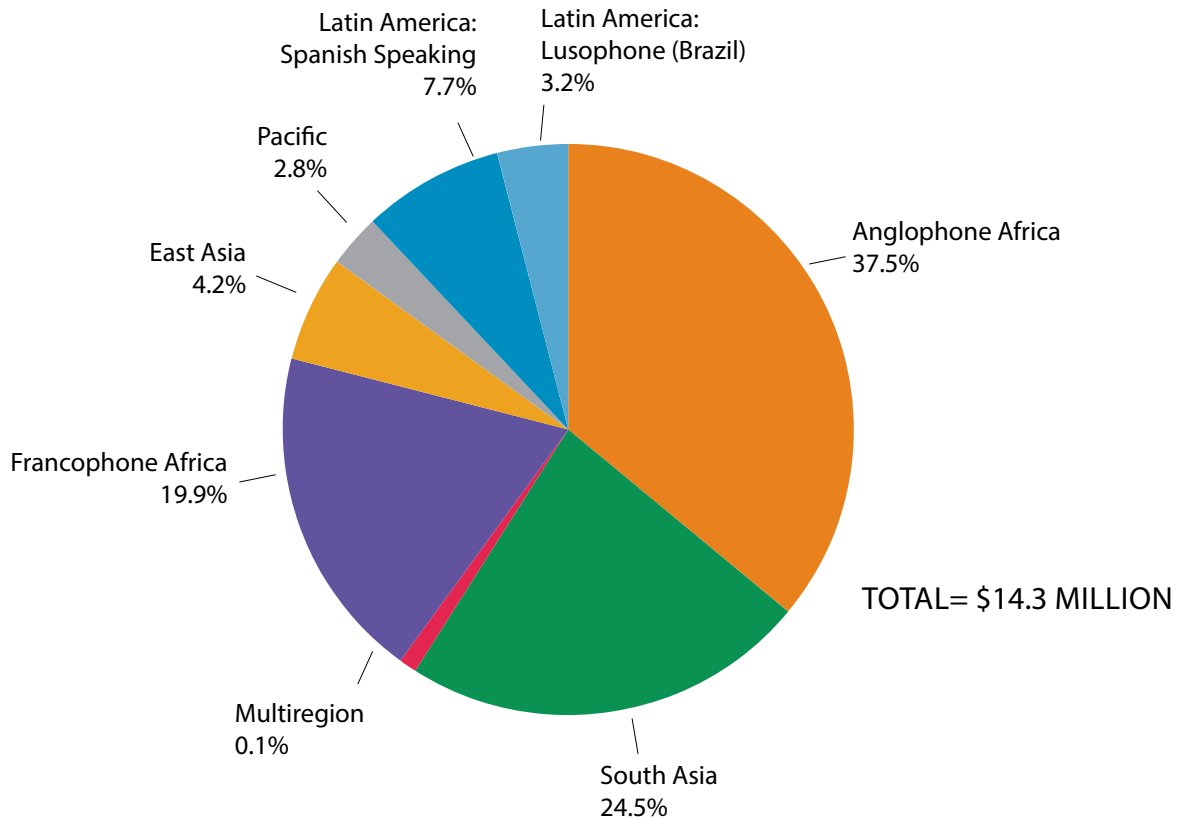**Figure 4.A:** Expenditures and Commitments Through FY15, by Center (%)

TOTAL=$9 MILLION

- Latin America: Spanish Speaking 8.4%
- Pacific 0.8%
- East Asia 4.8%
- Francophone Africa 16.0%
- Multiregion 0.2%
- South Asia 23.4%
- Latin America: Lusophone (Brazil) 0.1%
- Anglophone Africa 46.3%

Figure 4.B: Summary Projections Through FY21, by Center (%)

TOTAL= $14.3 MILLION

- Latin America: Spanish Speaking 7.7%
- Latin America: Lusophone (Brazil) 3.2%
- Pacific 2.8%
- East Asia 4.2%
- Francophone Africa 19.9%
- Multiregion 0.1%
- South Asia 24.5%
- Anglophone Africa 37.5%

APPENDIX 5 Governance and Management

As of April 24, 2015, the governance structure of CLEAR comprises two main governance bodies:
- The CLEAR Council
- The Funding Committee.

The operations of the CLEAR Council and the Funding Committee are supported by the Global Hub Team, housed at IEG.

CLEAR Council

The CLEAR Council includes representatives of all CLEAR groups and comprises:

    a. All Funding Committee Members
    b. Center Directors
    c. Team Leader of the Global Hub Team

The Council sets the overall strategy and goals for the Program and assesses its performance. It also provides advice to and seeks decisions from the Funding Committee regarding key aspects of the Program. The Council is chaired by the Program Chief Executive Officer. Decisions are reached by consensus. The scope of work for the council includes:

- Strategy: Provide strategic direction to the Program Performance and Accountability: Provide advice to the Funding Committee, the Centers, and the Global Hub based on portfolio and performance reviews.
- Governance: Undertake activities that strengthen program governance and management.

The Executive Sub-Committee appointed by the Council. The CLEAR Council has also selected two members, representing the CLEAR Centers and the global funders respectively, to form an Executive Sub-Committee; the CLEAR CEO is the third member of the Executive Sub-Committee. The Council delegates decision making on implementation to the Executive Sub-Committee so that the Sub-Committee drives strategy implementation by making key operational decisions as needed. The Sub-Committee meets quarterly (virtually) or on an as-needed basis, as determined by the CEO. Decisions are made by consensus.

Funding Committee

The Funding Committee comprises funders to the Multi-Donor Trust Fund established at the World Bank to finance CLEAR, based on the following membership rules:

    a. Full membership is reserved for funders contributing an average of $300,000 or more per year.
    b. One funder collectively representing the global funders contributing less than the requisite amount of cash (IEG will nominate and invite the representative on the basis absence of funders' objection).
    c. Senior manager from IEG.

The scope of activities for the committee includes:
- Funding strategy: Determining the financial size of the Program
- Funding and Accountability: Ensuring adequate funding for operations and Program accountability and oversight.
- Governance: Reviewing, and concurring with, Council-proposed changes to the Charter, subject to the terms of the Administration Agreements and Bank policies and procedures

Members from Funding Agencies

Monika Weber-Fahr
IEG, World Bank Group (Chair)

Rakesh Nangia
African Development Bank

Vinod Thomas
Asian Development Bank

Louisa Dow
Australian Government—Department of Foreign Affairs
and Trade

Jacqueline Lienard
Belgian Development Cooperation Agency

Cheryl Gray
Inter-American Development Bank

Nancy MacPherson
Rockefeller Foundation

Lennart Peck
Swedish International Development Co-operation Agency

Anne Bichsel
Swiss Agency for Development and Cooperation

Penny Hawkins
UK Department for International Development

CLEAR Centers—Leadership and Key Staff

Anglophone Africa
Laila Smith
Tim Clynick
Kieron Crawley
Neissan Besharati
Bahihah Mohamed
Charles Amoatey (Ghana)
James Obuya Bagaka (Kenya)

Francophone Africa
Boubacar Aw
Amos Menard
Mady Koanda (Burkina Faso)

East Asia
Kouqing Li
Runzhong Peng
Min Zhao
Ningqin Wu
Baolian Chen

South Asia
John Floretta
Urmy Shukla
Priyajeet Arora
Arqam Lodhi (Pakistan)

Latin America, Spanish-speaking
Claudia Maldonado
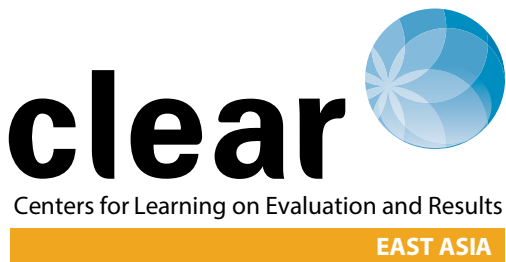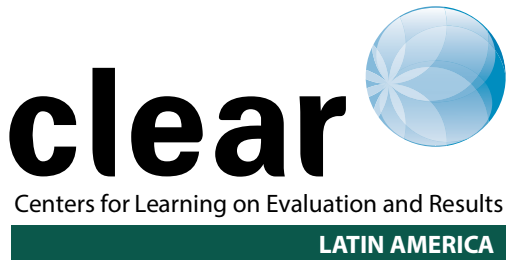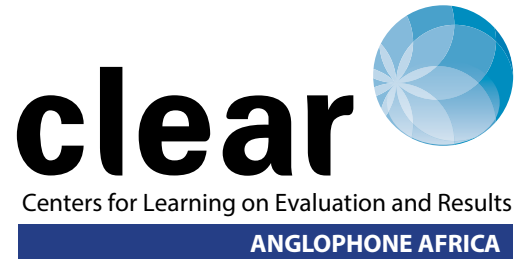Cristina Galindez

Brazil and Lusophone Africa
Andre Portela Souza
Lycia Lima
Dalila Figueiredo

CLEAR Global Hub

Nidhi Khattri, Head
Maurya West Meiers
Ximena Fernandez Ordonez
Naoko Hosaka
Neha Sharma
Robin Van Kippersluis
Junya Yuan

For more information, visit
www.theclearinitiative.org

CLEAR Logo for Centers

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Centers for Learning on Evaluation and Results
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CLEAR Funding Agencies