



# Discussion Paper

Virtual, 27 - 29 April 2021

## Enhancing Our Impact in Capacity Development

### Lessons Paper by the Commonwealth Secretariat

#### Background

This paper identifies lessons for the Commonwealth Secretariat ('the Secretariat') related to impact. Target users for this paper are decision-makers in the organisation, from those involved with internal and external governance mechanisms to senior managers and individual employees. The paper distils lessons emerging from evaluations, meetings and action learning groups. It proposes actions to be taken forward by senior management, team leaders and individuals. This learning will also inform discussions on the development of performance indicators for the Secretariat to track progress in the effective delivery of its impact pathways in the new Strategic Plan.

#### The Commonwealth Secretariat's impact pathways

'Impact pathways' are the delivery strategies employed by the Secretariat to respond to the needs of member states, as expressed through the organisation's Strategic Plans. The 'pathway' refers to the change processes through which the Secretariat's actions are expected to contribute to desired outcomes. Beginning in 2012, the Secretariat identified a number of such pathways. It refined these during the development of the current Strategic Plan to the following:<sup>1</sup>

1. Consensus Building, Thought Leadership and Advocacy
2. Policy and Legislative Development
3. Institutional and Capacity Development
4. Networking, Knowledge Generation and Sharing
5. Performance Management

Each pathway draws on the Secretariat's experience, knowledge and competencies in delivery to inform practitioners' theories, hypotheses and expectations of how actions taken and packaged will lead to desired results.

The 2020 consultation for the new Strategic Plan reviewed each pathway and focused on the theory of change and enabling factors for successful delivery. It reviewed the expected result stages and discussed assumptions, dependencies, stakeholder engagement and contextual challenges. A strengthened approach would enable the Secretariat to deliver better for member countries, becoming a partner of choice, with more coherent, efficient and effective programming.

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<sup>1</sup> It is expected that these five areas will be reviewed and amended over time in line with the Secretariat's learning and practices.

## Introduction

Capacity Development seeks to address either the quantity or quality of capabilities of a target group.<sup>1</sup> Specifically, capacity development focuses on the knowledge and skills of individuals and the capabilities of the organisational units, institutions or systems to deliver on their mandates, policy or strategic objectives.

The Commonwealth Secretariat 2016 Meta Evaluation Report (page 10) noted that, despite the commitment and motivation to build capacity in a range of thematic areas in member countries, the Secretariat's ability to make a sustainable impact was seriously hampered by a general lack of understanding of best practice approaches in capacity development.

Commonwealth member states face a range of capacity issues, including lack of financial, technological, human resource and particularly technical capacities. The challenges are most pronounced for small states that have low populations and often high out-migration of specialists and technical experts.

The Secretariat's 2017/18-2020/21 portfolio of capacity development interventions comprised 30 per cent of the total direct programme budget. The Secretariat leverages its trust with member states, its access to technical expertise in-house and across the Commonwealth, and its relationships and partnerships, to deliver capacity building programmes. These actions within the Institutional and Capacity Development pathway take two main approaches:<sup>2</sup>

1. Design and delivery of training programmes at the pan-Commonwealth, regional, multilateral or national levels.
2. Long- and short-term technical assistance, either targeting or including bespoke capacity building of individuals or national institutions. This involves professional development, the development of organisational tools, systems, procedures, policies and guidelines, coaching and mentoring, consultation, and advice to support the adoption of evidence-based, technical or innovative practices (Dunst et al. 2019).

Figure 1 below illustrates the Secretariat's view of the institutional capacity development pathway.



The paper draws on evidence from evaluations of Secretariat actions in the above areas and the experiences of programme staff to identify generalisable lessons that can enhance programme impact in Commonwealth member states.

## Learning action groups

The Strategy, Portfolio, Partnerships and Digital Division (SPPDD) convened the learning action groups in January 2021. The Capacity Development Learning Action Group was launched in the same month through targeted invitations to staff leading on or managing projects with significant consensus building elements. The group met at least monthly.

Through a process of reflective practice, it identified enablers and lessons in delivering effectively. The group also reviewed and provided inputs to the draft version of this paper.

## Methodology

### Approach

The 2021 Lessons Paper Series takes the approach of a rapid evidence assessment. It draws primarily on three sources of evidence and applies a qualitative approach to identify common themes and synthesise the lessons. These sources and methodologies are described below.

### Evidence sources

1. A desk review of Secretariat evaluation reports and select literature:
  - a. A targeted literature review based on ‘technical assistance’, ‘capacity development’ and ‘institutional development’.
  - b. An assessment of the Commonwealth Secretariat’s evidence library, including:
    - i. monitoring and learning information from projects in the current Strategic Plan delivering significant capacity development outputs;
    - ii. nine evaluations reports (see Table 1); and
    - iii. internal programme guidelines and documentation of the Secretariat’s approaches and intent in capacity development.
2. A series of focus group discussions with an internal action learning group of Secretariat programme staff.

**Table 1. Evaluations reviewed on Commonwealth capacity development interventions**

Programme/project	Report Year	Targeted member countries
Maritime Boundary Delimitations	2010	Twenty (20) individual member states and regional organisations within the Commonwealth: evaluation sampled Seychelles, Mauritius, Jamaica, Kenya and Saint Lucia
Legislative Drafting	2015	Belize, Botswana, Swaziland, Jamaica, Kenya, Montserrat, Seychelles, CARICOM Secretariat in Guyana (supporting Montserrat, Grenada, Saint Kitts and Nevis, Antigua and Barbuda, Saint Lucia, and Saint Vincent and the Grenadines)
Geneva Trade Adviser	2015	Countries within the Commonwealth membership grouping of 31 small states that were also members of the World Trade Organization (WTO) with representatives at the Geneva headquarters
Commonwealth Africa Anti-Corruption Programme	2017	Botswana, Ghana, Rwanda, Tanzania, Lesotho, Mauritius, Seychelles and South Africa
Strengthening of Ocean and Maritime Affairs	2018	Saint Vincent and the Grenadines
Evaluation of the Hub and Spokes Programme, Final Report, April	2020	Botswana, Kenya, Lesotho, Malawi, Zambia, Belize, Guyana, Jamaica, Saint Vincent and the Grenadines, Fiji, Kiribati, Samoa, Tonga, and Republic of Marshall Islands
Seychelles Blue Economy Development	2020	Seychelles
Countering Violent Extremism	2020	Trinidad and Tobago, Cameroon, Tanzania, Bangladesh, and Jamaica

Evaluation of the Commonwealth Climate Finance Access Hub Programme	2021	Jamaica, Antigua and Barbuda, Barbados, Saint Lucia, Fiji, Zambia, Eswatini, Seychelles, Belize, Tonga, Vanuatu, Mauritius, Namibia, Eswatini, and Guyana
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## Lessons learned

Themes emerged from the Institutional and Capacity Development Learning Action Group. These themes reflected the challenges and opportunities facing capacity development interventions, and largely validated the findings of evaluation reports.

### Lesson #1: Effective programme designs require robust, in-depth needs assessment

**To maximise relevance and effectiveness, programme designs must be informed by in-depth needs assessment. This should take place not only before the project, but periodically throughout long-term engagements.**

Capacity development interventions require a clear understanding of the baseline capacities and the enabling environment. Changes in knowledge and attitudes are necessary but insufficient to change behaviour (Puri 2018). Programme planners need a full understanding of organisational limiters or enablers, the motivation and capabilities of beneficiaries, and the opportunities to translate knowledge into action. Baselineing should also include a mapping of in-country or institutional monitoring, evaluation and learning (MEL) systems to understand whether and how information can be shared.

Secretariat programmes acknowledge the need for problem and context analysis as a basis for project designs. All project design documents therefore include such analyses. Further, specific country actions are preceded by a scoping visit to collect contextual information and co-create the scope of the intervention with member states or institutions.

### Findings

Secretariat evaluations have found that country-specific intervention designs are not always informed by a clear assessment of needs, the local problem or political analysis. A 2020 meta-summary of the most repeated evaluation recommendations underscored that we should undertake a sound problem analysis and needs assessment (Commonwealth Secretariat 2020e).

The Secretariat's demand-driven approach to responding to member countries needs implies that interventions are often built from a high-level request for support. Scoping visits are often government-directed, potentially limiting understanding of the enabling environment for policies. The 2021 *Countering Violent Extremism Programme Evaluation* (IOD PARC 2020) also found needs assessments were based on a 'light-touch' mapping exercise and government-led appraisal.

Few of our training programmes are preceded by a pre-test to establish a baseline of the trainees' knowledge and skills. In the Secretariat's legislative drafting assistance, final reports were often unclear on whether experts had met the objectives in their terms of reference due to the absence of specified measures of baseline capacity (PAI 2015).

Programme staff acknowledge challenges in conducting needs assessments and establishing a robust baseline to inform project actions. As a result, the practice is uneven across the Secretariat's portfolio, in terms of depth, consistency and scope.

Challenges in implementing this lesson include limited time and financial resources; weak knowledge management; and lack of clarity with respect to who should be engaged in-

country. Also, as a political organisation, programme staff are often reluctant to probe requests for support from member states.

### Recommendations

While one approach would not be appropriate across all projects, the following recommended minimum content should be covered in needs assessments of capacity development programmes:

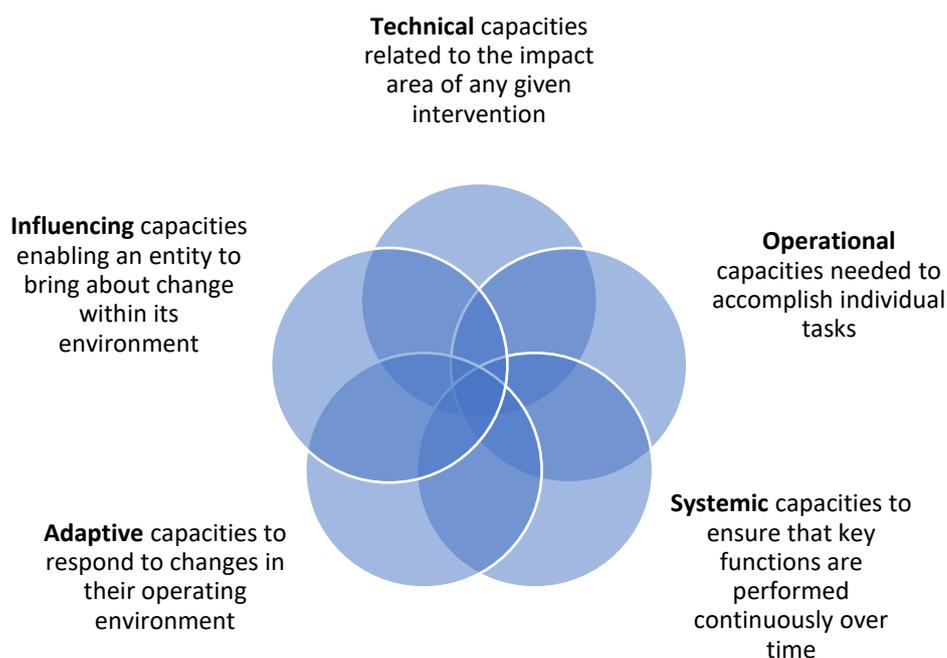
- baseline knowledge, skills and motivations of individuals in the target institution;
- baseline organisational tools, systems and procedures in place and how these have been evaluated and updated and practised in recent periods;
- political, social, psychological, institutional and cultural factors, assumptions, and barriers relevant to the expected change;
- The organisational development policies and standards, human resource capacities, and structure that will be expected to support organisational change;
- the broader public governance, administrative and institutional arrangements in which the target individual and institution must function; and
- the role and actions of international donors and other external partners, regional and international commitments, private and non-state actors, the media and civil society, and the influence of historical and political factors affecting how policy or subject areas are viewed.

### Lesson #2: Understanding the mechanisms of change

**A results-focused approach should encourage interventions that are designed with a strong understanding of the mechanisms and complexities of the change process. Clarity is needed on who and what is being targeted for change, how the intervention connects assessed need and expected outcome, and what the components are to deliver the 'right response'.**

The learning action group discussed the types of capacities targeted through Secretariat interventions (see Figure 2). A breakdown of 'capacities' into specific types informs a greater understanding of the whole package of support.

**Figure 2. Types of capacities<sup>3</sup>**



The mapping of interventions reviewed as evidence for this paper showed that targeted capacity often includes at least three of the types illustrated in Figure 2.

The learning action group agreed that a better definition and targeting of the ‘who’ and the ‘what’ of capacities would improve outcomes. The Oceans and Natural Resources (ONR) e-learning modules (in development) will target basic training to policy counterparts, but recognise that in-country engagement is essential. Punton 2016 reported that studies examining individual-level interventions, particularly training, suggested that combining classroom learning with on-site projects and actively engaging participants’ organisations may be linked to training success (Punton, 2016).

## Findings

Most of the capacity development projects mapped were not designed to differentiate the type of capacity targeted. They therefore did not distinguish how the approach selected was the right response to the capacity needed. Where the type of capacity was specified in the design, it was either ‘general knowledge’ or ‘technical’. Projects did not often reflect consideration of the mechanisms for change.

Projects also need to clarify whose capacity is being targeted for development - whether individuals, their institutions or the member state. While both the Commonwealth Election Professionals and Fintech training programmes target individuals, the former includes expectations of institutional change but without the necessary interventions to enable it. The ongoing Commonwealth Climate Finance Access Hub and the now-closed Hub and Spokes trade programme both targeted institutional development through long-term technical assistance, but were unclear on the role of individuals.

Programme staff acknowledged that challenges may arise given our dual political and developmental roles, notwithstanding the inherent advantages of this to the Commonwealth. Staff also highlighted lack of clarity and consensus on expected ‘outcomes’ and ‘impact’ (between the programme and counterparts, but also across the Secretariat’s results framework). In addition, the Secretariat’s Strategic Outcomes target policy improvements for member states, while its constrained budget may limit the scale, longevity and scope of projects that can be delivered.

## Recommendation

Our capacity development interventions should clearly define who is being targeted; how individual and institutional linkages will be facilitated or enabled by the project; what types of capacities are to be developed; what these will look like in practice; and the implications for the package of support to be delivered. Project designs should also define outcomes at each level - individual, organisational, institutional or national, clarifying assumptions, theories and supportive actions to transmit change through these levels.

## Lesson #3: The need to embed adaptive and agile management

**Starting with a clear agreement on intended results, capacity development interventions should accommodate adaptive and agile management. This involves clarifying shared roles and responsibilities for adaptation and decision-making between national counterparts and the Secretariat's project team. Adjustments should be allowed for due to emergent risks, context or organisational changes.**

The value of adaptive and agile management is well known. The capacity development context is inherently complex and dynamic. Further, in developing and particularly small Commonwealth states, inadequate technical capacities and limited resources are endemic challenges. These problems often derail interventions. Further, in active democracies, political leads may change every five years, bringing new policy priorities and strategies.

In such contexts, it falls to the monitoring and reporting system to inform adaptations to maintain relevance and alignment with project goals (Puri 2018). And it falls to the project team to manage relationships effectively, ensuring the project has inbuilt resilience to continue to progress. The need for project management agility is particularly critical for long-term technical assistance.

Punton 2016 notes that, thinking of capacity development as a complex issue suggests the need to focus on the many influences on individual behaviour, the need to expect capacity change to be unpredictable and incorporate feedback loops, and the need to understand how networks and relationships affect capacity change.

## Findings

In many technical assistance projects, evaluations report a lack of clarity with respect to responsibilities for the ongoing management of placements. This is particularly the case with decision-making around the utilisation of the experts' time. Prior to 2018, the Secretariat's Technical Assistance Unit played a key role in monitoring placements. The 2010 *Evaluation of the Secretariat's Programme of Maritime Boundaries Delimitation* (McCue and Pratt 2010) found the number and duration of Secretariat missions to countries substantively increased appreciation of local conditions and the continued relevance of technical advice. However, with the disbanding of the Technical Assistance Unit in 2018, the responsibilities for monitoring and ongoing management transferred to the programme team and became less clear to all parties.

Project teams often complained that experts were incorrectly utilised by institutional supervisors, shifted from their core capacity development role to fill operational gaps. Despite their terms of reference, low staff capacity in many national trade ministries meant the Hub and Spokes trade advisers were often drawn into administrative tasks for host institutions such as minute taking, correspondence and organising meetings. This limited the time available for technical knowledge transfer.

Given the Secretariat's practice of positively responding to demand-driven requests, there is a perception that assigning specific responsibilities to the host institution may be

burdensome. However, shared responsibility is at the heart of technical co-operation and important for local ownership and sustainability.

Programme staff also noted that the Secretariat was often not prepared to adapt to success. Successful innovation and implementation of the Commonwealth Climate Finance Access Hub (CCFAH) has led to an increased demand for climate change technical assistance. However, internal processes and constrained resources limit the programme's capacity to scale-up and respond in a timely manner.

### Recommendations

Our project management systems need to provide for adaptive and agile management by:

- enabling teams to adapt designs to changed assumptions and contexts;
- providing for monitoring and reporting on changes to focus on the learning gained and how the project is being realigned for success;
- clarify the shared responsibilities with counterparts for managing the implementation of capacity development actions, including through the participation of stakeholders in design and adaptation decisions, monitoring progress and measuring success; and
- ensuring the Secretariat's internal systems are supportive of this approach to project management.

### Lesson #4: Integrating enabling measures to support organisational change and sustainability

**Capacity development project designs should recognise that improved practice requires more than knowledge and skills. They should also incorporate measures for sustainability and actions to enhance the organisational and institutional context for support as part of a broader behavioural change programme.**

Interventions targeting knowledge and skills should sit within a wider capacity development plan. This should clearly identify and support the transfer from knowledge to better practices and address the enablers and limiters to higher-level change. More sustainability and better results were generally found where Secretariat staff had maintained engagement over a long period of time (Commonwealth Secretariat 2020e). This allows time for the change process to be supported and for individuals and the organisation to grow in confidence. The Secretariat's presence can be an influential advocate for reforms that might be difficult in the context of limited resources and technical expertise, as well as the divergent political interests or policy priorities of many actors.

### Findings

The 2021 *CCFAH Evaluation* report [IFCL, 2021] noted the challenges faced by beneficiary countries due to limited human resources and high staff turnover in national institutions. Commonwealth national climate finance advisers have made significant strides in helping host ministries through provision of operations manuals, new mechanisms to support inter-ministerial co-ordination and hands-on training in projects proposal development for officials.

Sustainability is also enabled where technical assistance moves to technical co-operation (Commonwealth Secretariat, 2015). Our capacity building interventions are most often designed as one-off and supply-driven, with little commitment from counterparts.

In strengthening the legislative drafting capacities in member states, counterpart measures by governments were critical for sustainable impact. The Commonwealth's legislative drafting evaluation report (PAI, 2015) noted that increased capacity was short term. The problems faced by drafting offices continued for two main reasons: 1) Commonwealth Secretariat support was not part of a long-term plan of action, and 2) governments and agencies that were critical for the support to have sustainable impact had not taken counterpart measures. The evaluation also found staff turnover led to significant leakage of the developed capacity, with limited mechanisms to ensure the capacity was transferred to others or the institution (PAI, 2015)

**[Text Box] The experience of building legislative capacity in Belize**

*Belize provides a good example of the absence of counterpart measures and of a long-term plan of action, resulting in the impact of the support being short term. Before Commonwealth Secretariat assistance, Belize legislative drafting was poor. There was no distinct office; instead, [there were] one or two officers within the Attorney General's Chambers with little or no training. Government departments had no confidence in the drafting capabilities of the AG's Chambers and sent their drafting work elsewhere. This situation was turned around through the placement of the Commonwealth expert. With the assistance of an experienced Solicitor General, a drafting unit was established with new offices, new posts and recruitment of additional drafting officers. Drafting officers received training and mentoring. A legislation template was introduced, which standardised and made the preparation of drafts more efficient and professional. Morale was high, output and efficiency increased, government departments developed confidence and directed more work to the department. Yet the in-country visit during the evaluation (in 2015) revealed that practically all of those gains had been reversed. One drafter remained, whose only formal training was a two-day seminar. A long-term plan of action would have provided for the type of training that would build capacity to ensure sustainability.*

*Extract from PAI, 2015 Evaluation of Support To Member Countries On Legislative Drafting (edited by Author)*

A key hindrance to our being able to respond to this lesson is the challenge of continued engagement with high-quality technical input in a resource-constrained environment. Project leads noted the Secretariat's declining budgets limited in-country supervisory and consultative visits, while the annual budgeting cycle constrained multi-year commitments. The disbanding of the Technical Assistance Unit in 2018 coincided with a shift to more short-term forms of technical assistance. It is as yet unclear what impact this change has had on programmes.

### Recommendations

We should adopt a more deliberate approach to embedding sustainability measures into its programme designs and implementation. Specifically, capacity development project designs should be rigorously appraised to ensure that the targeted capacity changes can be attained and sustained. Measures to support sustainability may include:

- ensuring government commitment to the change process and to accommodating innovative ideas and proposals developed by programme participants;
- engaging other stakeholders and partners, within the target institution and across government, to broaden the coalition in support of changes;

- engaging a dedicated team as the counterpart beneficiary rather than one individual, to increase sustainability, skills transfer, strengthen local capacity and to minimise risk caused by staff turnover and movement; and
- ensuring a locally contexted system for knowledge generation and sharing, including of knowledge products, but also for peer learning and networks to support ongoing learning.

## Lesson #5: Developing the outcome-oriented, cost-effective monitoring, evaluation and learning toolkit

**Outcome-oriented, cost-effective MEL, with clear processes and tools linked to in-country systems, are needed to close the gap in the understanding and measurement of development effectiveness and impact.**

There must be buy-in from the project team toward outcome orientation and measuring impact. Responsibility for measuring effectiveness can be shared with member states, connecting our programme results frameworks with partner institutions' own M&E or the national M&E information. This would move our results culture beyond institutional results-based management (RBM) to *managing for development results*. Here the emphasis on learning and evidence-informed actions requires an external appraisal and engagement with in-country systems. To address this gap, while being cost-effective, capacity development MEL tools need to identify and engage target stakeholders in MEL activities, drawing on organisational, institutional and national MEL resources and supporting the development of these where appropriate.

The Independent Evaluation Unit of the Green Climate Fund reported that in the absence of deep resources for ex-post impact assessments, we need improved impact measurement, baselining and tracking throughout the project life (Puri 2018).

### Findings

While significant progress has been made in recent years in establishing RBM processes and enhancing enabling capacities in our programmes, accountability for 'results' has been largely inward - focused primarily on improving the measurement of outputs.

Our programme designs include a description of how and why the Secretariat should be involved in responding to a defined problem. However, in capacity building interventions, this assessment does not adequately address whether we have the necessary capabilities to deliver sustainable results.

The Secretariat designs four-year programmes, but delivers through annual budget approvals with no funding commitments to future financial years within the strategic period. This means actions can be re-prioritised every year, leaving programme leads unwilling to commit to counterparts on future support.

In the Commonwealth Election Professionals programme, line management works to understand how participants can be supported to make changes and how the outcomes of the programme are being experienced within elections management bodies.

### Recommendations

Project MEL activities should target the build-up of evidence on how change can be achieved and sustained. By embedding MEL throughout the project, we can ensure that MEL information is continually collected and utilised. Capacity building projects need to engage all participants in MEL activities, to establish information and feedback loops that support a multidirectional flow of learning. This also requires a timeline that extends beyond the project life and involves committed resources.

## Lesson #6: Utilising a regional approach

**A regional approach to capacity development strikes a balance between reach and depth. This approach is highly cost-effective where the knowledge and skills transfer is technical and not specific to national contexts. It allows for context-relevant learning among participants with shared social, cultural or political experiences.**

Transformational change can be brought about through programme reach that covers pan-Commonwealth stakeholders or through deep change at the institutional and country levels. Both approaches are, however, potentially demanding on resources.

A regional approach to building capacity can provide a cost-effective alternative. It can increase the technical content, with the knowledge shared contextualised to the culture and policy challenges of participants. Further, it facilitates a peer community of practice that can informally support innovations and better practices. This latter point is particularly valuable for Commonwealth small states, whose specialists benefit greatly from extending their peer networks beyond limited national spaces.

### Findings

In the context of resource constraints, our programmes must define project actions that have both depth and reach. In the context of COVID-19, as delivery has shifted to virtual platforms, the reach of trainings delivery has also expanded. However, the trade-off from broadening the reach of capacity-building programmes is that knowledge shared tends to more general, while the focus on skills development and practice is limited. While pan-Commonwealth-wide generic training may be valuable for raising awareness, outside of a broader programme (such as the Debt Management Programme) such training is likely to be ineffective for building capacity.

The 2015 *Evaluation of the Legislative Drafting Programme* encouraged a regional approach to providing technical assistance to small states as an alternative to the less affordable option of fielding experts to individual countries. In this example, it was expected that drafters would move around among islands, but generally stay in the region - so the professional development of those in the network would continue to benefit the network and thus all the small states.

The Anti-Corruption and Public Administration Programmes have also successfully modelled a regional approach to building the capacity of public agencies. Meanwhile, Enterprise Risk Management capacity development interventions encourage practitioners in internal audit agencies in Commonwealth Africa to learn from each other, share tools and approaches, and problem solve collectively.

### Recommendations

We should capitalise on its ability to convene stakeholders at the regional level to deliver capacity development interventions.

## Conclusion

This paper summarises lessons that can improve the effectiveness and efficiency of the Secretariat's capacity building interventions delivered through training and technical assistance. The paper traces these lessons through the programme cycle, highlighting:

- the need for robust in-depth needs assessment to ensure evidence-informed programme designs;

- a results-focused approach that reflects the mechanisms of change and defines the ‘right’ response in terms of *who* is being targeted *what* capacity is to be developed;
- the need to embed adaptive and agile management processes, clarifying the shared roles and responsibilities for adaption and decision-making between national counterparts and the Secretariat’s project team;
- integrating measures to enable sustainability and complementary actions to enhance the organisational and institutional context;
- improving outcome-oriented, cost-effective monitoring, evaluation and learning; and
- applying a regional approach to balance reach and depth in enabling general and context-specific knowledge transfer.

This paper is the first step in highlighting good practices in the Secretariat’s capacity development programmes. It should inform the development of practice guidance to action recommendations that support planners and project teams.

## Notes

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<sup>1</sup> The OECD-DAC (2006) define ‘capacity’ as ‘the ability of people, organisations and society as a whole to manage their affairs successfully’.

<sup>2</sup> Other actions, including knowledge sharing through peer networks and the dissemination of knowledge products, also have expected capacity development outcomes. However, these are explicitly addressed in the Lesson Paper on the ‘Impact Pathway - Networking, Knowledge Generation and Sharing’.

<sup>3</sup> Developed by Pact, available at: <https://www.betterevaluation.org/en/themes/capacitydevelopment>

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## Further Information

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