

# **Closing the Learning Loop**

**WFP Office of Evaluation  
Knowledge Management and Learning Strategy  
2013-2014**



## Table of Contents

Preface .....	2
Introduction – Peer Review 2013 .....	3
Knowledge Management, Learning and Evaluation .....	4
KM and Learning in OEV .....	5
Stakeholders .....	7
Objectives and Framework .....	9
Timing and Resources .....	11
Responsibilities .....	15
Annex 1. Menu of Learning Options from OEV Staff Retreat 2012 .....	16
Annex 2. Key reference documents .....	19
Acronyms .....	20

## **Preface**

The development of an OEV Knowledge Management and Learning Strategy is happening concurrently with the DAC/UNEG Peer Review of the Evaluation Function of WFP, which runs through 2013 to the first half of 2014.

At the same time, a corporate Knowledge Management initiative is on-going in WFP, with the aim to fill the KM gap in the organization and create coherence between the initiatives developed by various units. These two major developments inside and outside OEV contribute to the shaping of OEV's Knowledge Management and Learning Strategy, by highlighting strengths, weaknesses, needs and opportunities in the area of KM and learning in OEV and WFP respectively.

OEV's Knowledge Management and Learning Strategy takes note of the internal and external issues identified by the above-mentioned processes and addresses those that are mostly important for OEV's accountability and learning function in WFP, within the limits of OEV's capacity and resources.

The Action Plan for the implementation of the OEV Knowledge Management and Learning Strategy is provided in Table 1 (p. 12).

## **Introduction – Peer Review 2013**

1. Among the interim observations of the Peer Review Panel was a widespread concern that WFP is not maximizing the learning from evaluations. The OEV KM and Learning Strategy is intended to support the ongoing development of WFP's Knowledge Management Strategy and ensure that learning from evaluations is captured, synthesized, and shared in ways that can be absorbed by a variety of internal and external audiences.
2. OEV's draft KM and Learning Strategy was discussed with the Peer Review Panel. Some of the issues that were identified include the distinction of communications from learning, the need for clarity on the various audiences/users of evaluations, the need to stimulate demand for evaluation products, etc. These strategic issues, presented in Table 2 (p. 15), will be addressed based on the conclusions of the Peer Review.
3. Following finalization of the Peer Review Report in March 2014, there will be a review of the Strategy according to the Peer Review's final findings and recommendations.

## Knowledge Management, Learning and Evaluation

4. The concepts of knowledge management (KM) and organizational learning have been around for decades with increased emphasis beginning in the early 1990's. KM and learning are still important today, especially in light of opportunities and challenges brought by new information and communication technologies, which resulted in a massive increase in the flow of information, making knowledge management even more indispensable but also complex.
5. Knowledge management includes strategies and practices to identify, create, distribute and enable adoption of insights and experiences to enhance the achievement of organizational objectives. "Learning organizations" are effective at creating, acquiring, interpreting, transferring, sharing and retaining knowledge, and at acting on that knowledge to improve their organizational performance<sup>1</sup>.
6. A framework for KM in WFP, developed in 2012<sup>2</sup> described three types of knowledge:
  - Experiential: "know-how" for example, how to effectively set-up a voucher program in an emergency setting, lessons learned etc.
  - Information: Including guidelines / templates for setting up a program, WFP policy on school feeding etc.
  - Data: Number of beneficiaries served, tons of food moved, number of staff etc.The framework recognized that knowledge can be either codified, i.e. captured and recorded or tacit, i.e. personal, and thus remaining in people's heads.
- 6a. In the context of the study that led to the abovementioned KM framework for WFP, the major KM needs, issues and challenges at corporate level were also identified, among which:
  - Need for an overall corporate KM strategy with prioritized objectives;
  - Need for a central KM owner to manage facilitation and coordination of knowledge sharing;
  - Information overload, resulting in need for synthesis and prioritization;
  - Inadequate access to information and need for content tailored to different needs
  - Need to lower cultural, organizational and technical barriers in knowledge sharing
- 6b. The same lack of organizational knowledge management strategy had been previously identified by the Closing the Learning Loop project Phase 1 report (2009). The project had recognized that the effectiveness of any OEV initiative to facilitate greater use of knowledge from evaluations would be enhanced or limited by developments in that wider corporate context.

---

<sup>1</sup> Peter Senge has been influential in the area of organizational learning, for example, Senge, P. M. 1990. *The Fifth Discipline – The Art and Practice of the Learning Organization*. New York: Doubleday. Senge, P., M. Roberts, C. Ross, R. B. Smith, and B. J. Kleiner. 1994. *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization*. New York: Doubleday.

<sup>2</sup> WFP organizational KM review and strategy, conducted by Boston Consulting Group on behalf of WFP management, 2012.

7. There are strong linkages between evaluation and KM and learning that are recognized in the evaluation profession (including the UN evaluation community). To harmonize understanding of KM in evaluation across the UN, the following definitions were developed by the KM Informal Working Group of the United Nations Evaluation Group (UNEG)<sup>3</sup>:

*Knowledge Management is a collaborative learning process through which insights and experiences are exchanged, analyzed, and put into practice. Such a process is aimed at incentivizing action and achieving impact through a deeper understanding of relevant issues, strengthened institutional and programme results, and influence on policy-making and global debates. Knowledge Management for evaluation is the application of this learning process to the general practice of evaluation, including in effective methodologies, quality assurance frameworks, evaluation findings and recommendations, thematic analyses, management processes, and institutional performance and capacity.*

8. KM and learning in evaluation can be stimulated through both processes by which people can share or exchange knowledge or learn by participating in reflection and analysis, and products including written reports, briefs, and video or audio presentations that communicate evaluation results. KM and learning in evaluation are closely linked to evaluation use. Evaluation use includes both the use of evaluation products (i.e. information contained in reports, briefs, syntheses etc) as well as “process use” (whereby those involved in the evaluation learn from the evaluation process itself or make programme changes based on the evaluation process) as discussed in the following quotation<sup>4</sup>.

*Most discussions about evaluation use focus on the use of findings. However, being engaged in the processes of evaluation can be useful in itself, quite apart from the findings that may emerge from those processes. Reasoning processes are evaluation's donkeys – they carry the load. If, as a result of being involved in an evaluation, primary intended users learn to reason like an evaluator and operate in accordance with evaluation's values, then the evaluation has generated more than findings. It has been useful beyond the findings in that it has increased the participants' capacity to use evaluative logic and reasoning.*

## **KM and Learning in OEV**

9. WFP's 2008 Evaluation Policy confirmed that in addition to their *accountability function*, evaluations also must strive to stimulate *learning* to inform policy discussions and strategic choices of decision-makers, including the Executive Board, WFP senior and operations management, and other stakeholders.
10. Evaluation provides WFP's Executive Board and senior management with evaluation findings and recommendations to inform debate and decision-making. Evaluation also provides evaluation insights useful for the design or improvement of WFP operations.

---

<sup>3</sup> As presented to the UNEG Annual General Meeting in April 2013

<sup>4</sup> Patton, M. and D. Horton. 2009 Utilization-focused evaluation for agricultural innovation. ILAC Brief 20

OEV does not have responsibilities for designing or developing WFP operations, policies or strategies, but depends on evaluation-related KM and learning to inform WFP about strengths and weaknesses of its activities, what works and what doesn't, and from that basis, contributes to WFP's overall organizational learning and improvement.

11. Although monitoring and results-based management are the responsibility of WFP management, evaluations use, to the extent possible, performance information derived from these processes, and provide feedback to promote corporate learning for improvement of monitoring and assessment systems and to improve accountability for resources allocated.
12. OEV implemented the Closing the Learning Loop project Phase 1 in 2009 to address KM and learning in WFP evaluation. According to a survey of WFP staff carried out at that time, 50% of survey respondents preferred to use a mix of methods for learning: by doing, by reading, by exchanging views with others, by observing, and by hearing or listening thus validating that KM and learning can take place through evaluation processes as well as evaluation products. The project also stimulated advances in the communication of paper or electronic versions of OEV's main evaluation products.
13. More recently, KM and learning have been taken up in the 2012 OEV organizational diagnostic and improvement process, including the OEV retreat, the Quality Enhancement workshop and the Evaluation Quality Assurance System (EQAS) update. Quality enhancement was discussed not just in terms of evaluation methodological rigour, but also in terms of evaluation relevance, learning and use. KM and learning were also extended to evaluation management and evaluation teams to improve evaluation management practice. KM and learning are also important issues being considered by the 2013-2014 UNEG Peer Review of WFP's evaluation function.
14. According to the OEV organizational diagnostic, one of the greatest opportunities for moving forward is to strengthen evaluation's contribution to organizational learning; while at the same time maintaining the current level of accountability (which though well-developed will require ongoing attention and effort). A number of suggestions from WFP staff about how OEV could further stimulate learning included:
  - improving OEV's product dissemination process (i.e. proactive e-mail alerts on key findings / completed evaluations);
  - developing more synthesis / lessons learned products;
  - decreasing the total number of evaluations to allow more time for learning;
  - building closer collaboration with other Divisions who have an interest in building WFP's learning capacity (i.e. Performance and Accountability Management; Programme, Policy and Innovation; etc.); and
  - establishing regular dialogue with senior decision makers on evaluation findings and their implications for WFP's way of working (i.e. participation in regional Country Director meetings; meeting with Regional Directors linked to EB sessions, etc.).
15. OEV's participation in WFP's Executive Management Group (EMG) meetings and the designation of OEV staff as regional and thematic focal points were seen by OEV staff as important entry points through which OEV is currently engaging with internal

stakeholders to stimulate learning and performance improvement, as well as areas of high potential moving forward. Learning events, such as evaluation workshops, brown bags and seminars, are also being used by OEV staff to stimulate learning and evaluation use. Annex 1 includes an overview of some processes and products for stimulating learning that were discussed at the 2012 OEV retreat.

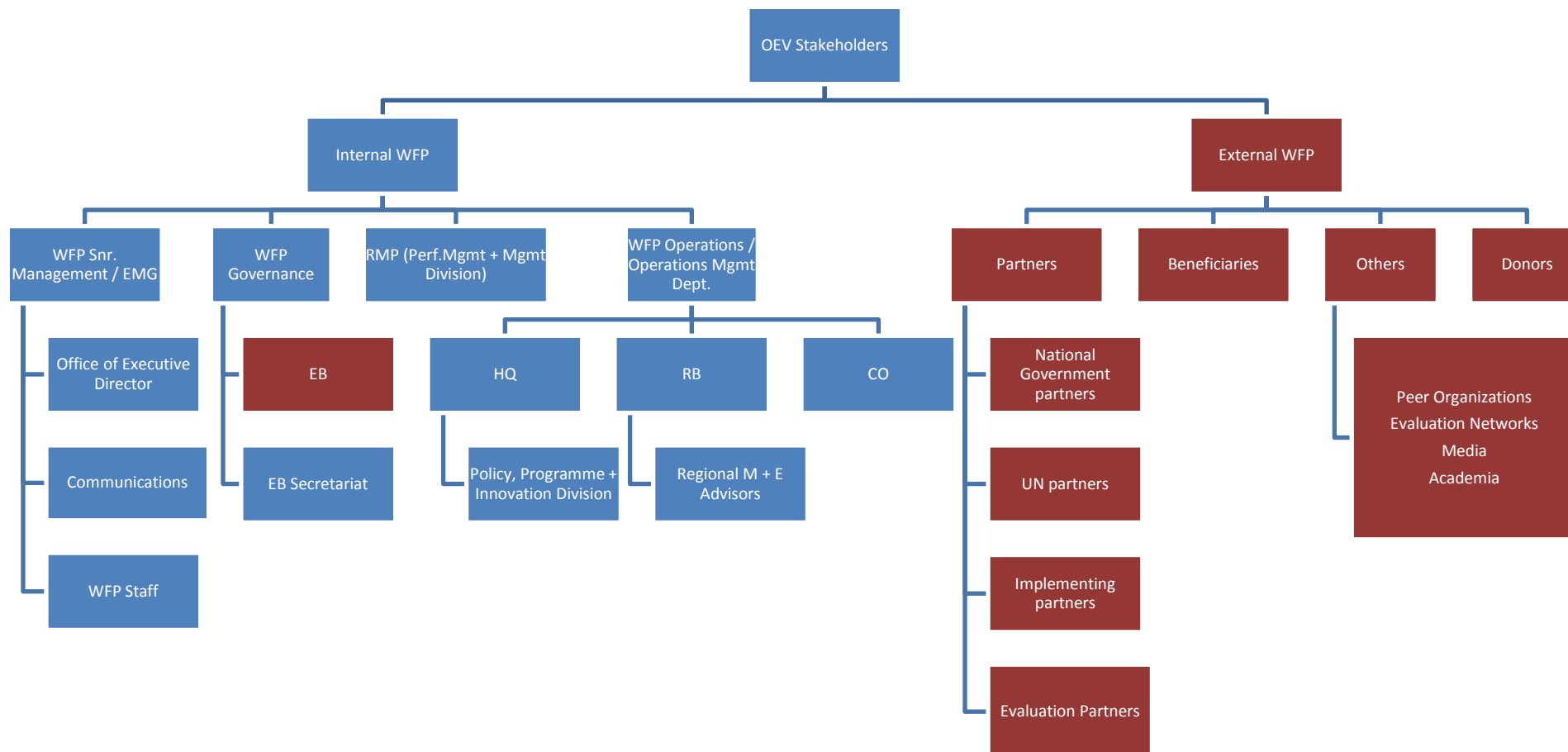
16. OEV staff felt that more clarity on the priority placed on KM and learning in OEV's processes, minimum standards for KM and learning in evaluations, and greater standardization of options on how to integrate learning into the evaluation process would be important to enhancing learning in WFP evaluations. Staff also recognized the limits and constraints to stimulating WFP learning including the lack of a corporate knowledge management / learning function and the weaknesses in WFP data management/archiving systems.
17. To follow up on the above issues, a Special Project on Knowledge Management and Learning was initiated in late 2012, with the aim of developing a strategy and action plan for knowledge management and learning in evaluation, including new and existing areas of work.

## **Stakeholders**

18. The broad categories of evaluation stakeholders expected to benefit from improved knowledge sharing and learning in WFP evaluations can be roughly divided into those internal to WFP and those external to WFP. WFP internal stakeholders include those inside OEV and those across all other units of WFP including HQ, Regional Bureaux (RB), Country Offices (CO) and Executive Board. External stakeholders include national government counterparts, UN partners, implementing partners, other evaluation offices, other international NGOs, beneficiaries, donors, peer organizations, and the general public. Figure 1 below shows the mapping of OEV stakeholders, as per the Communication and Learning Plan Technical Note (EQAS).



**Figure 1. Potential OEV Stakeholders**

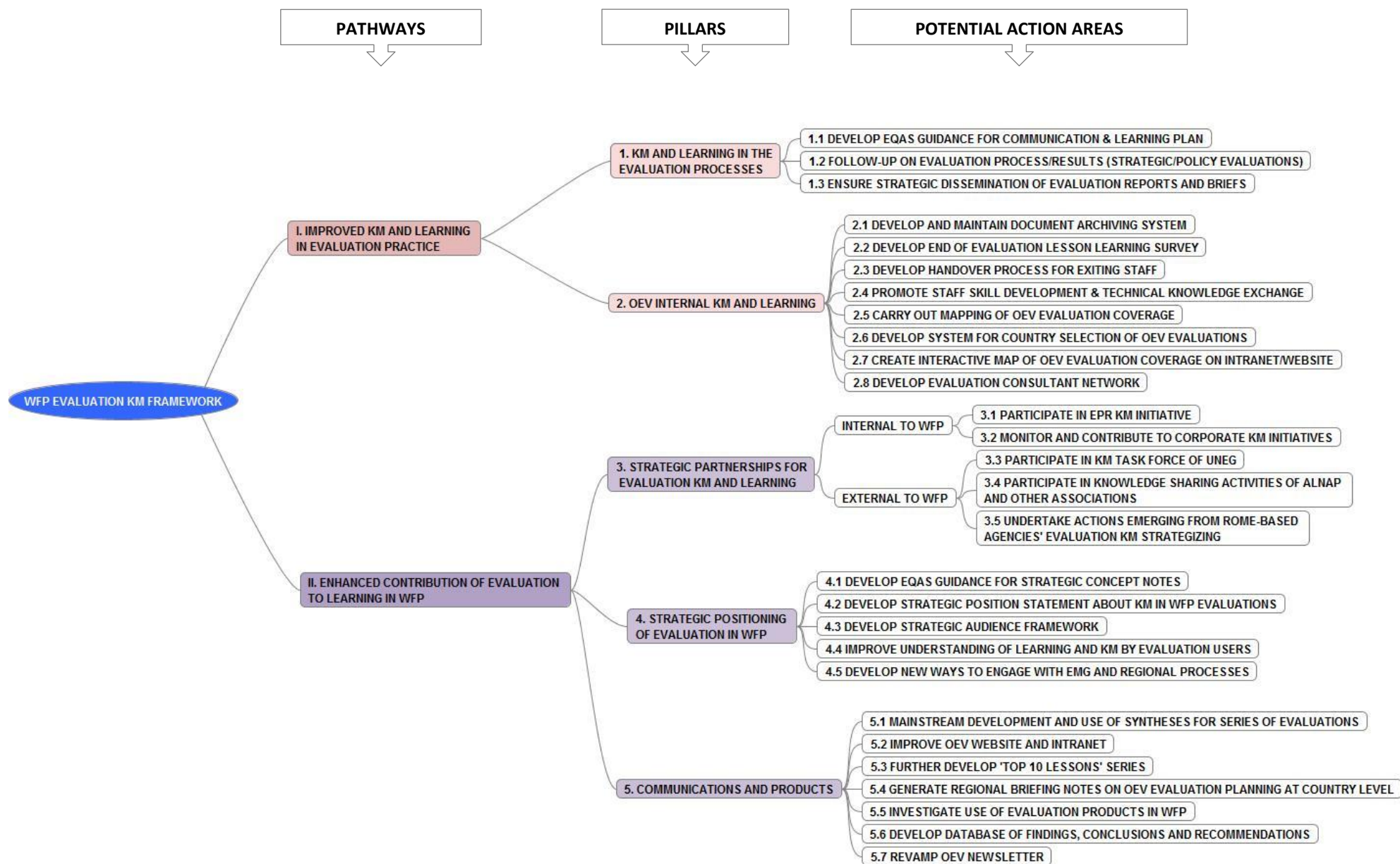


19. Recent brainstorming and discussions in OEV have identified a range of audiences linked to processes and products (see Annex 1). Strong processes have been developed to engage the WFP Executive Board and processes for engaging Senior Management are being developed or strengthened. However, additional attention is needed for products and processes that target Programme Staff, government, other partners and WFP beneficiaries in evaluation related learning.

## **Objectives and Framework**

20. The overarching objective of the Strategy is to promote evaluation-related KM and learning in WFP through the following main pathways:
- a. Improved KM and learning in the evaluation process
  - b. Enhanced contribution of evaluation to WFP learning
21. There are many different potential ways that KM and learning in evaluation could be directed. The framework presented here is based on a review of background documents (see Annex 2), priorities, existing domains of effort, and the OEV organizational review activities. The framework also recognizes likely resource limitations discussed later in the document.
22. The framework consists of five main pillars as shown in Figure 2:
1. Knowledge Management and Learning in the Evaluation Processes
  2. OEV Internal Knowledge Management and Learning
  3. Strategic Partnerships for Evaluation Knowledge Management and Learning
  4. Strategic Positioning of Evaluation in WFP
  5. Communications and Products

Figure 2. WFP Evaluation Knowledge Management Framework



## Timing and Resources

23. Details of all actions that are either ongoing or planned for completion by mid 2014 are shown below in Table 1. Most of these actions are already underway or have been delegated to staff members as a part of their overall work plans, following up on the OEV Organizational Review and Retreat.
24. Other, more strategic issues that have been raised are shown in Table 2. No action will be taken on these until after the Peer Review is completed in 2014, so that findings and recommendations arising from the Peer Review can inform how these issues are addressed.
25. Knowledge development, management, learning and use from evaluations are an integral part of OEV's work as described in the WFP Evaluation Policy, and Evaluation Quality Assurance System (EQAS). OEV does not have dedicated staff for knowledge management activities. Rather, knowledge management and learning are seen as part of the roles of all OEV staff, including Evaluation Managers, Research Analysts and administrative staff and are incorporated into OEV's overall evaluation processes and communications activities.
26. In 2013 OEV requested additional resources specifically dedicated to the *Closing the Learning Loop* project in its Annual Budget request. However, these additional resources were not approved. Therefore, at the present time, this Strategy will be implemented within the limits of the human and financial resources available. A small budget has been identified for *Closing the Learning Loop* activities (\$40,000 in 2013) to cover limited expenditures. Table 1 indicates where resources are adequate or where additional resources from OEV's current budget will be needed in order to implement the action. Any additional supplementary resources for knowledge management and learning may be sought if needed, once the Peer Review has been completed and from that basis, OEV has established its future direction for knowledge management and learning.

**Table 1. OEV Knowledge Management and Learning Action Plan through January 2014**

ID	What	OEV Lead	By when	Resource needs	Status
<b>Pathway I: Improved KM and Learning in Evaluation Practice</b>					
<b>1. KM and Learning in the Evaluation Process</b>					
1.1	Develop EQAS guidance for Communication and Learning Plan <i>EQAS LTA #7</i>	KM Project Team	May 2013	Existing resources	Done/achieved
1.2	Follow-up on specific evaluations as opportunities and requests arise and as planned in communication and learning plan (typically Strategic/Policy Evaluations will require follow up, but it is also possible for other evaluations)	Evaluation Managers Helen	Ongoing	Existing resources	In progress/ on track
1.3	Plan for strategic dissemination of Evaluation Reports and Briefs in accordance with the Communication and Learning Plan Technical Note of EQAS.	Evaluation Managers Kathryn	Ongoing	Existing resources	In progress/ on track
<b>2. OEV Internal KM and Learning</b>					
2.1	Develop and maintain document archiving system on OEV Teamwork Space <i>EQAS LTA #22</i>	Andie	System complete Maintenance ongoing Guidance updated	Existing resources	Done/achieved
2.2	Develop end of evaluation lesson learning 360 degree survey, and update for each biennium <i>EQAS LTA #23</i>	Jamie	Q1 2013 Q4 2013 updated for 2013-2015	Existing resources	In progress/ on track
2.3	Develop handover process for exiting staff including checklist and exit interview guide	Kathryn Andie	Checklist done Exit interview pending June 2014	Existing resources	In progress/ on track
2.4	Promote staff skill development and technical knowledge exchange through Evaluation Groups and Evaluation buddy system	Helen	Ongoing	Existing resources	In progress
2.5	Develop and update electronic matrix for tracking historical and ongoing OEV evaluation coverage.	Marlena	December 2013	Existing resources	Done/achieved
2.6	Develop decision support system for country selection of ongoing OEV evaluations in the biennium.	Marlena	December 2013	Existing resources	Done/achieved
2.7	Design and implement a system for displaying interactive map of	Marlena	June 2014	Existing resources	Start at future

	OEV evaluation coverage on intranet and internet.	Kathryn			date
2.8	Design and pilot an Evaluation Consultant Network	Ross Marlena	June 2014	Existing resources	Start at future date
<b>Pathway II: Enhanced Contribution of Evaluation to Learning in WFP</b>					
<b>3. Strategic Partnerships for Evaluation KM and Learning</b>					
3.1	Participate in the Emergency Preparedness & Response Knowledge Management initiative	Jamie	Ongoing	Existing resources	In progress/ on track
3.2	Monitor and contribute to any corporate Knowledge Management initiative	Jamie	Ongoing	Existing resources	In progress/ on track
3.3	Participate in Knowledge Management Working Group of UNEG	Kathryn	Ongoing	Existing resources	In progress/ on track
3.4	Participate in knowledge sharing activities of ALNAP and other Evaluation Associations (e.g. AEA, EES, etc.)	Helen Andie	Ongoing	Existing resources	In progress/ on track
3.5	Undertake actions emerging from Rome-Based Agencies' Office of Evaluation KM strategizing, which might include: <ul style="list-style-type: none"> <li>• Linking with RBA Evaluation Office websites</li> <li>• Sharing evaluation reports</li> <li>• Collaboration in evaluation workshops</li> <li>• Sharing approaches, including communication practices, products, databases on evaluations, information on institutional settings</li> <li>• Sharing methodologies used for different types of evaluations</li> <li>• Joint workshop on KM</li> </ul>	Helen overall  Jamie Andie Cinzia (gender)	Ongoing	Human and financial resources required	In progress/ on track
<b>4. Strategic Positioning of Evaluation in WFP</b>					
4.1	Develop EQAS guidance on Evaluation Concept Notes as part of overall OEV communications <i>EQAS Long Term Update #1</i>	Ross Kathryn	May 2013	Existing resources	Done/achieved
<b>5. Communications and Products</b>					
5.1	Mainstream development and use of syntheses for series of evaluations <i>EQAS LTA #24</i>	Sally	Ongoing	Human and financial resources required	Done/achieved
5.2	Improve OEV website on wfp.go and wfp.org including rationale	Kathryn	Ongoing	Existing resources	Start at future

	and plan (including possibly organize web and intranet pages by evaluation topic)	Marlena			date
5.3	Systematically plan more 'Top 10 Lessons' series.	Helen Evaluation Managers	Ongoing Partnership Qtr 2 2013	Existing resources	In progress/ on track
5.4	Generate a regional briefing note updating RB/CO on the rolling OEV evaluation planning at country level, including country case studies.	Marlena		Existing resources	Done/achieved

Note: The OEV Knowledge Management and Learning Action Plan will be subject to revisions according to the KM developments in OEV and WFP.

**Table 2. Strategic Actions to be followed up based on outcome/guidance from Peer Review**

<b>Pillar 4. Strategic Positioning of Evaluation in WFP</b>	4.2 Develop strategic position statement about KM and Learning in WFP evaluations
	4.3 Develop a strategic audience framework
	4.4 Evaluation user/client survey to improve understanding of KM and learning by WFP evaluation clients and users
	4.5 Develop new ways to engage with EMG and regional processes
<b>Pillar 5. Communications and Products</b>	5.5 Investigate current use of evaluation products throughout WFP
	5.6 Develop options for database of findings, conclusions & recommendations
	5.7 Revamp OEV Newsletter including overall rationale and plan

## Responsibilities

27. A KM Project Team was developed to lead current KM Strategy development and support follow up actions. Members include Jamie Watts, Senior Evaluation Officer, Kathryn Bell-Greco, Administrative Assistant (Info & Knowledge Management), Andie Dimitriadou, Evaluation Analyst, and Marlena Samartzidou, KM Consultant. The team, which will hold quarterly meetings, will be led by Jamie Watts reporting to Helen Wedgwood, Director OEV.
28. Implementing the Strategy will require the involvement of all OEV staff as part of their Terms of Reference. However, the KM project team will be responsible for overall planning and monitoring, as well as having lead responsibility for carrying out some of the planned activities. They will provide overall coordination and support to OEV staff and teams in carrying out KM and learning activities. The Director will be responsible for overall direction and monitoring.



## Annex 1. Menu of Learning Options from OEV Staff Retreat 2012

	Evaluation phase	Target Audience	Effectiveness for learning	Resources required	Lessons
<b>DEBRIEFING</b> (E.g. Afghanistan and Somalia CPE)	Reporting phase  BUT  *Later than stipulated in EQAS. *Based on Draft report	Internal and external stakeholders at CO level	<ul style="list-style-type: none"> <li>• More consistent debriefing process.</li> <li>• Can affect the tone of the final report</li> <li>• Allows for mutual learning between the evaluation team and stakeholders</li> <li>• BUT still debriefing and can be a political process (leveraging donors, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• \$\$ (medium)</li> <li>• Extra funds for travel + eval fees + Evaluation Manager travel</li> <li>• Time (alternative = telconf)</li> </ul>	<ul style="list-style-type: none"> <li>• Can positively influence the tone of the report and enhance acceptability.</li> <li>• External stakeholders tend not to engage at that stage.</li> <li>• Value-added was greatest for enhancing transparency and credibility of the evaluation rather than learning <i>per se</i>.</li> </ul>
<b>WORKSHOP</b> (E.g. Global Cluster Eval)	Various with focus on reporting phase (after draft)	Internal and external but focused on leadership	<ul style="list-style-type: none"> <li>• Focus on recommendations</li> <li>• Allows for interaction around continuum findings, conclusions, recommendations, management response.</li> </ul>	<ul style="list-style-type: none"> <li>• \$\$\$ (high)</li> <li>• Trip (travel)</li> <li>• Hotel</li> <li>• Facilitation</li> <li>• Time for organisation ++</li> </ul>	Very effective on linking recommendations to implementation options.
<b>BROWNBAGS</b> (E.g. Partnership Evaluation)	Reporting phase	<ul style="list-style-type: none"> <li>• Broad (self-selected audience)</li> <li>• Mid-level managers</li> <li>• Goes beyond usual OEV stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Raises peoples' awareness on issues and implications within the organisation</li> <li>• Advances the "climate" for organisational learning</li> </ul>	<ul style="list-style-type: none"> <li>• \$ (low)</li> <li>• Can piggyback onto other processes (e.g. debriefing)</li> </ul>	<ul style="list-style-type: none"> <li>• High-level expertise if a prerequisite to draw audience</li> <li>• Focus on one specific topic</li> <li>• Delink-it from the evaluation</li> <li>• Needs good publicity (flyers, etc..)</li> <li>• Make the communications work (IT)</li> </ul> <p>"Packaging" the topic to appeal to the audience.</p>

<b>SYNTHESIS</b> (E.g. Synthesis of four strategic evaluations)	Post-reporting phase	<ul style="list-style-type: none"> <li>• Executive Board</li> <li>• Senior management</li> </ul>	<ul style="list-style-type: none"> <li>• Key cross-cutting messages can be highlighted</li> <li>• Effective for internalisation of key messages by mgt (e.g. Strategic eval synthesis used as background for WFP Fit for Purpose and Rapid Organizational Assessment)</li> <li>• Increases demand for evaluation products</li> </ul>	<ul style="list-style-type: none"> <li>• \$\$\$ (high – About 30,000 USD on top of individual evaluation)</li> <li>• Time +++</li> </ul>	<ul style="list-style-type: none"> <li>• Timing is critical (should be linked to organisational processes)</li> <li>• Insert key messages in Annual Evaluation Report</li> <li>• Dissemination should use different formats, locations, key messages should be contextualised, etc.</li> </ul>
<b>TOP 10 LESSONS</b> (E.g. Gender, Cash and Voucher)	Post-reporting phase (after all evaluations)	<ul style="list-style-type: none"> <li>• Operational staff /mid-level managers</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted info</li> <li>• Hierarchy of lessons and sources.</li> </ul>	\$ (Low – About 8,500 USD ) for each topic	<ul style="list-style-type: none"> <li>• Only as good as the evaluation findings from which lessons stem.</li> <li>• Standards of evidence should be high and body of evidence should be sufficient + replication of findings across evaluations.</li> </ul>

## **Annex 1. Menu of Learning Options (OEV staff retreat cont.)**

**Staff were also asked to brainstorm 2-3 alternative learning options to add to the menu.**

The following suggestions were generated:

- **Global HQ EMG**
  - 2/3 briefings on evaluation per year
  - E-mail alerts
  - Our products on partner/ 3rd party websites
- **Regional Directors & Country Directors**
  - Attend their regular meetings
  - Disseminate findings
  - Discuss forward planning
  - M&E road show
- **External Audience**
  - Communication Division engagement
  - Negotiate better web positioning “2 clicks”
  - Stream branded WFP.go products
- **Publicize our products on WFP.go better**
  - Better flow of website
  - Focal points in other divisions
  - Links on other pages
- **Publication Stand**
  - Outside OEV
- **Newsletter**
  - Updates
  - Recent evaluations
  - Calendar
  - Activities (e.g. Gazebo)
- **Newsflash**
- **Video:**
  - Not for all. If tried, focus on strategic evaluations
- **Hand-over of reference groups**
- **PRC**
  - Link with regional focal point
  - Programme design

## **Annex 2. Key reference documents**

1. OEV Organizational Diagnostic
2. OEV Internal Organization Review
3. EQAS Update
4. OEV Policy
5. Closing the Learning Loop project Phase 1 report
6. BCG Analysis of WFP KM strategy
7. Rome Based Agency Office of Evaluation Retreat Report
8. Evaluation Quality Workshop Report (to be provided)

## Acronyms

ALNAP	Active Learning Network for Accountability and Performance in Humanitarian Action
CO	Country Office
CPE	Country Portfolio Evaluation
EB	Executive Board
EMG	Executive Management Group
EPR	Emergency Preparedness and Response
EQAS	Evaluation Quality Assurance System
KM	Knowledge Management
M&E	Monitoring and Evaluation
OEV	Office of Evaluation
RBA	Rome-Based Agencies
UNEG	United Nations Evaluation Group
WFP	World Food Programme