

From insight to influence

Equity-focused evaluations
that improve children's lives

WORKSHOP | SEMANA DA AVALIAÇÃO 2026

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Learning objectives

1. **Recognize** the importance of an equity lens in evaluation practice
2. **Explore** together the potential of an equity lens to drive influence for social change
3. **Identify** tensions of designing for influence and equity, and ideate on navigating them

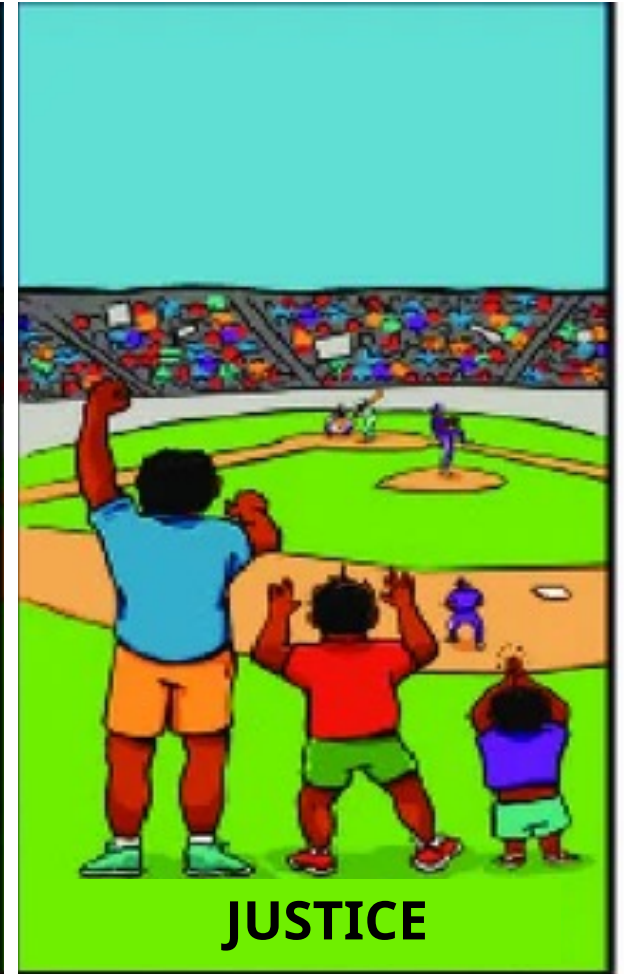


Workshop outline

1. Equity & influential evaluation: concepts and examples (25 min)
2. Group work (30 min)
3. Plenary discussion on the group work outcomes (30 min)
4. Concluding remarks (5 min)



Equity is about ensuring that every single child can enjoy the game



Equity: Key Definition and complementary concepts



Equity: Recognition that identical treatment produces unequal outcomes when starting points differ. It demands differentiated response to achieve fairness in results.



Equality: the imperative to provide identical treatment and resources to ALL



Non-discrimination: Requirement that all individuals enjoy the same rights, opportunities, protections, regardless of their identity or circumstances. It obliges institutions to actively identify and dismantle the structural conditions that perpetuate them.



Inclusion: The practice or policy of providing meaningful and equitable access to opportunities, services, and decision-making processes' to individual and groups who face structural barriers to participation

How to bring equity into evaluations

Key considerations

The **WHO** must be central to our practice if we are to achieve social change.

1 Make the invisible visible

Who is missing from the picture, and why?

- Reach the most vulnerable, not just the most accessible.
- Measure what matters, not only what is easy to count.

→ the affected become **VISIBLE**

2 Shift what knowledge counts

Whose knowledge is treated as evidence?

- Weigh plural knowledge and methods. Lived experience as evidence.
- Make the evaluator's own subjective experience explicit.

→ and are recognised as **KNOWERS**

3 Carry voice into the room

Whose decisions does the evaluation change?

- Participatory by design, transformative by intent.
- Findings made actionable for those most affected.

→ and act as **DECISION-MAKERS**

Power dynamics (analysis on who decides, who benefits, who is missing, and what keeps it that way)

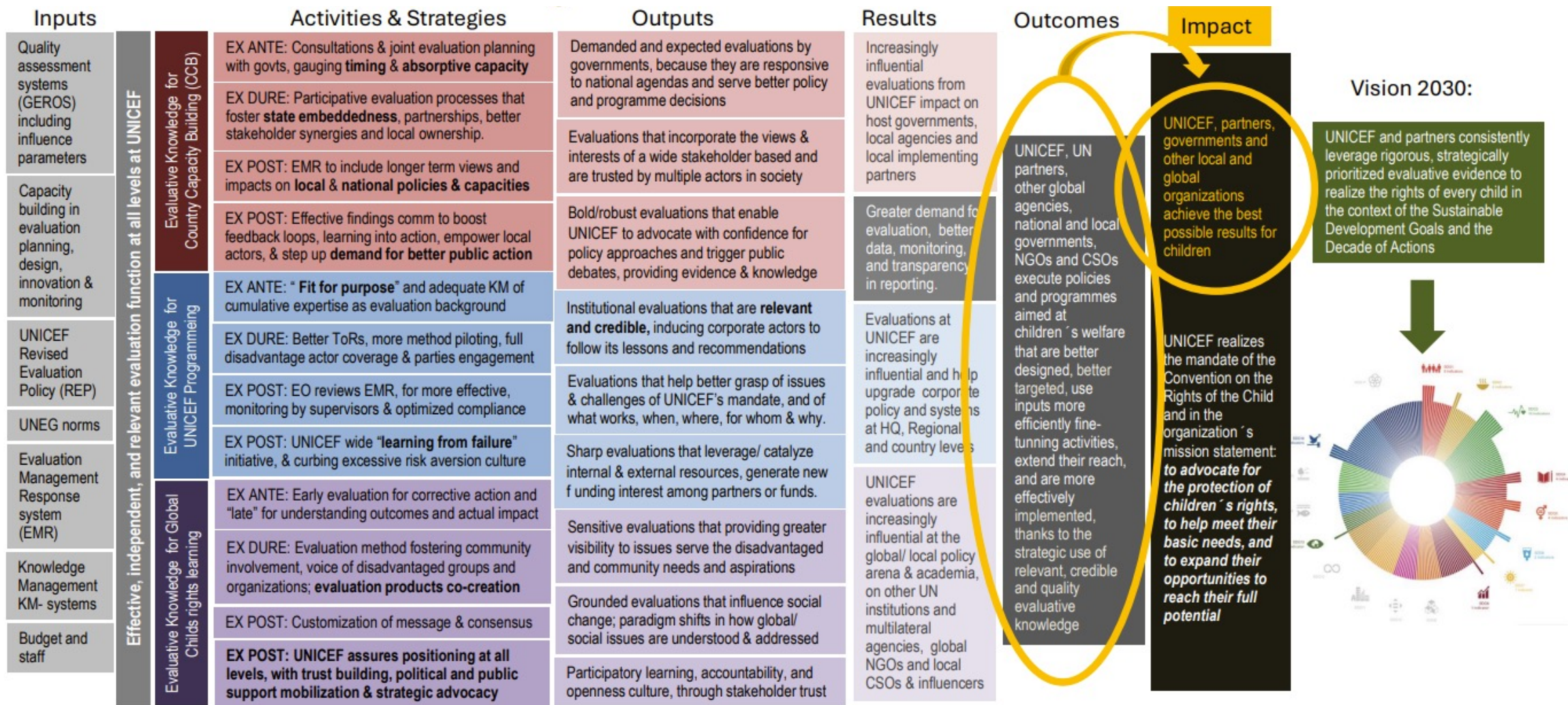
The 2025 Study of Influential Evaluations



Scan the QR code to learn more



Promoting change: how we frame influence



Short-Term Assumptions: (opportunities and risks)

1. UNICEF management and staff at all levels understand the value of the Influential Evaluations approach and become supportive.
2. Influence as a concept is fully incorporated in UNICEF norms and policies.
3. UNICEF staff understands influence is an exclusive responsibility of the EO.

Medium Term Assumptions: (opportunities and risks)

4. EMR is better used as follow-up tool and yields more engaged responses
- Improved evaluation governance for influence, with better capacity to respond to demands of governments, partners, and NGOs & CSO.
5. Stronger KM impact behavior & leads to changes in evaluation practice.
6. New practices are seen as additional burden and become routinized.

Long-Term Assumptions: (opportunities and risks)

7. Influence linked with CCB is institutionalized in UNICEF.
8. UNICEF positioning not strong enough and governments not receptive to evaluation findings and changes proposed.
9. The int/ ext evaluation function becomes politicized

Lessons: UNICEF Study on Influential Evaluation

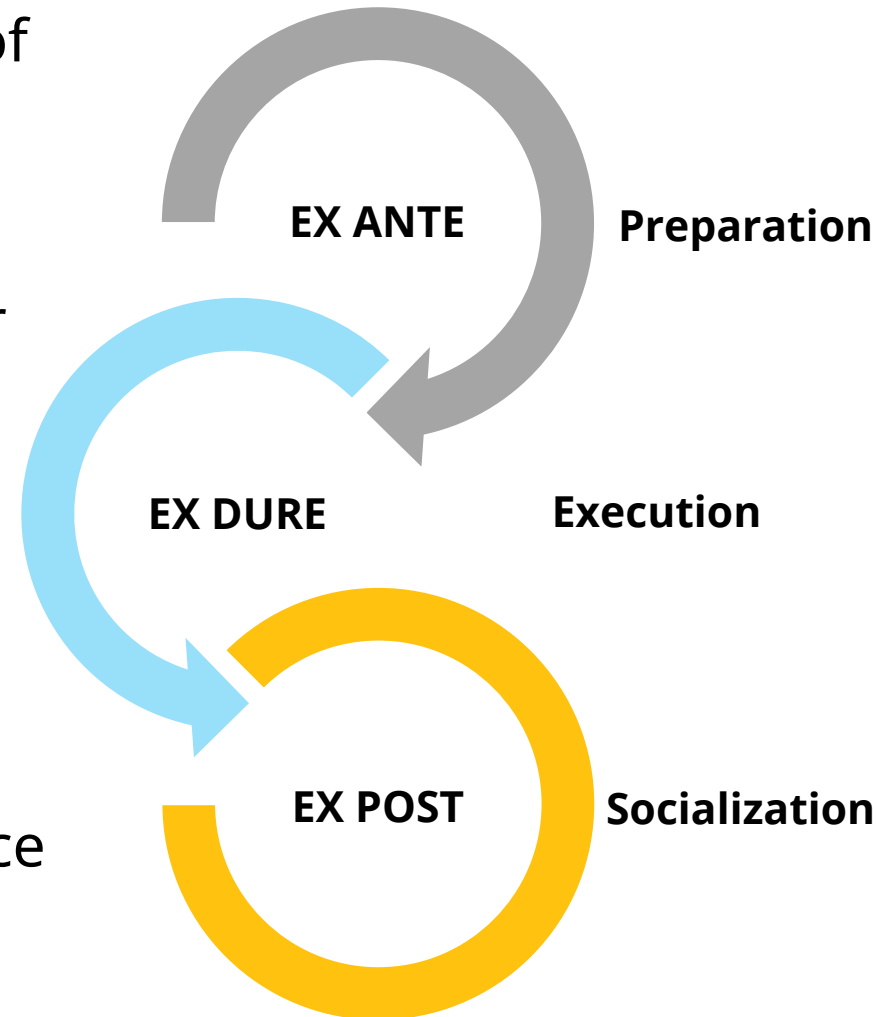
Key factors driving influence:

1. **Contextual** factors (e.g., leadership commitment and clear follow-up systems)
2. **Timing** of evaluation findings are disseminated
3. Early and continuous **participation** of stakeholders
4. Application of **equity** markers (e.g., gender and disability inclusion) *correlated* with longer-term use

ToC Determinant	Empirical Validation	Strength of Evidence
1. WHAT (type of evaluation)	Impact evaluations -17%; mid-term reviews +54%	★ ★ ★
2. WHY (demand source)	Government demand = 1.75x adoption	★ ★ ★
3. WHEN (timing)	CPD alignment critical (27 mentions in KIIs)	★ ★ ★
4. WHERE & WHO (level/evaluator)	KIIs reveal that independence of evaluators is critical for trust and credibility.	★ ★
5. HOW/WHICH INPUTS (design)	Simple design +42% influence	★ ★ ★
6. WHICH PRODUCTS (outputs)	Executive summaries most used	★ ★
7. WITH WHOM (PG participation)	$r = -0.489$, *strongest factor*	★ ★ ★
8. WHO (dissemination lead)	Programme ownership is critical	★ ★
9. TO WHOM & HOW (dissemination)	Multi-channel approach 2.3x reach	★ ★
10. WHERE & WHEN (knowledge release)	Government policy reform and UNICEF report submission windows multiply impact.	★ ★ ★

Linking influential evaluation framework with equity

- *Working hypothesis:* integration of an equity lens supporting strategic and practical purposes of driving evaluation influence (e.g., better policy uptake, better relevance of results).
- Opportunities to address equity and influence throughout the standard evaluation process: preparation, execution, and socialization.
- Without an equity focus, influence risks defaulting to the loudest voice and the most visible institution/population.



Equity decides whose problem is evaluated. Naming the most affected groups in the purpose, questions and theory of change builds influence toward decisions that close gaps.

Equity shapes whose knowledge is gathered and trusted. Disaggregated, participatory methods make hidden disparities — and the people behind them — visible to decision-makers.

Equity decides who hears the findings and acts. Targeting the right forums and the affected communities turns evidence into use that reaches the child furthest behind.

Equity-Focused Evaluation in Practice



Case # 1: Sub-national

Evaluation of Community Mobilization and Adolescent Participation in Emergencies (Brazil)



Context & programme: CMAPS ran during the COVID-19 pandemic with the arrival of Venezuelan refugees/migrants. From 2020, the pandemic cut off direct contact with shelters, Indigenous communities and informal settlements, leaving families without reliable information on their rights and on the services available to them. CMAPS trained youth community mobilizers, equipping them with connectivity and devices for selected activities.



Scope & population: Sub-national scope in Roraima, Brazil; young community mobilizers (including Indigenous, refugee, and migrant adolescents) – largely Venezuelan youth ages 18–24 – supporting information dissemination, community listening, needs assessments, and local mobilization activities in shelters, informal settlements, and communities.



Evaluation: A mixed-methods process evaluation that studied how and why the programme worked.

Case #2: Regional (Latin America)

Evaluation of the Early Childhood Transfer Program (Peru)



Programme: The Early Childhood Transfer (*Transferencia a Primera Infancia*, TPI) is part of the JUNTOS conditional cash-transfer programme in Peru for the poorest households. The TPI adds top-ups to the JUNTOS transfer. The extra payment is conditional on attending early childhood growth-and-development health checks, completing age-appropriate vaccinations, and receiving iron supplementation. It was rolled out in stages, prioritizing the youngest children and pregnant mothers first.



Scope & population: National scope; impact assessed for the cohort of children born in 2022 in JUNTOS households; the programme targeted households with a pregnant woman or a young child up to about 35 months old.



Evaluation: An impact evaluation designed to measure the difference the TPI made, drawing on anonymized administrative datasets.

Case #3 (Global)

Evaluation of Global Programme to End Child Marriage (Multi-Country)



Programme: More than 640 million women alive today were married as children; one in five girls marries before 18. No region is on track to end the practice by 2030. The UNFPA–UNICEF Global Programme to End Child Marriage, Phase II (2020–2023), worked across 12 focus countries with a gender-transformative approach centered on girls’ empowerment and agency, addressing the root causes of gender inequality. The total budget was ~US\$100 million.



Scope & population: Multi-country scope across several regions and 12 countries; focused on adolescent girls most at risk of child marriage, including girls in humanitarian settings and those with intersecting vulnerabilities.



Evaluation: External, independent joint evaluation employing mixed methods across global, regional and country levels, with case studies, interviews, focus groups and text analytics.

Influence-equity design matrix

The six-part question bank below, which you will be asked to use during your upcoming group work, is a useful tool to help think through an influential evaluation from day one with a strong cross-sectional equity focus.



Who decides?



When do they decide?



What evidence do they trust?



Where does equity enter?



Whose voice carries weight?



What are the risks?

Group work

- 1. Read the case study assigned to your group** keeping in mind key questions from the influence-equity matrix. **(5 min)**
- 2. Debate the matrix** with the overall goal to ensure an equity-focused exercise that has strong influence. **(25 min)**
- 3. Pick a rapporteur** and present your group's takeaways to the plenary: **(30 min)**
 - a) Reflections on most important / contested key matrix question*
 - b) Potential design risks and collective feedback your group would ask the room to address it*



Influence is not what happens after the evaluation is done. It is what you design for, from day one.

Obrigado!